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COMPASS

COMPetences for Agencies for Sustainable Site conversion

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Interdisciplinary Curriculum Sustainable Conversion Project Consultant



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Introduction

The *interdisciplinary curriculum for sustainable conversion project consultants* was developed as part of Erasmus+ funded project COMPASS.

COMPASS (COMPetences for Agencies for Sustainable Site conversion) has 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 i.e. abandoned/misused urban areas.

Thus the **main objective** of the COMPASS 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 a professional able to work on both local and global contexts and to grasp opportunities and promote transition scenarios based on environmental, social and economic sustainability.

This training path can be supported through ad hoc Open Educational and Training Resources created by blending the knowledge and competences of experts of different fields in order to create an innovative curriculum with the following characteristics: interdisciplinarity and a strong practice-oriented professional experience. The interdisciplinarity of the training path lies in the blending of contents ranging from social sustainability to GIS mapping, from team-building techniques to sustainable 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.



Course Structure

The course features 8 modules; each one divided into different lessons. The modular structure is designed to provide a flexible course that doesn't require the teacher/student to follow the order given, although some modules (for instance sustainable architecture and urban planning or business development and marketing) should ideally be studied sequentially. Each module can be developed through presentations (e.g. MS PowerPoint) with additional voice-over recording (or podcasts), readings (compulsory and complementary) and exercises (multiple choice questions, alternative response questions, matching questions, fill-in-the-blank questions, essays and technical exercises like developing a business plan or a GIS map). It is suggested to carry out an assessment of the test taker's acquired knowledge after each module in order to keep track of the student performance and understanding of the subject covered. 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 support the communication process with students.

In order to complete the training with a practical, hands-on experience, the participants undertake a structured field-practice in a selected urban space (public building, street, square, park or other types of residential, commercial, recreational facilities etc.) and get the chance to design a sustainable conversion project, working in multidisciplinary teams. The project proposal is the outcome of organized group meetings (daily, weekly, fortnightly, monthly etc.), and of discussions and negotiations with local authorities. It will be developed following a determined structure: context analysis, participative methodology, technical description (architectural/morphological characteristics, tools and instruments to use, water consumption, waste management etc.), environmental, social and cultural purposes, risks assessment, business plan, funding and marketing strategy.



Description of Professional Profile

The course aims at building a new professional profile through a multidisciplinary approach: the **sustainable conversion project consultant**.

This professional figure will get to know:

- the basics of ecological conversion theories;
- the basics of sustainable architecture and energy management;
- the basics of fundraising and market management;
- the principles of urban planning and participative planning;
- the main aspects of establishing and financing a company;
- the main aspects of participative Georeferenced Information Systems;
- the main techniques of team building and conflict prevention.

Furthermore, he/she will be able to:

- read the environmental problems and envision ecological conversion opportunities;
- work in and coordinate a plural working team and prevent any conflicts among team members;
- identify the needs of the local community;
- develop networks, work and manage participative collaborations with several stakeholders (i.e. local authorities, citizens, associations);
- identify the three pillars of sustainability, other concepts overlapping with it and being able to use indicators for the assessment of sustainable regeneration/transition activities;
- propose energy efficiency and renewable energy measures;
- propose sustainable water and waste management measures;
- build a basic online map;
- draw a marketing plan and to use online marketing tools;
- develop a basic business plan;
- to advise local decision-makers, public and private bodies on sustainable regeneration action, various measurement tools and solutions for sustainable regeneration;
- develop a regeneration project proposal;
- manage and organize the necessary activities for the development of a participative regeneration proposal.

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.

Regarding the course contents:

- **Interdisciplinary approach:** in order to gain an integrated and therefore complete approach on the environmentally/economically 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. In this sense 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.
- **Work-based approach:** the COMPASS training path is developed as a strongly practice-oriented curriculum, which expects the student 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 concrete project proposal on the basis of the competences and knowledge acquired through the previous training.
- **Use of case-studies:** the course features case-studies with best-practice examples, developed in each partner country which facilitate the comprehension of the issue, develops problem-solving capabilities and encourages the development of critical thinking.



