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COMPASS

COMPetences for Agencies for Sustainable Site conversion

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Final Methodological Guidelines

For the implementation of Interdisciplinary Curriculum:
Sustainable Conversion Project Consultant



June 2017



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1. THE COMPASS PROJECT

1.1. What is COMPASS?

COMPASS (COMPetences for Agencies for Sustainable Site conversion) is an EU-funded project with its roots in the need to foster the creation of synergies between private, social and institutional actors which need to work together – combining different skills and competences – to reconsider current production and consumption models, starting with the regeneration of public spaces.

The COMPASS project aims to enhance active citizenship and democratic participation of local private and public actors to requalify abandoned/disused urban areas. Moreover the project aims to increase innovative multidisciplinary skills and competences for unemployed, “mis-employed” professionals and people willing to increase their professional profile and their opportunities to enter the labour market.

Thus the main activity of the project was to design a training path for, and to bring recognition to, a new professional profile/curriculum able to meet the needs of the current European job market. The *sustainable conversion project consultant* is able to work on both local and global contexts and to foster transition scenarios in view of environmental and social sustainability.

This blended training path features knowledge and competences of different fields in order to create an innovative curriculum with characteristics such as interdisciplinarity and a strong practice-oriented professional experience.

The interdisciplinarity of the training path is found in the blended contents ranging from social sustainability to GIS mapping, from team-building techniques to social architecture and energy management, from participatory urban planning to marketing and fundraising.

The professional-oriented experience is realized through an outdoor, real-life field-practice period which grants the students the chance to develop a regeneration project proposal by exploiting the competences and



knowledge they have gained during the theoretical part of the course. This activity would also stimulate the engagement of local authorities, private actors and citizens into the ecological requalification of public areas.

1.2. Objectives

- Promote **green entrepreneurship education** and **active citizenship, employability** and the creation of **new professional curricula**;
- Support lifelong learning and work paths for individuals aimed at their **personal and professional development**;
- Support the mainstreaming of **open educational resources** for lifelong learning;
- Provide partner organizations with **innovative tools** to improve, renew and update their training offer;
- Establish **connections and business partnerships** between different actors
 - at local and EU levels - involved in sustainable conversion of public sites: local authorities, private companies and new professionals;
- **Promote** and **raise awareness** throughout EU on the job opportunities in the green sector.

1.3. The Partnership

The project has seen the cooperation of 6 partner organizations from 5 EU countries: Croatia, Italy, Germany, Bulgaria and Romania, thus bringing in the project a diversified know-how, expertise and innovative ideas.



DOOR (Society for Sustainable Development Design) is a civil society organization of experts devoted to the promotion of sustainable energy development. It has implemented projects with goals ranging from climate change mitigation, encouraging citizens' participation in



sustainable energy policy-making, improving education about renewable energy sources and alleviating energy poverty. DOOR has an in-depth expertise in developing SEAPs (Sustainable Energy Action Plans) and in the promotion of sustainable development options in relation to energy.



A Sud is an organization with a strong experience in interdisciplinary teaching/training projects related to environmental issues at the local, national and international level. Its role is that of a bridge between different actors (institutions, private actors, trade unions, academics and social organizations) whose convergence is essential to the promotion of sustainable change and conversion. Thanks to its years of experience in the field of interdisciplinary training related to environment and ecological conversion, A Sud has led the development and implementation of the COMPASS.



Ce.S.F.Or. (Centro Studi Formazione Orientamento) is a VET non-profit organization with a long experience in training courses development, professional guidance, managing and leading EU-funded projects. Its role focuses on the management, monitoring and evaluation activities of the project. Also, as an experienced education provider in many sectors, it is leader of the implementation of the COMPASS training course.



Civitas (Civil Society Foundation) is an organization for civil society actively works for development and implementation of local & regional development programmes and for the establishment of tight relationships between local government and private actors.



Europanorat is an organization with an international set of competencies in management seminars and training paths for younger and adult people useful to maintain a strong business oriented perspective.



BDA (Bulgarian Development Agency) is an organization strongly experienced in the development of e-learning training courses as well as in the elaboration of training tools. It's focus also lies on research activities and providing consulting services for younger and adult people.

2. TARGET GROUP AND SELECTION CRITERIA

The Interdisciplinary Course: Sustainable Conversion Project Consultant with its curriculum developed in the framework of the COMPASS project is the educational tool whose implementation is described in these guidelines with the aim of making it suitable to different contexts.

This training path of the course should be addressed to **graduates, professionals, volunteers, unemployed** (younger and older), **administrators of local public authorities** and anyone with a **formal education** (at least a 3-year Bachelor's degree in Architecture, Geography, Environmental Sciences, Engineering, Social Sciences, Anthropology, Political Sciences, Law, Economics or other related



fields). Additional professional training and work experience or volunteering in the above mentioned fields represent an asset. The course could also potentially involve people with an ongoing university course (this means someone who's not yet in possession of a degree but who's enrolled in an academic course) showing a deep interest in this professional path. Participants should generally speaking possess knowledge and competences (background) in one or more of the subjects within the following areas:

2.1. Technical/Scientific area:

Architecture	<ul style="list-style-type: none">• Sustainable Building;• Urbanism and Regional Planning;• Infrastructure design;• Sustainable Development and Environmental Design;• Urban Planning;• Spatial Planning;• Environment Building and Transformation.
Engineering	<ul style="list-style-type: none">• Urban Planning;• Sustainable Transport;• Soil Conservation;• Infrastructure;• Energy Management;• Eco-friendly Use of Natural Resources;• Landscape Architecture and Design.
Geography	<ul style="list-style-type: none">• Geomatics;• Research on Territory;• Spatial Planning;• Landscape;• Urban Planning;• Traditional and Digital Mapping;• GIS systems;• Data Processing and Territorial Knowledge;• Territorial Instability and Pollution.



Environmental Sciences	<ul style="list-style-type: none"> • Environment Analysis and Monitoring; • Environmental Investigation on Polluted Sites; • Preservation of Biodiversity; • Climate Change; • Natural Calamities.
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2.2. Social/Humanities area:

Social Sciences	<ul style="list-style-type: none"> • Social Service Principles, Methodologies and Management; • Sociology; • Statistics; • Management of Discomfort Conditions for Individuals and Communities; • Social Information Strategy; • Community Engagement; • Participation and Democracy.
Anthropology	<ul style="list-style-type: none"> • Historical, Social and Cultural Data Detection and Collection; • Communication Skills; • Safeguarding and Promoting of Cultural Heritage and Landscape; • Equal Opportunities Promotion.
Political Sciences	<ul style="list-style-type: none"> • History; • Social Science; • International Relations; • Economics; • Law; • Urban/city Marketing.
Law	<ul style="list-style-type: none"> • Land Use; • Regional and Urban Planning; • Environmental Protection; • Construction Law; • Zoning Regulation.



Economics	<ul style="list-style-type: none">• Accounting;• Business Administration;• Investments and Funding Opportunities;• Financial statements;• Project management.
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2.3. Further Criteria:	
I.T.	Basic computer literacy (i.e. MS Office suite, Word processing, Spreadsheets, Internet use, File management).
Linguistic	English minimum level B2 (Common European Framework of Reference for Languages)*.
General	Strong interest and being able to guarantee the presence throughout the whole course and the field practice activity.

**Fluency in English is required in order to access to the majority of the scientific literature in all areas covered by the course, which is most likely in English.*

The selection process should encompass:

- 1) CV examination (i.e. Education, Previous work experience/volunteering, linguistic skills, organizational and communication skills, technical skills, digital competences, soft skills);
 - 2) Motivational letter examination (commitment and interest in the sector);
 - 3) Interviews.
-



3. METHODOLOGY

The sustainable conversion sector aims to keep the consumption and production processes within the natural limits set by our planet but at the same time favoring the increase of equal working and learning opportunities for all. This approach embraces several fields and thus different competencies/skills/professional figures: their collaboration will allow the creation of effective tools (economic, political and legislative) able to promote successful processes of conversion of the production and consumption models.

3.1. Requirements

The implementation of the training course requires specific instruments:

Basic Online System Requirements:

- Computer, Laptop or similar electronic devices (System platform MS Windows 2000 to MS Windows 10; Mac OS X v 10.4 or higher; Sound card with speakers or headphones; Browser: Explorer, Chrome, Mozilla, Safari or other; PDF reader; MS Office Suite).
- Internet connection for web-based researches.

In-class Requirements:

- Teaching/learning facility (room for the class, tables, chairs etc.), stationery (pens, pencils, paper sheets, notebooks etc.), PC, blackboard or interactive whiteboard, projector, screen etc. and any other useful tools for the in-class teaching.



- Internet connection for web-based researches and/or access to library services for consultation and study.

3.2. The course format

3.2.1. Interdisciplinary approach:

- **Integration:** in order to gain an integrated and therefore complete approach on the environmentally/economically/socially sustainable conversion of structures and public spaces it is necessary to draw knowledge and principles from multiple academic disciplines which help in shaping a coherent framework of analysis to understand the issues under examination.
- **Complementarity:** the interdisciplinary approach adopted by this curriculum aims at dissolving the boundaries between different areas of knowledge thus creating a brand-new professional training path suitable to meet the needs of this specific sector nowadays. This teaching methodology enables the student to make connections between the different disciplines and witness the correlation of the various areas of knowledge: ecology, entrepreneurship, team building and conflict management, marketing and promotion, social sustainability, sustainable architecture and energy management, sustainable urban planning and participatory planning, GIS mapping, business and fundraising.

3.2.2. Work-based approach:

- **Learning-by-doing oriented:** the COMPASS training path is developed as a strongly practice-oriented curriculum, which expects the students to attend



an 80 to 90-hour training course (either online or in-class/traditional method) depending on their fluency in English and their expertise in the various disciplines, followed by a period of field-practice of 3 to 4 months (minimum 80 hours to be covered with group meetings and individual work) to develop a hands-on concrete project proposal on the basis of the competences and knowledge acquired through the previous training. This training path could be carried out either online or in-class (traditional method) and then be followed by the field activity with potentially regular meetings for the development of the project proposal.

- **Project proposals:** The main result of the field-practice activities will be the drafting of real sustainable conversion proposals on an interdisciplinary group-based field activity featuring the blended skills and competences of the students. These project proposals will require a clear and concise writing supported by a thorough context analysis and followed by the technical details of the regeneration intervention, the specific environmental, social and cultural purposes, the possible (internal and external) risks to its development and eventually a business and marketing plan. These innovative proposals will subsequently get the chance to be submitted to the attention of the pertinent public authorities with the aim to get funding and the authorization for their realization.

For a detailed description of the contents required in a project proposal please see section 4.1."Course Structure".

3.2.3. Case-studies approach:

- **Country-specific cases:** The course features case-studies developed in each partner country - 5 short movies which facilitate the comprehension of the issues, develop problem-solving capabilities and encourage the development of critical thinking.

To see our national case-studies click on the following links:

- 1) **Croatia:** *Conversion of the Former Military Complex in Koprivnica, Croatia* (on the topic "Sustainable Architecture and Energy Management").



<https://www.youtube.com/watch?v=2ynvimyPaIY&index=2&list=PL7q2UAljMZAtjb178B1uF0oXMQNJa89DA>

- 2) **Italy:** *From the Crisis to sustainable transition: The Melpignano Community Cooperative* (on the topic "Territory conversion techniques: from the ecological crises to the ecological conversion of territories").
<https://www.youtube.com/watch?v=5ACIHVzFN4&index=4&list=PL7q2UAljMZAAtjb178B1uF0oXMQNJa89DA>
- 3) **Romania:** *The Paintbrush Factory - Conversion of a former factory to a contemporary art space, Cluj Napoca, RO* (on the topic "Social Sustainability").
<https://www.youtube.com/watch?v=wiBhDtN-4xY&index=1&list=PL7q2UAljMZAtjb178B1uF0oXMQNJa89DA>
- 4) **Germany:** *Mauergarten, Berlin* (on the topic "Urban Planning and Participatory Planning").
<https://www.youtube.com/watch?v=gghiLKNePNU&index=3&list=PL7q2UAljMZAAtjb178B1uF0oXMQNJa89DA>
- 5) **Bulgaria:** *Transforming street electric power posts into canvas of art in Sofia, Bulgaria* (on the topic "Business Creation and Fundraising").
https://www.youtube.com/watch?v=t1QK_TCoDg&list=PL7q2UAljMZAAtjb178B1uF0oXMQNJa89DA&index=5

- **Problem Solving and Critical Thinking:** The case-studies approach helps the student witness real-life experiences, the actors and the resources needed and thus gives the opportunity to think over the way different problematics have been solved or, in the specific case of urban reconversion, the methodologies adopted in (country-) specific contexts. The case-studies could be regarded as good practices and therefore used as a guide to solve particular problematics or to enhance the student's cognitive process to critically analyze the subject.

