



**NBS  
EduWORLD**

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# Baseline Assessment Template

For Tier-2 NbS EduSystems\*

Milestone 4

\*This template can be useful for Tier-3 as a background framework



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Abstract	<p>The baseline assessment template provides guidance to the Tier-2 partners, to explore their current NbS education landscape. The template has been developed keeping in mind that there might be many interlinkages and complex connections among the set cornerstones. However, to get a comprehensive picture, almost all cornerstones have a crucial role in determining the structure of the NbS education landscape in terms of policies, finance, governance, and businesses, etc. This will be the basis for carrying out further work with the Tier-2 partners to support them in identifying, prioritising, and implementing their NbS education initiatives.</p>
Keywords	Baseline, Status Quo, Cornerstones

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## 1. Introduction

Baseline assessment for the NbS education landscape in Tier-2 is an important first step in exploring the current structures, actors, and other enabling factors. In this project, the Tier-1 are the partners from MNHN (Paris), CMA (Almada) and OCC (Offaly) as the urban, coastal and rural ecosystems which are the NbS Demonstrators meaning the NbS are either at the implementation stage or finalized. Tier-2 on the other hand, are those NbS EduSystems who are seeking to develop educational activities around NbS with limited or no previous experience. Other than these, there will also be Tier-3 included in the project as New NbS exemplars and/or their stakeholders to support the implementation of the developed and refined learning scenarios and materials, so as test beds for tailor made design and implementation NbS education activities.

For every project to be successful and to avoid reinventing the wheel, there is a need to set up a baseline or a frame of reference to begin with. This is done since the NbS education initiatives are not being carried out in vacuum but there are a plethora of interconnections and complexities, which already exist. To leverage the enabling ones, and strengthen the perhaps weaker potential necessary factors, there is a need to first understand the context in as comprehensive manner as possible within the time duration set.

With this in mind, the milestone delivers a comprehensive baseline assessment template for Tier-2 partners. This baseline assessment template will support in accessing relevant information and tapping into all information sources the Tier-2 partners have available, to help determine what NBS education initiatives are feasible. After all, to ensure the impact of the NBS initiative(s) of each Tier-2 partners, all enabling factors need to be put together and used, to contribute to the main objectives of the NBS EduWORLD project.

The Baseline Assessment template might be updated in one year's time to consider changes which could influence the NBS education initiative(s) planning and implementation. However, this would be done when such NBS education initiatives are set and ready for implementation. Furthermore, the cornerstones of the baseline and their interconnections, as well the checklist, could be graphically represented for visual appeal and to ease the process of collecting information. In fact, in the future the report could be added to the NBS EduWORLD portal as an interactive guide '11 Cornerstones to good baseline assessment'.

## 2. Objectives

To maximise the impact of the baseline assessment, the following primary objectives have been set. Furthermore, they are broken down to specific objectives in alignment with each cornerstone to support the rationale behind each of the selected cornerstones.

- Understanding the context of NBS education policies, practices and actors in Tier-2.
- Setting a background framework for Tier-3.
- Supporting the consortium partners in responding to the needs and interests of the Tier-2 and subsequently Tier-3 (if feasible).

## 3. Template preparation methodology

To deliver a comprehensive template to gather relevant information from Tier-2 (and potentially Tier-1) partners, several steps were adopted, as outlined below:

1. Literature review: This was done to understand what baseline assessment means (or could mean), its purpose and similar activity done in the field of NbS and education. It became evident that the term is prolific in the formal education sphere and has been used widely. In the context of NbS, with similar connotations, such as baseline monitoring, Status Quo Check, SWOT Analysis etc., it was understood that the main purpose is to explore the different factors present that support and could facilitate further uptake of proposed activities. In the case of NBS EduWORLD, it is very helpful to determine the existing influencing factors for the Tier-2 partners to take advantage of to develop their NBS education initiatives.
2. Several feedback rounds: To ensure that all WP3 partners are on the same page, multiple occasions of WP3 regular meetings, bilateral meetings and several exchanges via emails were used to gather feedback and discuss/brainstorm the cornerstones specifically. This allowed for a collaborative effort in determining what is of relevance to get a comprehensive picture of the status of each Tier-2 partner's NBS education landscape at present.
3. Workshop on Baseline Assessment: With the help of a dedicated online workshop, several of the cornerstones were explored. This was done to check the rigidity of the template's cornerstones and test it with Tier-1 and Tier-2 partners with the support of WP3 partners.

## 4. Cornerstones - Rationale

The baseline assessment will be centred around 11 cornerstones to support gathering information and providing support for Tier-2 (but also Tier-1 and Tier-3) to assess their enablers in various aspects to be able to leverage identification, prioritisation and implementation of their NbS education activities.