Regarding the course monitoring and evaluation:

- **Monitoring:** the course is monitored through an eLearning platform built-in tracking system which allows teachers to monitor the access, downloads and completion of tasks by the course students. The system can also have a communication tool (wall, discussion board, real-time messaging with notification, emails) not only for sharing and communication but also to support the supervision of the progress of individual students. The monitoring 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. In case the training is done in class, the students' progress is monitored through their presence and activity during lectures in class, as well as the completion of tasks given to them.
 - **Evaluation:** the online training course is evaluated through exercises, final tests and through the use of the above mentioned assessment questionnaires for students, whereas the field-practice is evaluated through the observation and analysis of the realized activities, following specific criteria: attending the group meetings regularly, meeting deadlines, cooperation with local authorities and with participants within the groups, developing a successful project proposal in a multidisciplinary group following the template given at the beginning of the field practice.
-



Target Group Requirements

The course participants should meet the following set of criteria:

- **Academic:** evidence of completing a degree (minimum 3 years/Bachelor's) in the following fields: Architecture (Landscape Design, Town and City Planning, Urban and Regional Planning, Infrastructure Design, Sustainable Environmental Design, Spatial Planning etc.), Environmental Sciences, Engineering (Civil), Economics, Social and Political Sciences, Geography, Energy Management, Public Administration, other related disciplines.
- **I.T.:** basic computer literacy (MS Office Suite, Internet use).
- **Linguistic:** English minimum level B2 (CEFRL).
- **General:** strong interest (verified through a motivation letter), previous job experience, volunteering or non-formal training path in the field of sustainable development, environment, community engagement, sustainable resources management or other relevant areas. Furthermore he/she needs to be able to guarantee the presence throughout the theoretical course and the field practice.

Course System Requirements

- Computer (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.



Course Contents

Module 1

“From the Global Crisis to the Ecological Conversion of Territories”

Introduction to the module:

The module gives an overview on the current global environmental and climate crisis and provides analytical lenses to read environmental and climate injustices. Through the module trainees can learn about the historical evolution of the sustainability concept in the last 25 years and the various theories at the root of the ecological conversion perspective, providing a fundamental background in ecology to trainees.

Objectives:

This first module aims to:

- Transfer new social sciences analytical tools to read the global environmental crisis;
- Transfer the main concepts and experiences from ecological conversion theories;
- Build capacity to envision ecological conversion into the bigger picture.

Materials:

- PowerPoint presentations with audio recordings;
- PDF documents with readings;
- Web Links to related articles;
- Videos:
 - LamCA-EJOLT video, “*We are here to stay**”, 28’42, available online:
➤ <https://www.youtube.com/watch?v=JSPBRG3GZDo>
 - A Sud video, “*From the crisis to sustainable transition*”. The Melpignano Community Cooperatives*, 7’24, available online:
➤ <https://www.youtube.com/watch?v=rluXkNL7L0w>
 - Interview to Naomi Klein on COP 15*, published in Le Monde, december 2015, available online:



- http://www.lemonde.fr/cop21/article/2015/12/11/retard-espoirs-mobilisation-des-dirigeants-le-recap-de-la-cop-jour-12_4830172_4527432.html

Module 1 Index:

- 1 - Health of the earth: complex crises, planet limits and the need for socio-ecological transition;
- 2 - The climate crisis: facts and international governance;
- 3 - Introduction to socially and environmentally sustainable transition;
- 4 - Sustainable transitions' insights;
- 5 - Good practices.

Overall Module Duration: 10 hours (600 minutes)

Knowledge acquired (what you will learn):

- Social sciences analytical tools to "read" the global environmental crisis;
- Main concepts and experiences from ecological conversion theories.

Learning outcomes (what you will be able to do):

- Be able to build capacity to envision ecological conversion into the "big picture".

Lecturer: Expert in environmental and climate issues.

Contents:

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

- **Presentation:**
 - State of the art on the "earth health": geopolitics/exploitation resources /production-consumption-disposal/ environmental, social, economic impacts;
 - Complex crises: relation between economic 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 lens of environmental conflict (what is it/evolution/causes/effects): environmental conflicts; ecological debt;



climate debt; ecologies of the poor; Nimby; environmental injustice (+video); environmental racism; climate justice.

- **Lesson duration:** 90 minutes

Lesson 2: The climate crisis: facts and international governance

- **Presentation:**
 - 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.

- **Lesson duration:** 70 minutes

Lesson 3: Introduction to socially and environmentally sustainable transition

- **Presentation:**
 - 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.

- **Lesson duration:** 50 minutes

Lesson 4: Sustainable transitions' insights

- **Presentation:**
 - 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.

- **Lesson duration:** 50 minutes

Lesson 5: Good practices

- **Presentation:**
 - Good practices examples;
 - A regional law for ecological transition in the Lazio region;
 - Regenerated dismissed factories;
 - Melpignano Community Cooperative.