3.3. The course Monitoring and Evaluation

3.3.1. Training Course Monitoring



The training course should be monitored throughout the whole implementation phase as follows:

3.3.1.1. Online (e-learning platform) Monitoring:

- **Tracking system:** The students' work should be monitored through an e-learning platform built-in tracking system which allows teachers to monitor the access, downloads and completion of tasks by the course students. See examples below:

Online training courses

Exit from the course

Log out

Student Details: Ileana Rogoz - Interdisciplinary course on Sustainable Conversion and Urban Regeneration

Registration date: 26/10/2016

Information

First name and surname: Ileana Rogoz
Email: ileanarogoz@gmail.com

Tracking

Total accesses: 18
Timeline of accesses:

access date: 30/10/2016 08:23:38 - logout date: 30/10/2016 09:49:33
session time: 1 hour 25 minutes 55 seconds

Opened files:

- M1_From the global crisis to the ecological conversion of territories - 0_Bibliography/M1 - M1_Bibliography: 2
- M1_From the global crisis to the ecological conversion of territories - 0_Module 1 index - Module 1 index: 1
- M1_From the global crisis to the ecological conversion of territories - 0_Read this before starting the lecture! Indications and didactical activities for Module 1 - Read this before starting the lecture! Indications and didactical activities for Module 1: 1
- M1_From the global crisis to the ecological conversion of territories - M1.0_Course and module introduction - M1.0_intro1-Course and module introduction Part 1: 1
- M1_From the global crisis to the ecological conversion of territories - M1.0_Course and module introduction - M1.0_intro2-Course and module introduction Part 2: 1
- M1_From the global crisis to the ecological conversion of territories - M1.1-Health of the earth: complex crises, planet limits and the need for socio-ecological transition - M1.1_part1-Health of the earth: complex crises, planet limits and the need for socio-ecological transition: 1
- M1_From the global crisis to the ecological conversion of territories - M1.1-Health of the earth: complex crises, planet limits and the need for socio-ecological transition - M1.1_part2-Health of the earth: complex crises, planet limits and the need for socio-ecological transition: 1
- M1_From the global crisis to the ecological conversion of territories - M1.1-Health of the earth: complex crises, planet limits and the need for socio-ecological transition - M1.1_part3-Health of the earth: complex crises, planet limits and the need for socio-ecological transition: 1
- M1_From the global crisis to the ecological conversion of territories - M1.1-Health of the earth: complex crises, planet limits and the need for socio-ecological transition - M1.1_part4-Health of the earth: complex crises, planet limits and the need for socio-ecological transition: 1
- M1_From the global crisis to the ecological conversion of territories - M1.2-The climate crisis: facts and international governance - M1.2_part1-The climate crisis: facts and international governance: 1
- M1_From the global crisis to the ecological conversion of territories - M1.2-The climate crisis: facts and international governance - M1.2_part2-The climate crisis: facts and international governance: 1
- M1_From the global crisis to the ecological conversion of territories - M1.2-The climate crisis: facts and international governance - M1.2_part3-The climate crisis: facts and international governance: 1
- M1_From the global crisis to the ecological conversion of territories - M1.2-The climate crisis: facts and international governance - M1.2_part4-The climate crisis: facts and international governance: 1
- M1_From the global crisis to the ecological conversion of territories - M1.2-The climate crisis: facts and international governance - M1.2_part5-The climate crisis: facts and international governance: 1
- M1_From the global crisis to the ecological conversion of territories - M1.3-Introduction to socially and environmentally sustainable transition - M1.3_part1-Introduction to socially and environmentally sustainable transition: 1
- M1_From the global crisis to the ecological conversion of territories - M1.3-Introduction to socially and environmentally sustainable transition - M1.3_part2-Introduction to socially and environmentally sustainable transition: 1
- M1_From the global crisis to the ecological conversion of territories - M1.3-Introduction to socially and environmentally sustainable transition - M1.3_part3-Introduction to socially and environmentally sustainable transition: 1
- M1_From the global crisis to the ecological conversion of territories - M1.4-Sustainable transitions' insights - M1.4_part1-Sustainable transitions' insights: 1
- M1_From the global crisis to the ecological conversion of territories - M1.4-Sustainable transitions' insights - M1.4_part2-Sustainable transitions' insights: 1
- M1_From the global crisis to the ecological conversion of territories - M1.4-Sustainable transitions' insights - M1.4_part3-Sustainable transitions' insights: 1
- M1_From the global crisis to the ecological conversion of territories - M1.4-Sustainable transitions' insights - M1.4_part4-Sustainable transitions' insights: 1
- M1_From the global crisis to the ecological conversion of territories - M1.4-Sustainable transitions' insights - M1.4_part5-Sustainable transitions' insights: 1
- M1_From the global crisis to the ecological conversion of territories - test: 1

access date: 30/10/2016 19:11:14 - logout date: 30/10/2016 19:15:13
session time: 4 minutes 59 seconds

Opened files:

- M2_Team building techniques, team work and conflict prevention - 0_Bibliography/ M2 - M2_Bibliography: 1
- M2_Team building techniques, team work and conflict prevention - 0_index/ Module2 - M2_index: 1
- M2_Team building techniques, team work and conflict prevention - 0_Read this before starting the lecture. Indications and didactic activities for M2 - 0_Read this before starting the lecture. Indications and didactic activities for M2: 1
- M2_Team building techniques, team work and conflict prevention - M2_L1_The working team - M2_L1_The working team: 1
- M2_Team building techniques, team work and conflict prevention - M2_L1_The working team - Reading 1_Group dynamics and Team Building: 1
- M2_Team building techniques, team work and conflict prevention - M2_L1_The working team - What are the benefits of being a team in a business environment: 1



Platform Test

- TEST M2_Team building techniques, team work and conflict prevention
 - What is the key element at the basis of a working team?
 - Risposta: B. Integration
 - Cohesion can be defined as a state in which help members to develop a feel of belonging with each other.
 - Risposta: C. similarities
 - A team goal must have the following characteristics:
 - Risposta: B. measurable, shared, clear
 - What shall a successful communication strategy entail?
 - Risposta: C. stakeholders analysis, key message identification, appropriate channels identification
 - What can be considered as a major reason for a conflict on the workplace? Chose the WRONG answer.
 - Risposta: D. Bad weather
 - What can be considered as a reasonable action in a case of "Employee vs. employee" conflict?
 - Risposta: B. To sit down and discuss the object of the conflict
 - Which of the following is NOT a characteristic of a conflict?
 - Risposta: C. Differences in the style of work
 - What can be considered as a sound action for conflict prevention?
 - Risposta: C. Avoid confrontation with your supervisor
 - The team climate has to be rigid and strict in order to have a more work-focused team
 - Risposta: no
 - Feedback is related to good communication and listening capabilities and helps the team's mood to stay constructive
 - Risposta: si
 - A good network is made up by a limited number of organizations because they have to achieve complex goals
 - Risposta: no
 - Communication: How do communication activities help you achieve your objectives?
 - Risposta: Communication arises from three main activities: exchange, listening and talking. It can be defined as the key-process which allows the working certain specific characteristics. Thus Communication must be: Focused; Pragmatic; Clear and Situation-Related. When focused, communication serves tang relationships. It's aimed at developing collaboration and climate. It is pivotal to always maintain the content of the communication coherent with the objective.

Example of Cesfor's Platform tracking system

- **Communication tools:** Communication is key to monitor the course progress. therefore the system shall also feature a communication tool (wall, discussion board, real-time messaging with notification, built-in email system) not only for sharing and communication but also to support the supervision of the progress of each student. See example below:

Interdisciplinary course on Sustainable Conversion and Urban Regeneration

Hi, Pablo Tempesta

Wall Messages Tutor Mail Logout Unsubscribe from the course

Date of access: 22/06/2017 07:49:55 Session time: 12 minutes by 12 students

Pablo Sanchez Arias Petra Andrić Daniel Rodik SIMEON TOPTCHYSKI Uwe Saltzmann Lucie Greyl Jelena Radosevic Lyubomira Dimitrova Ivana Roguj Katarina Lukelina Neamtu Bogdana

Message sent by the teacher: Pablo Sanchez Arias
Subject: Course Evaluation
Date: 18/01/2017
Message: Dear participants, We would like to get a feedback from you. We kindly ask you to fill out the course evaluation form that you can find here by the 29th January docs.google.com/forms/d/e/1FAIpQLSdIXQX5Z7WOOGLHfou-FkNnUHE9TXXUJ-c5S5db4w1s4wvewform It takes approx. 7 minutes, thank you very much and good luck!

Message sent by the teacher: Lucie Greyl
Subject: About final completion of the course
Date: 23/12/2016
Message: Dear participants, The online course should already be completed. Though, the teachers have agreed to grant participants the following extensions to finalize the course tasks (slides, exercises and tests planned under each module) - you shall finalize before December 29th module 2,5 and 8 - you shall finalize before January 9th Modules 1,3,4,6,7. We remember you that if you want to pass this online course and receive the course certificate you need to complete at least 60% of the modules and tests and to fill in the evaluation questionnaire that we will send you on the 13th of January and that you will need to complete and send back by the 29th of January. We hope that you have appreciate the course and that it provided you with new competences, visions and ideas. All the Compass team send you their best wishes for the seasons holiday. Kind regards The Compass Team

Example of Cesfor's platform Wall



3.3.1.2. In-class Monitoring:

- **Tests and regular checks:** The activity foresees a regular check of the comprehensibility of the contents, the accuracy of the attendees' answers to the exercises/tests, as well as their continuous attendance.
- **Communication:** Teachers should at least once a week dedicate a time to discuss with students any problems, doubts, proposals and ideas they may come up with (Office hours) in order to grant feedback and communication flow between the parties.

* Please note that both Online and In-class modalities could also be combined according to the necessity or if appropriate.

3.3.2. Training Course Evaluation

The training course should be evaluated throughout the whole implementation phase as follows:

3.3.2.1. Online (e-learning platform) Evaluation:

- **Assessment of the students' performance:** The general comprehension of the course contents should be evaluated through different evaluation tools such as tests (multiple choice questions, alternative response questions, matching questions, fill-in the blanks, open questions), essays to write on a specific topic and/or technical exercises (i.e. developing a marketing plan).
- **Online course final evaluation:** The online training course should be evaluated through a final evaluation questionnaire for students and



teachers (see below paragraph 3.4.).

3.3.2.2. In-class Evaluation:

- **In-class course evaluation:** The in-class training course should be evaluated through a final evaluation questionnaire that students and teachers can fill in to provide a feedback on the course (see below paragraph 3.4.).

** Please note that both Online and In-class modalities could also be combined according to the necessity or if appropriate.*

3.3.3. Field Practice Monitoring

The field-practice activities should be monitored and evaluated throughout the entire practical implementation phase as follows:

- **Observation and analysis:** the students' progress during the field-practice is monitored and evaluated through the observation and analysis of the activities realized, following specific criteria:
 - Regular attendance to the group meetings;
 - Being able to actively participate to the meeting with stakeholders;
 - Being able to meet the deadlines set;
 - Being able to cooperate with local authorities and with participants within the group;
 - Developing a successful project proposal in a multidisciplinary group following the template given at the beginning of the field-practice activity.

3.4. Feedback on the training path



The overall training path (characteristics and outcomes) should be evaluated by directly giving the chance both to the students and to the teachers to express their opinion on the course. In this sense, the monitoring and evaluation activity can be fostered by handing in assessment questionnaires after the completion of each module (in order to collect useful information to verify the quality of the contents covered), or in the end of the course for all the modules. Gathering feedback both from students and teachers is a valuable method to improve student learning, refine the contents and adjust the teaching; in fact soliciting intra-course assessments allows teachers to pay attention to concerns, doubts but also to positive elements.

On-line: web-based assessment techniques cover involve the use of online tools such as *Google Form*, *Survey Monkey*, *Survey Planet*, *Smart Survey* etc. that allows you to create and analyze survey questionnaires right on the web browser. These web tools enable the teacher to create a new form, design it, add and edit questions, share it, collaborate with their partners, send it and analyze responses with the help of graphs.