These 11 cornerstones form the Baseline Assessment Template and have been co-developed together with all WP3 partners and upon feedback from the Tier-2 partners specifically.

The cornerstones have been selected and refined with various rounds of feedback, in order to delineate the various aspects helpful in painting a comprehensive picture of the existing NbS education landscape in each of the Tier-2. While it is evident that there might be some commonalities and uniqueness in each local context, the aim of developing these cornerstones to be applied to all the Tier-2 NbS Ecosystems is to have a basis for comparison and contrast. This would in turn support each Tier-2 to develop their understanding of the importance of each cornerstone, based on the other Tier-2's input and hence provide as comprehensive a picture as feasible.

For the purpose of supporting the Tier-2 partners to fill in the cornerstone responses, the objective has been made evident for each cornerstone and a short paragraph for guidance has been included. The cornerstones may be amended and complemented on a needs basis throughout the project.

## 5. The Cornerstones

### 1. Area or site-specific scope

Objective: Understanding the spatial scope of your work will help gain insights into the geographic coverage and indirectly the target audience, enabling a more comprehensive assessment of your initiatives.

Guidance: Please specify the geographic extent or areas where your work is implemented or has an impact using NBS. Consider whether your actions are local to a specific neighborhood, city, region, or have a broader reach at the national or international level.

### 2. Enabling policies

Objective: Understanding the enabling policies will help assess the supportive mechanisms and instruments you are/can leverage for your NbS activities and identify areas for further policy development or alignment.

Guidance: Please identify and describe the enabling policies that support or facilitate your activities, initiatives, projects or programs related to NbS education. These policies may include legislation, regulations, guidelines, or frameworks at the local, regional, national, or international levels that create an enabling environment for your work. Please mention any interlinkages between local and EU policy frameworks.

### 3. Funding opportunities and municipal budget

Objective: Understanding the funding sources and budget will help us assess the financial sustainability of your initiatives and identify potential gaps or opportunities for resource mobilisation.

Guidance: Please provide information on the funding sources available or accessible in the future and budget allocated to support your activities, initiatives, or programs related to NbS. Specify the financial resources that contribute to your work, including EU/national grants, loans from banks, philanthropic donations/charity support, or other funding streams.

#### 4. Relevant actors and partnerships

Objective: Please identify and describe the relevant actors involved in your activities, initiatives, or programs related to NbS. These actors may include individuals, organizations, institutions, or stakeholders who play a significant role in shaping or implementing your work. Identify key government agencies, non-governmental organizations, community groups, academic institutions, private sector entities, or other relevant actors. Describe their roles, responsibilities, and contributions to the success of your initiatives.

Guidance: Understanding the relevant actors will help us assess the collaborative efforts and partnerships involved in your work and identify opportunities for further engagement or coordination.

#### 5. External institutional and organisational support

Objective: Understanding the external institutional and organisational support you receive will help us assess the backing and resources available to sustain and enhance your initiatives.

Guidance: Please provide information on the external support you receive for your activities, initiatives, or programs related to NbS. Identify the institutions or organizations that provide support and/or resources to facilitate the planning or implementation of your work. This may include educational institutions, research centres, non-profit organizations, or other relevant institutions. Describe the nature and extent of the support received, such as financial assistance, technical expertise, access to facilities or networks, or policy advocacy.

#### 6. Curriculum development and integration

Objective: Understanding the curriculum development process and the integration of sustainability education will help us assess the depth and breadth of sustainability content in the education system and identify areas for further integration or improvement.

Guidance: Please provide information on **(if you have any direct/indirect link to)** the curriculum development process and the integration of sustainability education into existing educational material. Describe how sustainability concepts, themes, and learning outcomes are identified and incorporated into the curriculum. Explain any specific methodologies, guidelines, or frameworks used for curriculum development in relation to sustainability education. Provide examples of how sustainability education is integrated across different subjects or grade levels, highlighting any specific topics or learning objectives.

## 7. Teacher training

Objective: Understanding teacher training efforts will help assess the level of support and availability of resources for teachers in delivering quality sustainability education (including NbS).

Guidance: Please provide information on the training and professional development opportunities available for teachers regarding sustainability education (**if you know of or are involved in any**). Please describe the initiatives or programs in place to equip teachers with the necessary knowledge, skills, and pedagogical approaches to effectively deliver sustainability content in the classroom. Please also include details on the content covered in teacher training, the frequency and duration of training sessions, and the methods used to assess teacher proficiency in sustainability education. Additionally, please highlight any ongoing professional development opportunities provided to teachers to bring them up to speed on emerging sustainability issues (such as NbS) and teaching methodologies.

## 8. Continuous professional development (CPD)

Objective: Understanding the availability and access to CPD will help assess the commitment to professional growth and the availability of resources for educators to stay informed on best practices and emerging trends in sustainability education.