In-class: Classroom Assessment Techniques (CAT) with paper questionnaires or feedback forms to be filled in individually (personal evaluation) or in groups of 2-5 students (Small Group Analysis) with the aim of finding out the attendees learning objectives and assist them to meet their learning needs. Other methods can also include peer-reviews or final group discussion sessions.

3.4.1. Students' evaluation:

After the completion of each module students should answer to several questions, covering different thematic areas, such as: Course Contents, Tools & Media used, Competences and Knowledge development, Overall Quality of the course.

For instance, some questions should be structured as in the following examples:

➤ **Course Contents:**



The course materials helped me understand the main topic and proved useful to learn

	Entirely	Enough	To a lesser extent	Not at all
M1 From the global crisis to the ecological conversion of territories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M2 Team building techniques, team work and conflict prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M3 Social Sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M4 Sustainable architecture and energy management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M5 Urban Planning and Participatory Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M6 Basic GIS mapping for citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M7 Business development and fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M8 Marketing and Internationalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The course materials were relevant to the subject matter

	Entirely	Enough	To a lesser extent	Not at all
M1 From the global crisis to the ecological conversion of territories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M2 Team building techniques, team work and conflict prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M3 Social Sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M4 Sustainable architecture and energy management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M5 Urban Planning and Participatory Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M6 Basic GIS mapping for citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M7 Business development and fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M8 Marketing and Internationalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



➤ **Tools & Media:**

Which instruments did you find the most effective?

- PowerPoint presentations
- Videos
- Wall
- Facebook group
- Various Links
- PDF documents

Was it easy and accessible to use the platform and all its functions?

- Entirely
- Enough
- To a lesser extent
- Not at all

➤ **Competences and Knowledge Development:**

The course developed my ability to think critically about the subject

- Entirely
- To some extent
- To a small extent
- Not at all

The course helped me identify the resources I need to carry out a conversion project

- Entirely
- To some extent
- To a small extent
- Not at all



The course contributed to give me competences to enhance my professional profile

- Entirely
- To some extent
- To a small extent
- Not at all

The course developed my ability to manage the knowledge acquired

- Entirely
- To some extent
- To a small extent
- Not at all

➤ **Overall Quality of the Course:**

The module assignments/exercises successfully measured what I learned in the course

	Entirely	To some extent	To a small extent	Not at all
M1 From the global crisis to the ecological conversion of territories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M2 Team building techniques, team work and conflict prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M3 Social Sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M4 Sustainable architecture and energy management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M5 Urban Planning and Participatory Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M6 Basic GIS mapping for citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M7 Business development and fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M8 Marketing and Internationalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The timeframe set for completion of all activities was appropriate

	Entirely	To some extent	To a small extent	Not at all
M1 From the global crisis to the ecological conversion of territories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M2 Team building techniques, team work and conflict prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M3 Social Sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M4 Sustainable architecture and energy management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M5 Urban Planning and Participatory Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M6 Basic GIS mapping for citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M7 Business development and fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M8 Marketing and Internationalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.4.2. Teachers' evaluation:

After the completion of the training path teacher should answer to some questions related to certain thematic areas, such as: **Course Contents, Tools & Media, Feedback on students Performance, Competences and Knowledge Development, Overall Teaching and Quality of the course, Open Questions for teachers.**

For instance, some question should be structured as in the following examples:



➤ **Course Contents:**

All the course materials were well-prepared and respected the level of in-depth analysis required.

- Entirely
- Enough
- To a lesser extent
- Not at all

The course contents proved useful for students to undertake the subsequent field practice

- Entirely
- Enough
- To a lesser extent
- Not at all

The course contents met the learning objectives expected by the project proposal

- Entirely
- Enough
- To a lesser extent
- Not at all



➤ **Tools & Media:**

Which instruments did you find the most effective?

- PowerPoints
- Videos
- Wall
- Facebook group
- Links
- PDF documents
- Altro...

Was it easy and accessible to use the platform and all its functions?

- Entirely
- To some extent
- To a small extent
- Not at all

➤ **Feedback on Students Performance:**

The students actively participated to the lectures (PowerPoints, readings, links etc.) and did the exercises requested.

- Entirely
- ☺ Enough
- To a lesser extent
- Not at all

The students maintained active contact with teachers and/or other students throughout the course.

- Entirely
- Enough
- To a lesser extent
- Not at all



➤ **Competences and Knowledge Development:**

This interdisciplinary course was an opportunity to acquire knowledge of the subject matter.

- Entirely
- To some extent
- To a small extent
- Not at all

➤ **Overall Teaching and Quality of the course:**

On a scale from 1 to 5 ("1" being excellent and "5" being poor) how was the overall quality of the course?

- | 1 | 2 | 3 | 4 | 5 |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How satisfied are you with this course?

- Very satisfied
- Quite satisfied
- Not really satisfied
- Unsatisfied

Do you believe the course could be regarded as a good training path for education or training in the field of sustainable conversion?

- Entirely
- To some extent
- To a small extent
- Not at all



➤ **Open Questions:**

Please describe what you think were the strengths of the course:

Testo risposta lunga

Did you find any problems in the course?

Testo risposta lunga

Please identify the area(s) where you think the course could be further improved:

Testo risposta lunga

Any additional Comments (optional):

Testo risposta lunga

4. COURSE STRUCTURE AND CONTENTS

This section will illustrate the structure given to the whole training course and the contents of the theoretical part in detail.

4.1. Course Structure

The course is structured into 8 modules, each of them has a duration between 10 and 15 hours according to the number of lectures, readings and exercises. The total duration of the theoretical course is comprised between 80 and 90 hours depending on their fluency in English and their expertise in the various disciplines. Each module is subdivided into several lessons in relation to the different themes covered within them. As follows the course features 8 training modules:



- M1 “From the global crisis to the ecological conversion of territories”;**
- M2 “Team Building techniques, Teamwork and conflict prevention”;**
- M3 “Social Sustainability”;**
- M4 “Sustainable Architecture and Energy Management”;**
- M5 “Urban Planning and Participatory Planning”;**
- M6 “Basic GIS Mapping for Citizens”;**
- M7 “Business Development and Fundraising”;**
- M8 “Marketing and Internationalization”.**

The structure presented above can be regarded as a guidepost for the implementation of the training course and can be integrated with further contents which may be useful and serve the course-taker into shaping this new professional figure. Each module can be developed through slide-based online presentations (e.g. MS PowerPoint or other presentation software) with additional voice-over recording (or podcast), or in paper-form, with related reading materials (may be compulsory or complementary/suggested) and exercises in different forms (multiple choice questions, alternative response questions, matching questions, fill-in-the-blank questions, essays and technical exercises for instance developing a business plan)

Whether online or in classroom, this course structure nevertheless requires a constant contact and feedback between teachers and students in order to solve problems, promptly answer questions and provide clarifications when needed. We may suggest the teachers/module developers to set a consultation time slot at least every course week in order to have an efficient communication with and grant a continuous support to students.



Structure of the theoretical course per area:

Area	Description (What contents should it cover)	Compass Module/s	Further possible contents
<p>Introductory contents</p>	<ul style="list-style-type: none"> • Environmental sustainability • Current ecological and climate crisis • Tools to read environmental problems • How to set up a working team • How to cooperate with other individuals to reach shared objectives 	<p>M1 "From the global crisis to the ecological conversion of territories"</p> <p>M2 "Team Building techniques, Teamwork and conflict prevention"</p>	<ul style="list-style-type: none"> • Local authorities law and how to deal with them
<p>Sustainability</p>	<ul style="list-style-type: none"> • Concept of social sustainability • Understanding needs and trends of a community • Sustainability measurement and indicators • Basic technical knowledge on energy, waste and water management systems in buildings • Sustainability applied to energy consumption, architecture, waste and water management 	<p>M3 "Social Sustainability"</p> <p>M4 "Sustainable Architecture and Energy Management"</p>	<ul style="list-style-type: none"> • Sustainable transport • Sustainable living • Sustainable tourism



<p>Planning And Mapping</p>	<ul style="list-style-type: none"> • Knowledge of the development of urban planning in Europe and urban planning approaches • Participatory planning • Bottom-up and Top-down models • Basics of cartography, geography and participative mapping • Basic use of GIS mapping. 	<p>M5 “Urban Planning and Participatory Planning”</p> <p>M6 “Basic GIS Mapping for Citizens”</p>	<ul style="list-style-type: none"> • Project management • Landscape architecture
<p>Business & Marketing</p>	<ul style="list-style-type: none"> • Fundraising technique • Types of Businesses and Organizations • The market and marketing strategies Basics of Urban and Green marketing 	<p>M7 “Business Development and Fundraising”</p> <p>M8 “Marketing and Internationalization”</p>	<ul style="list-style-type: none"> • Crowdfunding and access to public funds Advertising and publicity



4.2. Course Contents

4.2.1. Module1 “FROM THE GLOBAL CRISIS TO THE ECOLOGICAL CONVERSION OF TERRITORIES”

Index:

1. Health of the earth: complex crises, planet limits and the need for socio-ecological transition:

State of the art on the "earth health": geopolitics/exploitation of resources/production-consumption-disposal/environmental, social, economical impacts; Complex crises: relation between economical and environmental, climate and social – planet limits and need for ecological conversion: overshoot day; main tendencies in production chains and externalities; green economy. What does excessive resource exploitation produce: look at the world through the lense of environmental conflict (what is it/evolution/causes/effects): environmental conflicts; ecological debt; climate debt; Nimby; environmental injustice (+video); environmental racism; climate justice.

2. The climate crisis facts and international governance:

Climate crisis and climate justice: the climate crisis: facts at stake and a critical reading of the COP15 in Paris cop 15; Main facts and data from experts and institutions; Sectors responsible for climate change; Historical steps of international negotiation process; False solutions; Paris COP 15; Alternative solutions to tackle climate change.

3. Introduction to socially and environmentally sustainable transition:

Short history of the concept of sustainability;



Brief history of sustainable development in international governance; Just sustainability;

Introduction to Alex Langer and sustainable transition theories.

4. Sustainable transitions' insights:

Most important concepts from the ecological conversion theories; Introduction to Alex Langer and sustainable conversion theories; Key elements for an ecological transition of the economy.

5. Good practices:

Good practices examples;

A regional law for ecological transition in the Lazio region; Regenerated dismissed factories;

Melpignano Community Cooperative.

Module 1 knowledge/outcomes (what you will learn and what you will be able to do):

- Social sciences analytical tools to "read" the global environmental crisis;
- Main concepts and experiences from ecological conversion theories;
- Be able to build capacity to envision ecological conversion into the "big picture".

4.2.2. Module 2 "TEAM BUILDING TECHNIQUES, TEAMWORK AND CONFLICT PREVENTION"

Index:

1. What's a working group:

Definition of team, integration and interdependence of members and team characteristics.



2. Building a Team. Development Phases of a working team:

The construction of a working team and the different consecutive phases it runs through: Plurality, Interactions, Cohesion, Identification, Bonds, Interdependence and integration, collaboration, negotiation and sharing objectives, decisions and activities and Perception of the advantages of group membership.

3. Set-up and development of a working team:

The team-building process and the 7 variables giving shape to a team. Analysis of the structural variables:

Team Goals, objectives and its characteristics;

Roles and Tasks: integration of different *professional* profiles in a team, role-knowledge, motivation, awareness of one's own capabilities, interdependence and expectations of members; the 3 roles' characteristics: identification in relation to key-areas (Job responsibilities and activities, relations among members, results, quality of the working activities), attribution of roles in relation to members' competences, giving value to members' skills and competences;

Leadership: Service Leadership its advantages and characteristics, The leadership functions (Competence, Communication and Membership), the role of a Corporate Leader and a Functional Leader;

Method: what is a method and how to develop one. The 5 core activities (analysis of resources and limits, *challenges*, discussion through *Roundtables*, *Turn Taking and Free Speech*; Brainstorming; Taking decisions, Time-planning, Use of problem-solving tools).

4. Set-up and development of a working team:

The team building process and the 7 *processual* variables giving shape to a team: Analysis of processual variables:

Efficacy and Development of a working group: The system of individual competences and the system of a group competences (Strategic competence, Innovative Competence, Informational competence, Operational competence);

Networking:

Communication and Negotiation *between the team and other local*



organization (The interactive feature, The informational feature, The transformative feature) its characteristics (being Focused; Pragmatic; Clear and Situation-Related). Communication's main functions related to the 4 core areas (Expressing a message, listening, replying, Persuading) Communication focused on urban territory management, How to develop a strategic communication plan;

Networking: the territory and its actors;

Climate: characteristics (defined as the amount of perceptions, of experiences and feelings of each member, as a system's quality, as linked to the team's cultural models) variables (Supporting climate, Warm climate, Climate of openness and feedback) and *Team climate*.

5. Conflict management and prevention:

Conflict Management: Understanding what a conflict is, main causes of conflict-outburst *in a workplace*, Types of conflicts on the workplace (Employer vs Employee, Manager vs Employee), Approaches towards conflict resolution and methodologies to prevent them on the workplace.

Module 2 knowledge/outcomes (what you will learn and what you will be able to do):

- Communication principles and techniques (ability to develop relations and interaction, ability to communicate with others);
- Social capabilities (Ability to behave in social contexts, to feel positive about themselves and about others);
- Techniques for group leading;
- Methodologies and instruments for planning and assessing group activities;
- Be able to work in a team in interdependence (objectives, actions, resources);
- Be able to manage a network of relations and to develop a strategic communication plan for networking;
- Be able to identify each one's role as well as each one's duties and tasks;
- Be able to identify the resources, how to evaluate and to plan them in relation to timeframes and objectives;
- Be able to communicate and to relate to the team members;
- Be able to analyze and manage conflicts.



4.2.3. Module 3 “SOCIAL SUSTAINABILITY”

Index:

1. Setting the stage and defining Social Sustainability:

How to define Social Sustainability; the values as drivers of social change; Wheeler’s ecological perspective; concepts overlapping with Social Sustainability; Social Sustainability in an urban context and measuring Social Sustainability in an urban context;

2. Needs assessment and asset based community development (ABCD). Role of local governments in the provision of infrastructure and public services:

Understanding and describing a community; the needs and assets of a community; principles of assessment and how to conduct needs assessment; examples of assessments and types of assets; basics about decentralization and forms of it; decentralization, provision of services, reforms, trends in infrastructure and service provision;

Who is studying Quality of life and well-being: definitions, the main debates on this topics and how can they be measured;

3. Intro to sustainable development measurement; Sustainability reporting in public and private organizations:

Approaches to sustainability measurement; sustainability indicators; examples of sustainability measurement systems; ways to communicate the results of measurement.

Module 3 knowledge/outcomes (what you will learn and what you will be able to do):

- How to define Social Sustainability and other concepts overlapping with it;
- How to describe a community in terms of needs and assets; What the principles of assessment are and how to conduct needs assessment; What the ABCD approach entails;



- How to define Quality of life and Well-being and how they can be measured;
- How to build sustainability indicators and complex sustainability measurement and reporting systems;
- Be able to advise local decision-makers on the main aspects pertaining to social sustainability;
- Be able to conduct a needs assessment for a given community;
- Be able to propose the best option for a community in terms of infrastructure provision;
- Be able to construct various measurement tools (indexes) for sustainable development and other related concepts (such as quality of life), with a focus on the social dimension;
- Be able to advise public and private bodies on how to best conduct sustainability reporting;
- Conduct an assessment of the quality of life at local level and advise decision-makers on how to improve it (especially social aspects).

4.2.4. Module 4

“SUSTAINABLE ARCHITECTURE AND ENERGY MANAGEMENT”

Index:

1. Energy consumption in buildings:

Energy: Main facts on energy, units and calculations, energy and physics of buildings;

Legislative framework: EPBD directive, energy efficiency directive, technical regulations;

Energy and emissions;

Heating, cooling and ventilation systems; commonly used heating systems, renewable heating systems;

Electricity: lighting, appliances; Measurements and verification.

2. Sustainable architecture and energy:

Sustainable architecture; Environmental impact of a building;



General principles of passive solar and energy efficient design: design according to local conditions - climate, topography, vegetation, orientation, surrounding buildings (man-made structures); local resources; design according to the user's lifestyle, financial, social and other preferences; (local) building regulations; heritage preservation regulations; elements/types of passive solar design; passive (solar) systems for heating and cooling; examples of contemporary design and from historic and or vernacular buildings; use of materials; materials and life cycle assessment in building construction; the use of local and/or recycled materials; biotecture; earthships green/living roofs/ walls; heat recovery and heat storage systems; air tightness in buildings; HVAC systems; passive house principles (according to 'Passivhaus-Institut'); efficient and natural lighting; improvement measures in existing buildings; how to reduce energy consumption in buildings; return of the investment compared to different sets of recommended measures.

3. Renewable energy systems in buildings:

Introduction to renewable energy sources: definition and variety; history of use; main aspects; strengths and weaknesses;

Production of electric energy: wind power - basics; economy and energy aspect; photovoltaic power plants; specific characteristics, economy and energy aspect; simple calculation for solar power;

Thermal systems: solar thermal systems; basic principle and economy; individual and district heating in buildings; biomass thermal systems; cogeneration and district heating; geothermal energy; heat pumps - main principle;

Trends and scenarios: from centralized energy systems to decentralized renewable energy systems; energy cooperatives, "Bürgerenergie" – ownership of the power plants; prosumer (producer/consumer); smart grids.

4. Sustainable water management:

Modern times water issues; scarcity, pollution and flooding;

Use of water in public buildings; drinking, washing and flushing; gardening;

Water demand management; legal restrictions on water use; water metering and charging; educational campaigns; use of water efficient appliances and water saving devices (pipes and shower aerators);

Rain water harvesting; principles, purification, use; wastewater reuse; from drinkable water to flushing;



Final wastewater treatment; constructed wetlands; role of public buildings in flood mitigation; storage tanks; green roofs.

5. Sustainable waste management:

What is waste?; What are the issues related? How it is that waste is a great resource for producing new products?

Hierarchy of principles of sustainable waste management;

How to reduce the amount of produced waste?; actions that prevent the production of waste (types of promoted products); handling of everyday needs and activities; Most common types of waste produced in public buildings;

Reusing the most common types of produced waste including energy use of waste on spot;

Recycling; Basic principles and influence on climate change; Contracts with separate waste collection and recycle companies; Good practice examples;

Green procurement;

Education of employees on waste management; Teaching employees.

Module 4 knowledge/outcomes (what you will learn and what you will be able to do):

- Distinguishing the main energy sources in buildings and types of energy consumption;
- Understanding energy costs in residential, public and commercial buildings (district heating, gas, electricity - e.g. €/kWh);
- Understanding renewable energy source types and application possibilities;
- Basic understanding of water supply and possibilities of wastewater treatment in buildings;
- Familiarity with possibilities of sustainable waste management in buildings such as recycling, composting possibilities, reuse etc;
- Be able to manage basic calculations of energy consumption and costs in buildings (preliminary energy audit);
- Be able to manage basic calculations of energy production from PV (solar electric systems);
- Be able to manage an advisory service for a local municipality or private company in the early stage of project development (e.g. green



procurement, sustainability guidelines etc.);

- Be able to propose energy efficiency and renewable energy measures;
- Be able to propose sustainable water and waste management measures.

4.2.5. Module 5 “URBAN PLANNING AND PARTICIPATORY PLANNING”

Index:

1. Urban Planning (Part 1):

Science Fiction vs Reality: why some urban planners recommend to compare fictional scenarios with the recent development of real cities;

Definition: What is urban planning? (Video); History:

From antiquity to the medieval period; From renaissance to baroque;

From early industrialization to Hausmann's Paris; From Hausmann's followers to the garden city;

Modern times: Le Corbusier, Fascism, Communism, Post War.

2. Urban Planning (Part 2):

Intro: Europe today;

Sectoral transition in consideration of the theory of the three sectors of economy (by Fourastié and others)

Paradigm shift in European societies: how terms like for example “environmental protection”, “sustainability”, “social equity” became more and more important since the late 1960ies;

How this influenced official planning (in Germany).

3. Participatory Planning:

Definition of the term “participation”; Bad practice examples;

History and recent development; Different kinds of public participation; Top down and bottom up approaches; Good practice examples; Mauergarten Berlin (Video).



4. Comparison of Urban and Participatory Planning:

Basic information in preparation for the exercise (mini essay): Give an example of how did/does urban and/or participatory planning works in the participants hometowns, either Cluj-Napoca, Rome, Sofia, Zagreb or Berlin.

Module 5 knowledge/outcomes (what you will learn and what you will be able to do):

- Knowledge about the history of urban planning in Europe;
- Knowledge about urban planning in general;
- Knowledge of new ideas and creative visions;
- Knowledge of different participatory approaches;
- Be able to work on urban planning;
- Be able to sharpen architecture and civil engineering skills;
- Be able to understand the wider sense of participation and sustainability (not only according to economic factors, but also to social and ecological ones);
- Be able to create good visions for conflict resolution, collaborative and
- multidisciplinary working;
- Be able to cooperate with stakeholders;
- Be able to work on the creation of buildings, conversion of old infrastructures or fallow grounds regardless of economic aspects.

4.2.6. Module 6 “BASIC GIS MAPPING FOR CITIZENS”

Index:

1. From Classical Cartography to Radical Geography:

Approaching cartography and geography: Classical Mapping; Critical Mapping; Radical Geography.



2. Introduction to Geographic Information Systems:

Approaching GIS: What is GIS? What GIS do? How does GIS Work? Why we use GIS? What to know before using GIS?

3. Participative GIS mapping and monitoring:

Learning more about participatory GIS mapping: Introduction to Participatory GIS; Indigenous mapping: an example of the historical development of community mapping; Methodological approach to community mapping: The experience of Iconoclastas; Participatory monitoring through GIS; another use of PGIS.

4. Good practices examples:

Reviewing example of citizens mapping and other GIS mapping related to environmental and energy issues from England, Italy, Peru, Ecuador and Croatia: example from "mapping for change"; EJOLT- database creation and mapping; Italian Atlas and participative mapping; experience of environmental participative monitoring in Peru (Rio Pastaza) and Ecuador; Solar VG platform (Velika Gorica – Croatia); UP 4c interactive map (Dubrovnik – Croatia).

5. Open Source and Private PGIS tools:

Reviewing "private" and open source GIS software and applications. GIS Programmes (Google Map Maker, Qgis, Google Earth): applications and software; exercise.

Module 6 knowledge/outcomes (what you will learn and what you will be able to do):

- Gained new theoretical and practical knowledge about participative mapping;
- Built capacity to envision the use of participative mapping in relation with participative ecological conversion;
- Be able to build a basic map through google map fusion table.



4.2.7. Module 7 “BUSINESS CREATION AND FUNDRAISING”

Index:

1. How to form a company:

The main challenges and legal aspects of forming a company: types of enterprises; Sole Proprietorship; Limited liability company; NGO.

2. Business planning and strategy:

Definition of plan and strategy - main contents of the two documents; examples and best practices; main differences: strategy; origins of the strategy; main components of a strategy; how is the strategy useful?; business planning; difference between plan and strategy; what should one business plan contain; what makes a business plan good?

3. Types of fundraising:

Different techniques used for fundraising - depending on the occasion, the aim, the budget and the desired outcome of the fundraising: loans; equity; debt; grants.

4. Financial institutions and organizations:

Definition of the major financial institutions and organizations – banks, venture capitalists, business angels: banks; angel investors; crowdfunding; venture capitalists; business incubators; family and friends.

Module 7 knowledge/outcomes (what you will learn and what you will be able to do):

- Overview mechanisms of Economy;
- Business English vocabulary (B1-B2);
- Theoretical background for business development;



- Overview on the common financial institutions;
- Overview on different fundraising techniques;
- Be able to develop a business plan;
- Be able to carry out a fundraising activity;
- Be able to manage a fundraising campaign.

4.2.8. Module 8

“MARKETING AND INTERNATIONALIZATION”

Index:

1. What is the Market?

The Introduction to the Market forces: Supply of good and/or services, Demand, Needs and Desires. It also describes what the Market is according to the Economy approach. Overview of the marketplace as seen from a Marketing perspective and the marketing strategy.

2. Marketing:

A comprehensive overview on Marketing: definition, objectives, roles involved and link to sales and production. The Marketing management tools and its elements: the market knowledge, the macro - environment and micro - environment, the company's vision and mission, the fundamental concept of the marketing-mix (also known as “4 Ps”: Product; Price; Promotion; Place), positioning, followed by an overview on production, product development and life-cycle supervision. The lecture eventually focuses on the internal and external variables casting an influence on the development of proper marketing strategies: so the context and the marketing function (External variables; Internal variables; Strategic planning).