Guidance: Please provide information on the CPD opportunities available to educators regarding sustainability education, including NbS. Describe the initiatives or programs in place to support ongoing learning and professional growth in the field of sustainability education. Include details on the types of CPD activities offered, such as workshops, seminars, conferences, webinars, or online courses. Explain how educators are encouraged to participate in CPD, and whether it is mandatory or voluntary. Additionally, highlight any resources, networks, or communities of practice that exist to support educators to practice lifelong learning.

## 9. Youth organisations, Youth NGOs and Youth Clubs

Objective: Understanding the influence and interest of actors, such as Youth organisations, NGOs and Clubs will help assess their role in shaping the plans and activities for implementing NbS and supporting youth (especially from vulnerable communities).

Guidance: Please identify and elaborate the role of Youth organisations, NGOs and Clubs, etc. in promoting sustainability education (including NbS) with environmental education activities and awareness raising campaigns, etc. This could be especially related to the youth from vulnerable communities in your area.



## 10. Learning resources and infrastructure for community engagement

Objective: Understanding the availability and quality of learning resources and infrastructure will help assess the support in place for educators and students to engage in meaningful sustainability education.

Guidance: Please provide information and links on the learning resources and infrastructure available to support sustainability education (if you know of any or are involved in any). Describe the resources and materials provided to educators and students that are specifically tailored to sustainability education. This may include textbooks, digital resources, teaching aids, laboratory equipment, or other relevant materials. Additionally, assess the availability and suitability of the physical infrastructure that supports sustainability education, such as classrooms, laboratories, outdoor learning spaces, or community resources like parks or gardens. Also, consider the condition, accessibility, and adequacy of these resources and infrastructure to effectively deliver sustainability education.

## 11. Nature based Enterprises (NBEs)

Objective: Understanding the private sector's contribution to NbS will help assess the current status in terms of the entrepreneurial skills in your area. There might be some untapped potential too, therefore, it is relevant to take stock of existing NBEs and understand their influence and business model. It would help over time to match the needs to expertise and also support and influence other private agencies/companies to turn towards “using nature as a core element of their product/service offering”. For more information, check out: Connecting Nature [here](#), CNEP [here](#).

Guidance: Please identify businesses or economic activities that directly or indirectly utilise natural resources and ecosystems in a sustainable manner in their products and services. These enterprises may include eco-tourism ventures, sustainable agriculture or forestry operations, biodiversity-based product manufacturing, renewable energy projects, or other initiatives that have a positive impact on the environment and local communities.

## 5. Annex: Baseline Assessment Template

### 1. Area or site-specific scope

Refer to the Cornerstone 1 (Max. 300 words)

### 2. Enabling policies

Refer to the Cornerstone 2 (Max. 300 words)

**3. Funding opportunities and municipal budget**

Refer to the Cornerstone 3 (Max. 300 words)

**4. Relevant actors and partnerships**

Refer to the Cornerstone 4 (Max. 300 words)

**5. External institutional and organisation support**

Refer to the Cornerstone 5 (Max. 300 words)

**6. Curriculum development and integration**

Refer to the Cornerstone 6 (Max. 300 words)

**7. Teacher training**

Refer to the Cornerstone 7 (Max. 300 words)

**8. Continuous professional development (CPD)**

Refer to the Cornerstone 8 (Max. 300 words)

**9. Youth organisations, youth NGOs and youth clubs**

Refer to the Cornerstone 9 (Max. 300 words)

**10. Learning resources and infrastructure for community engagement**

Refer to the Cornerstone 10 (Max. 300 words)

**11. Nature based Enterprises (NBEs)**

Refer to the Cornerstone 11 (Max. 300 words)

## 6. Checklist

This checklist provides guiding questions for the Tier-2 partners to get access to all the information sources they would need to comprehensively respond to each of their cornerstones relevant for NbS education.

1. Have you checked into your urban planning documents, master plans and other local strategies? (This would help understand the priorities in terms of NbS and greening activities prioritised and supported in your local context).
2. Have you contacted other departments in your municipality for information on the 11 cornerstones? (This would help in case there are some aspects relevant to this project for which information and contacts are available in other departments than only your own).
3. Is your organisation connected to the Ministry of Education in your country, and have you joined forces for environmental education projects/activities/initiatives, etc.?
4. Are you connected to other EU funding programmes (Horizon Europe, LIFE, etc.), Biodiversa+, Erasmus+, etc.?
5. Do you have any case study (from an initiative/campaign (STEM), etc.) from your area/region, in which NBS education is prominent?

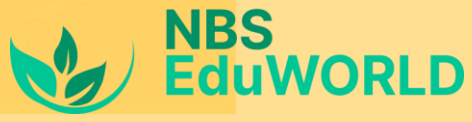


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