3. The Marketing Plan:

The lecture offers the student the tools and the knowledge to develop a marketing plan, starting from its definition. First off by analyzing the



purpose of this activity, the market analysis and customer analysis necessary beforehand as well as the implementation methodologies. The student will then be able to structure and to implement a successful marketing plan, as a promotion strategy.

4. Urban Marketing:

Explanation of the concept and value of city as a marketable product. The process of promotion of an urban center (or area) to encourage tourism and/or the development of certain activities there, to attract inward migration of residents or to facilitate business relocation. This Urban marketing strategy foresees the creation of landmarks, or flagships, and the joint work of public and private authorities: districts, networks and other types of aggregations to increase the territory's competitiveness and quality of life. The lecture features 2 case-studies to better understand the concept and learn how to apply it to reality: the old port of Genoa (from dock to cultural and urban entertainment area) and Madrid Rio park (conversion of the old ring road M30 along the Manzanares river into a 10 km parkland and recreational area). The lecture eventually provides the student with an overview on cooperation agreements and territorial agreements developed by city governments to offer better services to citizens and visitors (economic activity, quality of life and tourist services) and the Covenant of Mayors for climate and energy funding instrument, aimed at increasing energy efficiency and the use of renewable energy sources in the signatory cities.

5. Green Marketing:

Objectives and definition of environmental sustainability and exploration of the environmental challenges faced by marketers in the 21st century and how their decisions can bring major differences to the improvement or degradation of the field. Overview of the green marketing approach and reasons to adopt such a strategy. Outline of the different green marketing strategies (product, process, image, partnership-building for sharing). Outline of the green marketing mix. Use of case-studies to support the theoretical part (i.e. practices of green marketing in Cities: Car-sharing services in many European cities).

6. Internationalization:



Overview of Internationalization strategies for entrepreneurs (Why going international? What are the difficulties in going international?) and subsequent analysis of advantages and disadvantages of going international. Furthermore a small introduction to the development process of an NGO and working methodology are provided.

Module 8 knowledge/outcomes (what you will learn and what you will be able to do):

- Marketing strategies, product positioning and communication strategies (promotional communication);
- Market dynamics;
- Market research techniques and customers behavior assessment;
- Be able to know how the market works (supply/demand mechanism);
- Be able to advertise and to position a product on the market;
- Be able to develop a marketing plan;
- Be able to know what urban marketing is and the role of public/private authorities in it;
- Be able to successfully communicate a city image and value;
- Be able to develop a green marketing strategy;
- Be able to adopt internationalization strategies.

4.3. Field practice structure, rules and description

Furthermore, the course will offer a structured practical hands-on experience: The participants, once the theoretical course is completed, will undertake a field practice (duration of 3 to 4 months) and, by working in multidisciplinary team, will design a sustainable conversion project. This activity has to entail regular group meetings (on a daily/weekly/fortnightly/monthly basis) and discussions with local stakeholders. The outcome will be a project proposal which needs to analyze different characteristics such as Context analysis, Technical features of the reconversion idea, Business Plan etc. (see below).



So, after a first team building meeting with participants, the field practice shall begin by with a visit to the location for which the regeneration idea is to be developed. The participants need to be introduced to the location by a person who is well informed about the current and former use of the location, its architectural characteristics, legal status etc. They need then to be provided with basic documentation about the location and ensured a channel of communication for further questions about the place.

For the development of the regeneration project proposal, participants should receive a template with sections they need to elaborate and questions for each section that they need to answer, as follows:

1. CONTEXT ANALYSIS OF THE LOCATION

- *What are the limits and opportunities of your city/neighbourhood's urban plan in regards with your project proposal? Please refer to the pertinent local urban plan.*
- *What is the social/economical/environmental background of the neighbourhood where the space to be regenerated is located?
i.e. what sectors are prevailing in the location surroundings (private - residential, business, public - administration, civil – non-profit).
Economic activities in the neighbourhood (services, trade, industry, public institutions, tourism...)
Population of the neighbourhood in general (working class/retired, youth/elderly, poor/rich...)
Describe the environmental values in the surroundings (green areas, etc.) and the environmental issues
Refer to any known social/economical/environmental threats in the vicinity or broader.*
- *What are the specific social/economical/environmental needs identified that the regeneration proposal wants to address?*

Include if possible any annex document that you might have elaborated illustrating your context of intervention (map of stakeholders for example)

Min 4.000 characters including spaces

2. PARTICIPATIVE PROJECT'S PROPOSAL DEVELOPMENT



- Describe the participative approach and process actuated in your field practice for the development of the project idea.
- Specify if you have applied any specific participative methodology or if you are referring to any participation theoretical framework.
- What stakeholders did you meet? How did you involve them? What contribution did they give to the regeneration project idea development?
- If you did not implement any participation method explain, in detail, your recommendation how it should be done?
- How the project wants to address local needs identified in the context analysis section below?

If possible, include in annex photos that illustrate the participative process implemented.

Min 2.000 characters including spaces.

3. TECHNICAL DESCRIPTION OF THE REGENERATION PROJECT

- Describe the urban/architectural/engineering/morphological _ geological (for outdoor spaces) characteristics of the space where the regeneration is planned.
- Describe the technical details of the regeneration intervention planned in your project proposal: urban aspects, engineering aspects and architectural aspects.
- Describe the steps for the implementation of the regeneration intervention planned and the tools/instruments/machines/materials/competences and workers needed.
- In particular, in regards to your project's energy sustainability, describe what is/was the main energy consumption in the existing building/outdoor space.
- What would be energy consumption after the regeneration intervention and through which efficiency measures and renewable energy



measures?

- *What activities induce the majority of the water consumption in the building/outdoor space?*
- *What water reduction/efficiency measures do you plan?*
- *What kind of waste represents majority in the current/past use of the building/outdoor space?*
- *What waste management measures do you plan?*
- *What other related measures do you plan to reduce the overall CO2 emission and other environmental impacts of the future regenerated space?*

It is highly recommended to include annexes providing a visual idea of the space once regenerated (sketch/autocad/2D/3D etc.)

Min 16.000 characters including spaces

4. ENVIRONMENTAL, SOCIAL AND CULTURAL PURPOSES OF THE REGENERATION PROJECT

- *Describe the specific environmental, social and cultural purposes at the root of your regeneration project: what positive changes will it bring? Specify how these changes could be measured.*
- *Describe what future use and users of the space are foreseen.*
- *How does it address the 3 pillars of sustainability (environmental, social, economic)? If possible, specify qualitative and quantitative indicators.*
- *Specify the eventual participative aspects foreseen for the phase of the proposal's implementation and for the future activities planned once the space is regenerated.*

Min 4.000 characters including spaces

5. RISKS AND EXTERNALITIES



- *Provide an evaluation of risks and potential externalities of your project in economical, environmental and social terms and possible solutions to address them.*

Min 2.000 characters including spaces

6. BUSINESS PLAN

- *Building on Module 7, please attach in annex the business plan of the regeneration action. This is a fundamental document that shall foresee all the costs to be sustained for the realisation of the regeneration intervention as described in Section 3. Technical description of the regeneration project.
You shall also include, when pertinent, 1-year budget of the future activities that the space might host (recommended but not compulsory).*

7. FUNDING AND MARKETING STRATEGY

Identify funding sources to support the implementation of your project.

- *What funding programmes or other source of funding available at local/national/European/international levels are pertinent to your regeneration project?*
- *What costs would they cover? If possible, specified any deadline, request and access processes.*
- *Describe your strategy in terms of funding sources and stakeholders/partnership to be strategically activated to fund the project.*
- *Building on Module 8 Marketing and internationalisation, what kind of Marketing activity/promotional strategy that could increase the value of your project are you foreseeing? Which stakeholders shall it include and how?*
- *Specify your internationalization strategy, if any.*

Min 4.000 characters including spaces



Below a brief description of the field practice activities carried out in the project participating countries, as examples of the variety of methodologies which can be applied:

4.3.1. Field Practice Activity in Rome, ITALY

In Rome 3 field practices have been realised in groups of about 5-8 people. A *Sud* have, months before the field practice, started a dialogue with various Roman municipalities to present the project, the field practice activity and identify together places of public property for potential regeneration projects.

In a second moment, 2 first meetings with italian participants have been organised aiming to create the trainees groups and present the spaces and the local authorities collaborating (II District and VIII district), followed then by field visits of the spaces. Afterwards, the 3 groups started working more autonomously, followed by A *Sud*'s tutor in the development of the project idea, in the relationships with the stakeholders and in the development of the project proposals.

The 3 proposals, available online and hyperlinked below, are:

- [Passa a Largo](#)
- [Pannelli sociali](#)
- [Civic Lab](#)

4.3.2. Field Practice Activity in Zagreb, CROATIA

In Zagreb the students were divided into three interdisciplinary teams of 6-8 students and each team was given a mentor. The field practice started with the introductory meeting of all participants with their mentors from DOOR and the representatives of The City of Zagreb, giving them the overall idea of what task is ahead of them.

The next meeting of all participants included lectures presenting several best practice examples of sustainable regeneration from Zagreb, following the presentation of the locations for the development of sustainable regeneration proposals. Afterwards, they visited the three locations for which the regeneration ideas were to be developed. The participants were



introduced to the locations by the representatives of the City of Zagreb who were well informed about the current and former use of the locations, their architectural characteristics, legal status etc. The participants were provided basic documentation about the locations and ensured a channel of communication (e-mail) for further questions about the locations. The participants were given a template for the development of the regeneration project proposal, with sections they need to elaborate (see Annex 1).

The participants held meetings (each group with their mentor) on the weekly basis, mostly in a meeting room provided by DOOR, but sometimes also via Skype or on/near their locations. Their work was from then on mostly autonomous, under the supervision and advising by their mentors, and additional communication with representatives of the City of Zagreb via e-mail. During the following two months the groups developed three proposals:

- [Ilica Street](#)
- [Old Military Hospital](#)
- [Pavillion 15](#)

4.3.3. Field Practice Activity in Berlin, Germany

In Berlin the field practice was realized in a group of five people and took place during the period from 12th to 16th December 2016. The theoretical part was held in the rooms of EUROPANORAT, the practical part was proceeded on the site of "Alte Münze" where the group was guided by a historian. Plus, a meeting with two local authorities from monument protection and planning regulations of the district administration happened. The theoretically acquired knowledge was practically applied by the participants during that week. Between December 2016 and April 2017 the group put together all their findings obtained in a project proposal that has been presented by two of them at the Berlin multiplier event on 5th of April 2017.

The proposal, available online and hyperlinked below, is: [Alte Münze](#)

4.3.4. Field Practice Activity in Sofia, BULGARIA



In Sofia the field practice was realized in a group of seven people. Within the online course we made a weekly train on the location we had chosen. The aim was to transmit practical knowledge for design of a public space in a real environment.

The second part was a public meeting with municipalities. They collaborated suggesting a public object which needs transformation. The participants submitted their proposal and discussed their ideas.

The proposal, available online and hyperlinked below, is: [Bankya Public Bath](#)

4.3.5. Field Practice Activity in Cluj Napoca, ROMANIA

In Cluj Napoca, there were two field practices realised in the following places: “La terenuri” and “Gara Mică”. First, In December 2016, we organized a meeting to divide the participants into two groups. For “La terenuri” we had a group of 4 and for “Gara Mică” a group of 5. Then, we went with them to visit each location. After, between January 2017 and March 2017, every group organized separate meetings at Civitas to work at their proposal. Unfortunately, they couldn’t collaborate with the municipalities because they weren’t available and interested into the subject.

The proposals are available on the following hyperlinks:

[La Terenuri](#) [Garra Mică](#)



5. ELEMENTS OF PROFESSIONAL GUIDANCE

The aim of the COMPASS course is to increase the participants' competences, skills and competitiveness on the labour market, using the acquired competences to get an appropriate job, which nowadays could represent a challenge.

5.1. Useful competences out of the COMPASS Course:

The participants achieved a wide range of knowledge and skills concerning sustainable conversion during the COMPASS course, in particular through the modules and through the field-practice activities where participants were put in situation to act as professional in an intersectorial context (in collaboration with local authorities, citizens, organisations, companies, universities, etc). These are for example:

- **Interdisciplinary work values and ability to work in a multidisciplinary team:**

In the field-practice activities, participants with different professional backgrounds were divided into groups so they can experiment cooperation and working as an interdisciplinary team in a common project.

- **European intercultural values and ability to work in a multicultural context:**

The course provided participants with an european learning context and the field practice teams included people from different countries and cultural backgrounds.

- **Work and manage participative collaborations with multi-stakeholders, including local authorities, citizens and associations:**

The field practice aims for the participants to involve and interact with



different stakeholders such as local administrators, citizens, associations, local companies, schools/universities.

- **Ability to professionally relate and work with public administrations:**

The field practice was a fundamental activity through which participants were confronted with “real life situation” of collaboration between external professionals and public authorities around the development of a regeneration project proposal.

- **Project proposal writing and development:**

Participants experimented developing and writing project proposals providing them guidance for the elaboration of the sustainable regeneration proposal and developing their project development skills. In some cases, groups also experimented the development of project proposal for searching funding.

- **Building networking:**

The starting point of the field practice was to build (or contact existing) networks so to develop project ideas in cooperation with different type of actors.

- **Conflict prevention and management:**

Through the field practice they faced real life situations of conflict prevention and management in the relations built with the various stakeholders (among other stakeholders, among them and stakeholders).

- **Business creation and fundraising:**

The chance to learn how to draft a business plan and which funding opportunities are available in their national contexts represented an asset for their project proposal development.

- **Marketing and internationalization:**

Through the course participants had the chance to put into practice



their promotional and marketing skills which are needed to promote their reconversion ideas in order to search for further visibility and funding opportunities.

These skills might also be adopted in other professional fields. But the difference out of the COMPASS course is the high affinity to ecological and sustainable topics. Therefore the best fitting job opportunities can be found in sectors dealing with the specific contents of our eight modules. It is very important to adapt the application to the job offer and to set the priorities exactly to the required competencies.

5.2. Important elements for job seeker to take into consideration:

In the process of applying for the course we had our candidates to submit a CV and a cover letter, but much more important for them is to revise their CVs with the competences gained from the course. As part of the certificates we handed in we stated each competence and knowledge they got from each module and from the field activity so that they could easily add them on their CV. Here are some tips on how to develop a CV and a cover letter in order to get a job interview after the completion of the Compass training course:

- **Cover / Motivation Letter**

Here the candidate has the opportunity to express why he is the perfect choice for the job.

A cover letter introduces the candidate and his resume to an employer. It is also important because it provides a sample of the candidate's written communication skills. Showing he can write well will demonstrate his/her intelligence and help to establish his/her credibility. Cover letters should always be written with care, because they create an image of who the candidate is as a professional.

Cover letters should be tailored according to the needs of the employer/organization. Always bear in mind that the content of the cover letter should be adapted by stressing the relevant characteristics that could be suitable to the applied job.

It is preferable to address to a specific person by their name as this will immediately grab the reader's attention and show that the candidate has



done a thorough research. It should be structured like this:

- Opening paragraph: why you are writing?
- Second paragraph: how you are qualified?
- Third paragraph: why you are right for this job?
- Closing paragraph: what you will do next?

▪ **Curriculum Vitae (CV)**

The first step is to write proper CV. It's incredibly important to ensure that the CV is as good as possible. The overall presentation, layout, grammar and most importantly, content require great attention. It should be brief (usually not more than 3 pages) yet fully detailed. Due to the internationality of the course as well as of the labour market we recommend to create a CV in compliance with the „Europass CV“. It provides a common structure for all countries within the EU and is available in all national languages:

- Personal information;
- Job applied for / position;
- Work experience;
- Education and training;
- Personal skills;
- Additional information;
- Annexes.

For details please check:

<http://europass.cedefop.europa.eu/documents/curriculum-vitae>

If the cover letter as well as the CV have impressed enough an invitation to a job interview will follow.

▪ **Job Interview**

The job interview is the last step to gain the desired job. Personal data, competences and skills are already well known by the CV and the cover letter. A significant role in an interview is sympathy between interviewer and interviewee, the question of how the candidate fits into the team etc. There is evidence that a decision usually is being made within the first 90 seconds (first impression). Things such as how the candidate shakes hands, how he is



dressed up, how he looks like, how his voice sounds etc. are of crucial importance and may vary according to the mission and vision of the entity you're applying for.

Other elements of a job interview are for example:

- Experiential factors;
- Core job elements;
- Interviewee performance;
- Social effectiveness skills;
- Interpersonal presentation;
- Personal/contextual factors.

Furthermore, the learner will be able to set up and manage companies/agencies or act as consultant providing services to support public and private bodies in the design and implementation of projects for the public sites and territories conversion. COMPASS students can then, as consultants, address to local authorities and furthermore to the following entities and many other more:

- Education (Universities etc.);
- Public administration from local to national levels like:
 - Neighborhood management / Urban management;
 - Departments for urban development / environment;
 - Departments for urban planning;
 - Ministry for planning / construction.
- Architectural and planning offices;
- Offices for civil engineering;
- Agencies for interim use;
- Housing associations;
- Press (architectural magazines etc.);
- NGOs;
- Other freelance professionals.



ANNEXES

PARTICIPANTS' PROJECTS ABSTRACTS



"PASSA A LARGO"

The chosen project area is located in Largo Passamonti, in the II district of Rome. In order to identify the features, in terms of advantages and disadvantages, characterizing the area and the whole San Lorenzo neighborhood where the area is located, we firstly conducted a context analysis. The area is in front of a university venue that has



recently been open and at the edge of a neighborhood characterized by a significant deficit of green public spaces. It is surrounded by highly congested streets and, although well connected with public transportation, it is oppressed by wild parking practices.

Using an online survey and face-to-face interviews as participative methods, we included perceptions from local inhabitants and stakeholders into the analysis. Within the local stakeholders, we consulted the ones whose activity could match with what we devised for the area (local associations; businesses and handcrafters; students attending to the university, etc.). Results



pointed out that the revitalization of the area represents a great topic of interest within the neighborhood.

Currently, however, the Passamonti park represents a residual space that is only frequented by the specific target related with the two functional areas in which it is divided: a dog area and one of the few free basketball fields in Rome. In general, the park is not attractive because it is currently degraded, barely maintained, inhabited by homeless people, polluted and poorly accessible. Nevertheless, due to the park potential to be alluring if regenerated, inhabitants and stakeholders as well as the local administration have shown interest in participating at the project's promotion and implementation.

We are therefore proposing here a project of "participated urban regeneration" aiming to convert the park into a dynamic area where people can find a fine-looking and multi-functional place to stay and can contribute to the revitalization process, gain environmental awareness and develop a green stewardship. In detail, we propose the realization of many activities in the project area, such as environmental education for kids and young students; air pollution supervision and green solutions toward an improved air quality; auto-construction workshop of tactical urbanism linked to the themes of recycling and zero waste production; street markets and many more.

To allow such activities and recall people to live the park, a structural regeneration, both of the "brown" (wood) and "green" (vegetation) infrastructures, is required. We intend to plant the vegetative species, both trees and shrubs, which better absorb the atmospheric pollutants and the noises deriving from the adjacent streets. In addition, we plan to build a set of modular wooden sits for the people to relax, watch a basketball match or a street art performance, socialize, study or eat. Expected results concern a positive revitalization of an underused green area that become an attractive place and a pilot project for participative processes and ecologic solutions, and the promotion of the idea that a transition towards a sustainable urban regeneration is possible. Weaknesses inherent to this project can mostly derive from the participation approach, but, once overcome, allow for regenerating a green area in the described context, which constitute the powerful strength of this project. Future implementations can involve the building of a bike-lane connecting the park to the other green areas of the neighborhood.



"PANNELLI SOCIALI"

Garbatella is an area of Rome known for its peculiar architecture – barocchetto romano style mixed to garden-city look – and for its social and cultural awareness. The area is a perfect example of urban regeneration done through bottom-up approach. Our project proposal is to improve energy efficiency, which would



lie in an annex to the project called Neighborhood Contracts taken from Department Suburbs Local development. The proposal is about both implementing photovoltaic panels on the top of the roof of a architectural complex in the center of Garbatella and enhancing environmental awareness by the realization of a pedal powered machine.

The complex includes the CSOA La Strada – a self-managed social center, a Ciclofficina La Strada – a bicycle cooperative, the Farmer's Market - a local market, and Millepiani co - working office. These entities represent the key stakeholders for the project. The main actor will be the CSOA La Strada social center, which will provide its premises to organize energy awareness days. The events will be special occasions for fundraising. The stakeholders directly consulted are two: La Strada and Ciclofficina.

The machine will be constructed using second hand bicycles given by the bicycle cooperative. The photovoltaic panels are designed on the top of the roof in order to reduce the network load power consumption, introducing a generation of sustainable energy, and using a space until now unused.

The CO₂ avoided by using the panels would be 932,5 ton CO₂ considering 25 years of energy production by photovoltaic panels. The advantages of the project would be not only of environmental nature, but also economical, since it will be substantial savings in the bill no longer charged to the municipality. Nevertheless, there are possible risks by adopting such energy strategy: the end-of-life of the whole plant must be taken into consideration; moreover, it is important to not neglect which are the environmental impact of the realization and dismantle of the panels, the progressive degradation of the panels and the electric contacts.

"CIVIC LAB"

This regeneration proposal has been realized in the context of the "Compass" project and it aims at creating a new life for the area on Via Ostiense in front of one of the faculties of the University of Roma Tre.

Since the beginning the team has been trying to involve both the institutions and the key actors: inhabitants and students. The



involvement of the institutions is fundamental as the project will be more easily implemented if it has their support. Obviously institutions are only a small part of the big group of actors. We have been meeting residents and students and their organizations: quarter communities and students organizations. All of them have shown a considerable interest in the conversion of this area and the majority of them would like it to be kept "green", as observed during the interviews.

Taking into account the surveys outcomes, the fact that the area is quite small (585 m²) and its geographical position: between a traffic congested street and the metro line, the idea is to create a green and free space where both students and residents can relax and make the most out of this space. Some tables and benches will be installed and a part of the area will be intended for the exercisers. All of them will be built by volunteers guided by the expertise of volunteers from different, local organizations through the "self construction" technique recycling waste materials thus reducing the costs. Different activities will be organised to promote the project and to foster popular participation and they will be advertised through different communication means: social media, local newspapers, residents' and students' organizations and leaflet.

These activities not only have an economic value but they also help the community to merge and allow the two main groups: students and residents to finally meet for real. As a matter of fact they live in the same "territory" but they do not actually share it. This area can be the perfect meeting point



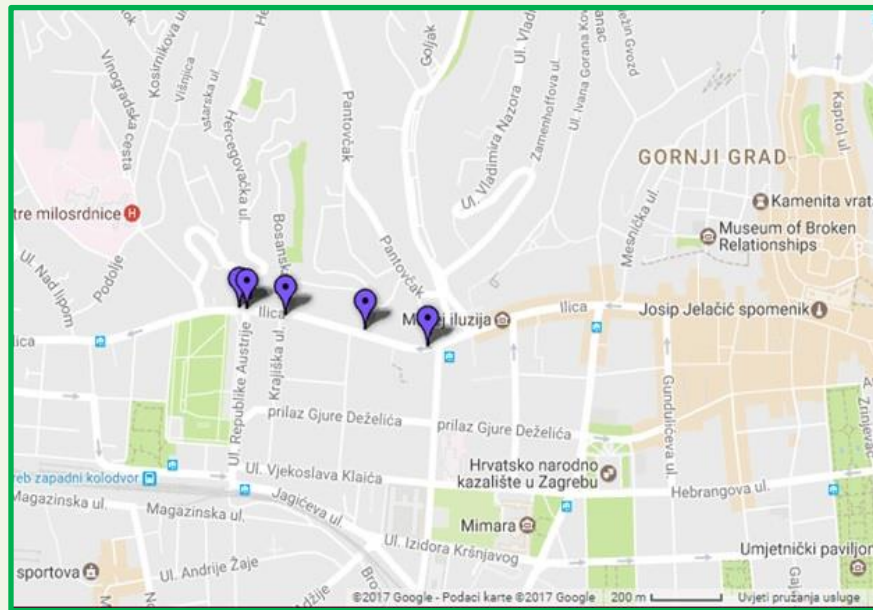
where they can rest, have lunch or a break, work out, chat and organize some events, social or cultural activities.

One of the project's goals is to raise people's awareness on topics such as the environment, the importance of sharing and cohabitation, equity (the project is also thought to be accessible to wheelchairs and to welcome all those with special needs). To accomplish this, during the project's implementation and development people will be helped to understand how to handle and preserve the area in a sustainable way when the project will be completed. The costs will be low thanks to self-building workshops and the use of materials recycling. However to finance what cannot be provided by those workshops some crowdfunding activities will be held involving private citizens or associations and public bodies.



"ILICA STREET"

The urban location assigned for the regeneration project proposal is the 600-odd m long section of the Ilica Street defined as the stretch between two city squares, Britanac Square and Dr Franjo Tuđman Square. Stretching



from the main city square (Ban Josip Jelačić Square) to the western boundaries of Zagreb, the Ilica Street used to be the longest street in Zagreb and certainly remains its most well-known street today. The analysis of the spatial, economic, residential and cultural context of the assigned area led to identifying its two characteristics that we find vital to its identity and consider to be solid basis for the further development of the regeneration project. Firstly, the Ilica Street may be viewed as the connecting area where the densely built city blocks meet the foothills and greenery of Medvednica, a mountain and nature park just north of Zagreb. Secondly, the Ilica Street may be further viewed as the space where the traditional artisan production rooted in its historical economic background blends with the young professionals of the cultural and creative industries, the latter having been based on its current economic and cultural traits and potential.

Building on the specific nature of the assigned area that includes several smaller locations along the Ilica Street, we propose this project of sustainable conversion to establish an urban laboratory, which encompasses one central location and its affiliated satellite locations. The central location of the urban laboratory brings together experts from the fields of architecture and



landscape architecture, urbanism, spatial planning, civil engineering, sociology, art history and other professions/fields dealing with the transformation of the urban space. Its main goal is the continuous exploration and analysis of the spatial, social and cultural elements and of the needs of the local community, in order to define, create and initiate new content introduced in the converted spaces of satellite locations. The latter aim to introduce cultural and commercial content by including as associates on this project young professionals of the cultural and creative industries and local artisans.

In order to carry out the proposed project of urban regeneration, we defined the seven stages of its implementation, structured to establish the urban laboratory and all resources necessary for its further functioning, to adapt and put in use the satellite locations with newly introduced content, but also anticipated steps that enable the further implementation and expansion of the proposed concept. In the chapter on participation, we presented the research methods that included gathering input from local citizens and individuals working towards the revitalization of the area themselves, while also presenting specific possibilities for a community inclusive development of the regeneration project.

In the chapter on the project of adaptation, we identified the assigned area as part of protected heritage and suggested the appropriate approach accordingly. We further outlined a detailed description of the current state of the assigned locations within the area and suggested the plan for their adaptation based on a single unit. In keeping with the main goals of the entire project, we examined and proposed the possibilities for the energy-efficient renovation of the area while taking into account the nature of the assigned locations and the restrictions thereby implied.

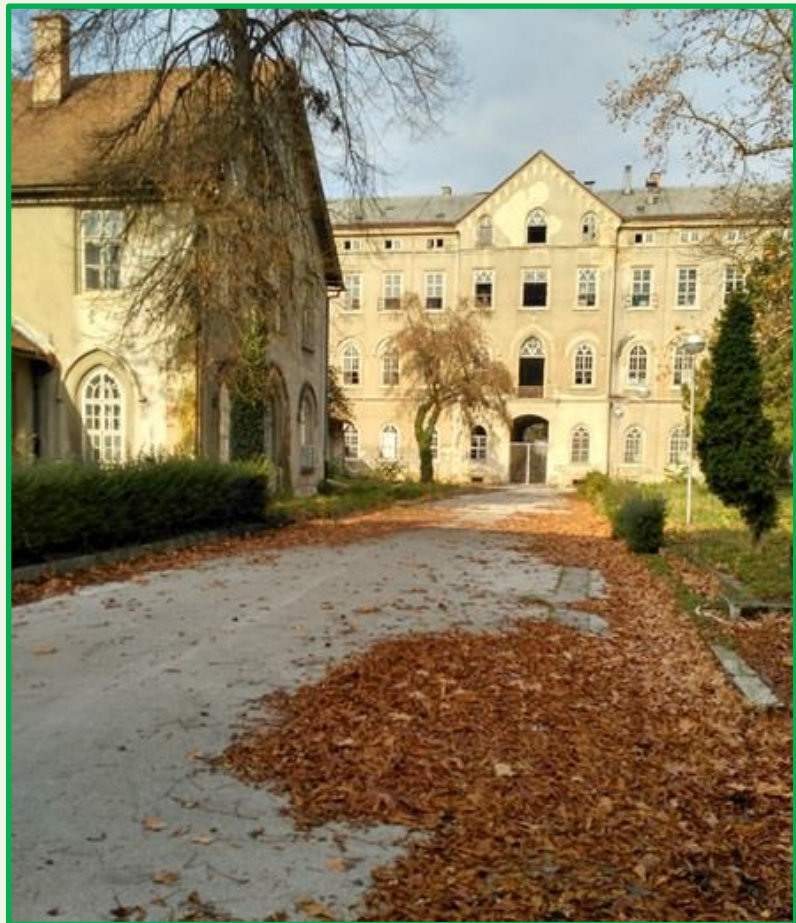
In the following chapters, we looked closely into all the aspects of our proposal in order to identify all its positive effects on the environment, society and culture and compare it to some other examples of urban regeneration, but also to present a detailed analysis of all considerable internal and external risks, as well as possible responses to those risks. Seeing as the assigned area of the Ilica Street is a very well-frequented part of Zagreb located near its very centre and the old town core, while at the same time deeply laden with rich cultural history and an identity recognizable and relatable to the citizens of Zagreb, the benefits of regenerating this area truly prevail over the possible risks. In the final chapters, we defined and proposed the business model of our urban laboratory as an association, outlined the initial expenses for the first stages of the implementation of the project and



considered possible financing and marketing strategies.

"OLD MILITARY HOSPITAL"

The old Military hospital in Vlaška Street in Zagreb is a former barrack built in 1833. The hospital was abandoned during the 1980's, as was its funding, resulting in the complex being in very bad condition and almost entirely abandoned and unusable today. The oldest part of the complex, the street facing building, is listed in the National Register of Cultural Property, and the idea of this project is to reconstruct the back building and the connecting wing for the implementation of its



plans, because the street facing building is already intended for several educational institutions (music and ballet schools).

The project proposal focuses on repurposing the former Military hospital based on an intercultural social centre model as a new institutional model for the utilisation and management of public infrastructure intended for trans-disciplinary and trans-sectoral cultural needs, need of civil society organisations and other fields of society, as well as local communities. Social-cultural centres are and can be important places for community gatherings and active involvement of local communities in various activities. They are places of social integration and through the development of different intercultural programmes aimed for different social minorities, they help to achieve their higher visibility in societies, to actively include them in their communities and to promote their rights. Social-cultural centres can also be a



generator of civil entrepreneurship, thus adding to social involvement and employment as well as overall socioeconomic development of a society, like for example ufaFabrik in Berlin, an unique art, cultural and sustainable future concepts laboratory built by the group of young artists and activists that 1979. occupied the premises of the former Universum-Film studios in Tempelhof district.

The goal is to create an institution which utilises a new type of institutionalised infrastructure management for the local community based on a hybrid model of public-private partnership. This would be a mixed-type institution, founded by the local government and the local community which would ensure the stability of the institutional framework similar to the one of public institutions, guarantee long-term utilisation of public infrastructure and allow the users to be actively involved in its management in the form of horizontal self-organisation and the variety of contents and programmes.

A direct benefit this model would have for the society is creating synergy and strengthening the social capital of the local community by linking together and creating a network of various cultural, civil society and local community stakeholders through inter-sectoral connectivity and integration of different groups of society. Social involvement and strengthening of social capital will also be achieved through promoting and enabling of social entrepreneurship, which is an integral part of this model, as well as educational programmes and content which promotes the concept of lifelong learning.

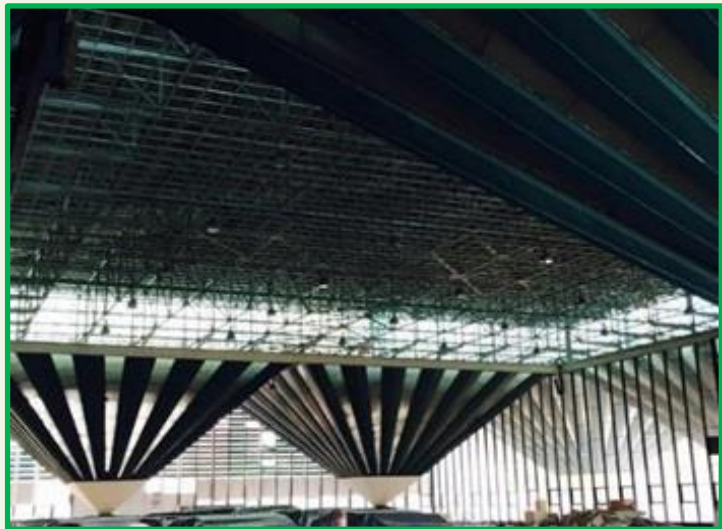
The former Military hospital, as an abandoned complex, is more than just an esthetical problem. It is also an environmental problem because further devastation of the complex would inevitably result in an irreversible degree of devastation and the inability of its renewal in the future. This project would stop this negative process and redirect it toward reconstruction and infrastructural development. As a preliminary step, before the actual reconstruction, a more detailed analysis of the general location condition should be conducted in order to gain better insight into the possibilities for repurposing it and whether it would be cost effective. In technical terms, repurposing the complex would require a complete reconstruction of the buildings and the proposed model contains the concept of sustainability not just in a social sense but also in the environmental sense which includes energy efficiency of the buildings, energy efficiency planning, renewable energy sources and implementing sustainable plans for waste management and water use on location. This direct positive impact on the environment, the development of eco-awareness, the impulse for consideration and



implementation of sustainable approaches in the local community and various educational activities and programmes that this centre would provide, will serve as a good example for this type of model.

“PAVILLION 15”

Pavilion number 15 is located on the eastern edge of Zagreb Fair complex. It is a protected cultural heritage, designed by architect Giuseppe Sambito in 1962 as an exhibition pavilion to present the newest achievements of Italian economy.



The space is unique and undivided, with 3902 m² of space area, 1m height (with the middle part 14m height).

It is characterised by steel construction with 12 reversed pyramids, grid-like (lattice) roof trusses and full glass façade. The pyramids and glass envelope are the most recognizable elements of this Pavilion. Pavilion is today in a state of disrepair and dilapidation with numerous damages as a consequence of corrosion and years of abandon.

This project is a result of present state analysis, local community opinion survey (within the Novi Zagreb east and Novi Zagreb west city districts) and functional capabilities and restriction of the Pavilion. The Eco-market proposal which will promote local and ecologically produced food completely meets the needs of the city districts (the lack of specialised eco-markets), the character of the districts (mostly residential area), the character of the Pavilion, in a functional way (high glass hall), the character of the Pavilion in the value way (the need to protect the cultural heritage with non-invasive methods) and actual need for sustainable, ecological and local methods for food and lifestyle habits.

The Pavilion repurposing is not going to be only about making an Eco-market. Besides presenting and selling food and other products, Pavilion will be a place of sustainable lifestyle promotion; with culinary classes, healthy and sustainable lifestyle educations, make-your-own-compost workshops,



recycling workshops and similar.

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The concept also has touristic and cultural aspect: the plan is to organize themed evenings and presentations of specialties and cuisines of foreign countries (Spanish cuisine week, Fish specialties week, Raw food week...) with high school students (Hospitality schools and similar) and representatives and workers of different Embassies in Zagreb as hosts. This will bring out the memories of the international fairs in Zagreb Fair when national pavilions promoted the values of their countries.

The Pavilion repurposing project includes future and potential users of the new Eco-market as the most important partners; with the local community opinion survey in the first phase and planned design charrettes – intense planning meetings where residents of the Novi Zagreb districts and Zagreb as whole, experts (architects, sociologists), local government representatives, institutions (schools, kindergartens) representatives work together in creating and following the vision of the Project. This creates the sense of ownership and responsibility for the area, identification with Zagreb Fair, strengthens the social cohesion of the city districts and presents a strong and considerable social capital.

The project interventions include the implementation of solar photovoltaic cells which will provide the electricity for the Pavilion with surplus distributed to other pavilions of Zagreb Fair. Generated organic waste will be used as a biogas and then used for heating. The volume of the Pavilion and glass façade makes long sedentary work during winter in the Pavilion difficult. Additional interventions to make it less difficult are not planned.

The first phase predicts temporary settling with structures that will act as a “frame” and enable different activities. These structures are the elements of division and farming (steel cables or nets outstretched in the middle of the Pavilion, between the floor and the lattice roof construction; the structures could withstand suspending the pots with saplings on different levels, climbing plants and mini irrigation system), the elements of division and heating (double layered “baldachins” made from light, transparent synthetic material shaping “warm rooms” in the middle area of the Pavilion; that enables comfortable staying in the Pavilion without losing excess heating in the space) and furniture elements for exhibition, storage, farming, compost and



similar (mobile, interconnected transformable frames made from wood; to encourage reusing of still usable materials and items; their recycling is easy; every frame can be upgraded with various other elements that can serve specific purpose). In front of the Pavilion a plant garden is planned, bearing in mind the rules of permaculture, biodynamic agriculture and vegetable cultivation which enables multiple harvests.

The Pavilion repurposing project will encourage selling but also trading and exhibiting of the products. It will have a social component because smaller producers could trade their surpluses, exchange them for something else or have very small amounts of their products on the market. Such public visibility and the possibility to enter the market, sell the products and earn the money presents also a very important economic sustainability for a significant part of the society. The possibility of trading and exchanging and the concept of healthy, bio, eco and locally produced food represents environmentally sustainable model of food. That abates the food miles which consequentially lowers the level of greenhouse gasses. Pavilion will have educational function while promoting the sustainable model of farming (permaculture, biodynamic agriculture), trading healthy eco produces (seeds and such), advising on nutrition and health benefits of certain products. Pavilion repurposed like this will become a new public place for all residents of (Novi) Zagreb, for meeting and enjoying and at the same time it will strengthen the spirit of community and the sense of belonging to the place.



Germany

DIE ALTE MÜNZE

This proposal for revitalization of the building complex “Die Alte Münze” in the city center of Berlin has been developed as part of the CompASS course,



‘Competences for

Agencies for Sustainable Site conversion’. The interdisciplinary participants conducted this research project in the context of the field practice, which took place from the 12th to the 16th of December 2017 in Berlin by practically applying the gained knowledge of the course in the case study “Die Alte Münze”. Die Alte Münze means the old coin, the name derives from the coinage which used to take place in the building complex. After the usage as a mint has terminated, interim usages have been implemented in the premises of Die Alte Münze.

Till the present of this research no decision about the future usage of the buildings has been made and Die Alte Münze remains in possession by the Property Management of the state Berlin. The sale of the building complex is restricted by the Property Management of the state of Berlin and a sustainable and future-oriented utilization concept is required, which guarantees the maintenance and preservation of the historical building complex.

Based on the three pillars of sustainability a comprehensive approach has been developed by addressing historical awareness, social integration, ecological compatibility and economic rentability.

Dealing with the historically significant building, with architectural features of the Nazi era and current users requires consideration of several aspects.



Therefore, the developed future vision, builds on existing local structures, potentials, includes existing stakeholders and follows a participatory approach in order to achieve acceptance within the society.

Respectively, our project tackles questions like: Which social purpose has Die Alte Münze at its location in



Berlin Mitte? How can future-oriented utilization structures be implemented in Die Alte Münze? What comprises a sustainable site conversion in the urban context? Which ecological, cultural, social and economical potentials contains Die Alte Münze?

The developed vision aims to create a multifaceted shared space where current users can proceed their creative activities, events can be conducted, residents of Berlin can meet, socialize and engage in activities, share and develop personal and professional skills and knowledge. It activates the community to participate in every step from the early beginning. Our aim is not only to implement the project, but also to strengthen the local structures and revitalize the building complex through the establishment of new activities.



Romania

LA TERENURI

The Playgrounds (La Terenuri) Mănăştur is a vast green area within a buildings' blocks area, apparently abandoned, but frozen juridically and used informally in many ways by its inhabitants: gardening, walking the dogs, children playgrounds, sport fields, walking in the forest and other informal leisures. In the last 4 years a civic



initiatives started here engaging the citizens and activating them to formulate a common request towards the Townhall, in the way of transforming this area into a public park. Also the initiative started an experimentation process of participatory urbanism and designed temporary functions for the park: a stage, benches, a garden, swings, repairing the existing infrastructures, waste bins and also creating here a cultural hub by creating the Days of the Neighborhood, all of these with the purpose of creating a common space for the inhabitants to meet, express and act for their neighborhood, Mănăştur.

La Terenuri - Spaţiu Comun în Mănăştur had done community interventions since 2012 in the space located (give references), and many activities had been done with the guide of Lala Panait and Silviu Medesan. All this efforts had the intention to bring people together, revalue our direct or local environment and call to action.

The past interventions had risen the awareness in neighbors, regular citizens of Cluj, municipality and property owner of the value of the area, especially the green area and the need for Cluj to have such spaces for community life.



However all these actions have not been able to build a core or support group of neighbors or friends of the area which can hold the present actions and future challenges. There is still a dependence of external stimulus like the ones La Terenuri - Spațiu Comun în Mănaștur and other organizations had offered to keep a vibrant and collaborative community in the area.

With the gained experience in this project and from other areas of expertise we recognize that Food is a special connector in communities. For this proposal we want to test if FOOD can help us conform or build a group of neighbors and friends of the area which can hold the future actions in this community.

We know that some neighbors in the area still have a strong Cultural Tradition and expertise to grow their own vegetables also we sense certain pride that people have of the food they prepare, like Varza a la Cluj and Vinete. In some way everybody has the best recipe. Our proposal is to find and habilitate an area where we can have a short program of events related to food.

As these events outline the knowledge and skills people already have, we also want to introduce events that take the food issue a step forward:

- food waste issues, food industry impact on environment;
- city food identity and labels;
- urban gardens and food as means of entrepreneurship;
- culinary workshops and activities for children;
- discussions about possible forms of partnership: local authorities + local businesses + civil society groups - to achieve what they could not achieve alone;
- participative cooking events that could eventually turn into a repeating event as it promotes local gastronomy, producers and products, and could create economic and social value.

This proposal includes a research of the topics related to food:

- Map of the culinary options of the area;
- Map of stakeholders related to food;
- List of known chefs that will like to collaborate in community activities - Book of local recipes;
- identifying places where community cooking could take place;
- identify if there already is a "food policy/strategy" for the city.

Regarding the spreading of information about events and activities: we will use available social networks related to this area to raise the topic of Food but



as not all community members use social media, we could identify a place with very good visibility where we could place a “panel” with posters about upcoming events. By doing this we want to find the actors/persons interested in the topic and invite them to be part of the team that will organize this events.

We had the opportunity to build on the past experiences that "La Terenuri" had with their participative approach. We had a series of conversations with Lala Panait and read the book "cARTier - Peripheral Interventions" which gave us an overall view of the actions taken in this area. With both sources we have an understanding of several social dynamics and needs. Enough to see that there is no Core Group of neighbors or friends of the area. And also enough to say that FOOD can bring people together and form this group.

We recognize that our Project Idea initiates mostly with secondary data. For this reason we shaped this proposal considering it as a participatory process.

From the specific local need in Manastur, we consider a problem the missing group in this community that can support the actions and activities to keep going. External aid is still needed to maintain the awareness of the need of this green area. So by FOOD we think that we will be able to "fix" a group in this area. This group might be the one taking other actions for their own problems.

As shown by local statistics, there is a lack of suitable spaces for public community life in Cluj. So these events are not only meant to be entertaining and fun, but they also have the role of raising awareness of the need of public green spaces and of the important role each member of the community has. Therefore, the events will “filter” individuals that are willing to take responsibility and participate in the community life. They will be part of our intended CORE Group who will take further our intervention and aim their activities in the direction of pointing and solving problems that are stringent to community life.

Potential externalities and risks affecting the project's outcome could be divided into external and internal threats. Externalities consist mainly of the proprietors' interests regarding the territory. It is possible that they will sell the whole site or that they will decide to use it for real estate investment without any concern regarding the activities and events going on there. Another risk is the local authorities' lack of interest in such case.

Internal risks are related to the local community as the whole initiative is based on the responsiveness and active engagement of the neighborhood. If the community won't take the responsibility to take over the administration of the utilities and the events, if there won't develop a Core Group than the



FOOD events won't continue. Therefore we included in our project a training and a discussion series of coaching those who are interested in the project to involve them even more and to help them with the practical issues in the first few months.

GARA MICA

The project foresees the regeneration of an unused building in a busy area of Cluj-Napoca. The building in question is called "Gara Mică", which means "Small Train Station", as it used to serve as the main building for the now-defunct small train station. It is located in the vicinity of the current train station at one of the city's main transportation nodes.



The regeneration process actually has grass-roots origins, as organisations took it to themselves to organise workshops and contemporary art galleries for the local artists. The organisations themselves are usually made up of local artists. The most notable event was a month-long artist-workshop/art gallery organised in late 2016 within the framework of the Com'On Cluj participatory budget program. The event was called Spațiu Cultural Gara Mică (Small Station Cultural Space).

The stakeholders of the project are threefold: First, contemporary local artists would have more opportunities to both work and have their work shown to the public. Second, the citizens from Cluj-Napoca would gain a permanent contemporary art gallery dedicated to promoting local artists, which is something that the city is currently lacking. And lastly, Cluj-Napoca, as an entity, would gain tremendously, both domestically and internationally, as such a venue would host international exhibitions and further consolidate Cluj-Napoca as an up and coming international hub.

In technical terms, the project consists of two stages, and the outcome of the project also has two facets. The first stage is the renovation of the building, which is also the most costly part of the project that carries the highest risk.



The second stage is the development of a sustainable, participative, non-political life within the walls of the gallery.

The two facets of the project refer, one the one side, to the art gallery/workshop as a place for artists; and on the other side, to the building itself, for which the project has a vision of incorporating several technologies that handle energy and water management in a smart way. These building would serve as a technological exhibit on its own, aimed to educate visitors about energy-saving and renewable technologies.

The biggest weakness of the project is obtaining the necessary financial means for the renovation of the building. The second biggest weakness of the project lies in the fact that its owner is a state-owned enterprise (CFR), with its headquarters in Bucharest. The Bucharest headquarters of CFR also handles the subletting of its assets. This means that they may not care about the potential cultural and educational output of the building as it is distant to them and they would only see financial figures.

Its strength, however, lies in its popularity as a grassroots movement, the potential interest from the part of donors, as well as the fact that it fills a void in the current shape of the city.

Bulgaria

BANKYA BATH

For the past few years the Bankya District, which is a part of Sofia metropolitan area, is looking for new opportunities of regeneration for its historical public bath building, located in the very center of the town. It is planned to be a modern SPA, following the global trend of renovating historic buildings for thermal and wellbeing activities.



This conceptual proposal aims to meet different points of view and to follow the main development trends of the city, to create a national spa resort that would also support the recovery process of cultural and historical monuments at national level. The project proposal will offer vision for:

- sustainable regeneration of the building, where to establish long-term functionalities as a public SPA center;
- new development ideas ;
- innovations as a small library offering books, free wifi, a coffee bar with refreshments and a variety of healthy food;
- a sense of connection with nature, owing to the large green park space with beautiful gardens, around the building





The proposed project area is located in Bankya. Situated in the city center, but at the same time - surrounded by a small pedestrian park, the location is easy reachable by all kinds of public and private transport, which makes it great selection for regeneration. Due to the current status of the building – “The Old Baths of Bankya”, the already regenerated pedestrian park, loses of its value. The lack



of a focal point in the park is compensated by a small open market, created in the area behind the baths with a structure of an old mechanical clock in the center of the square.

The idea of the regeneration is to renovate the old building of the baths in order to use the natural sources of mineral water, which pass right under the building. Doing so, we will increase the park attractiveness and strengthen its market value. The renovated building will include also new features in order to meet the demands for a SPA center.

The main advantage of the baths' regeneration is firstly the fact that all the present SPA centers are missing the historical and cultural aspect, presenting modern resting places. Furthermore if the bath is given the status of national historical heritage planned as planned, it will also bring the opportunity to be seen not only as a regular resting point, but also as a forgotten historical part of our society to be rediscovered. The library section adds to the general idea of a place where to rest and enjoy a marvelous architecture.



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