- **Lesson duration:** 30 minutes

Module Compulsory Readings:

- The [Rio Declaration](#);
- N. Georgescu-Roegen, Energy and Economic Myths. Extracts in [google books](#) (IX some basic bioeconomics, from p-25 to 28);
- EJOLT glossary:
 - <http://www.ejolt.org/2013/02/ecological-footprint/>
 - <http://www.ejolt.org/2016/04/ecological-distribution-conflicts/>
 - <http://www.ejolt.org/2013/05/ecological-debt/>
 - <http://www.ejolt.org/2013/02/environmental-injustice/>
 - <http://www.ejolt.org/2013/05/greenwash/>
 - <http://www.ejolt.org/2012/12/natural-and-social-capital/>
 - <http://www.ejolt.org/2012/11/policy-instruments-for-sustainability/>
 - <http://www.ejolt.org/2013/05/polluter-pays-principle/>
 - <http://www.ejolt.org/2015/02/precautionary-principle/>
 - <http://www.ejolt.org/2015/02/resilience/>
 - <http://www.ejolt.org/2015/02/yasuni-yasunize/>

Reading's duration: 1 hour and a half for the compulsory reading. Further 1 hour reading to be free choose among the module bibliography (see Module 1 bibliography in annex).

Module Exercises:

Trainees are expected to write mini essay in form of a comment of about 500 words to be posted and accessible to all course participants. They are expected to read essays written by the other participants and develop their own taking into account what the others already written. Essay subject: *"how do you envision ecological conversion of public spaces into the current global framework? In which way does it shape conversion projects? Which type of conversion projects or activities you believe (in the light of your professional competences) would really make the difference?"*

Exercise duration: 2 hours

Indicators for evaluation:

This exercise is not planned to be evaluated but to be used as a "warm-up" to break the ice and build synergies between the course participants.



Module 2

“Team Building Techniques, Teamwork and Conflict Prevention”

Introduction to the module:

The module gives an overview on the team building process starting from the benefits of a group of people coming together in pursuit of a shared goal and going through its setup by analyzing the structural variables and processual variables that influence its existence. Attention is given to groups of people with different skills and competences (multidisciplinary team) and to methodologies to prevent or manage internal conflicts.

Objectives:

The main objective is to provide knowledge on why building up a good working team is necessary and useful to reach the goals set and then to provide the right instruments to do so. This can only be achieved through a clear comprehension of the purpose of group cooperation, of the skills, characteristics and behaviors associated with a successful teamwork as well as of the roles associated with the team members' capabilities. Importance is furthermore given to becoming acquainted with team-development stages and methodologies to prevent the outburst of conflicts between team members.

Materials:

- PowerPoint presentations with audio recordings;
- PDF documents with readings;
- Web Links to related articles.

Module 2 Index:

- 1 - What's a working group;
- 2 - Building a Team. Development Phases of a working team;
- 3 - Set-up and development of a working team: the structural variables;
- 4 - Set-up and development of a working team: the processual variables;
- 5 - Conflict management and prevention.

Overall Module Duration: 15 hours (900 minutes)



Knowledge acquired (what you will learn):

- 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.

Learning outcomes (what you will be able to do):

- 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.

Lecturer: Expert in psychology, sociology, pedagogy, anthropology or other relevant fields.

Contents:

Lesson 1: What's a working team?

- **Presentation:**
 - Definition of team, integration and interdependence of members and team characteristics.
- **Readings:**
 - **Compulsory:**
 - Web article: "*what are the benefits of having Teams in a business environment*".
 - <http://www.callofthewild.co.uk/library/useful-articles/what-are-the-benefits-of-havingteams-in-a-business-environment/>;
 - **Complementary:**
 - Ann-Marie Nazzaro; Joyce Strazzabosco; "*Group dynamics and Team Building*" Hemophilia Organization Development, May 2009 n°4.



- **Lesson duration:** 150 minutes

Lesson 2: Building a Team: Development phases of a Working Team

- **Presentation:**

- 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.

- **Readings:**

- **Compulsory:**
- Web article: “*What is negotiation?*” (Compulsory):
 - <http://www.skillsyouneed.com/ips/negotiation.html>
- **Complementary:**
- P.Tizzard, “*The teambuilding activities pocketbook*”; management pocketbooks, March 2006.

- **Lesson duration:** 185 minutes

Lesson 3: Setup and development of a working team: the structural variables

- **Presentation:**

- 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).



- **Readings:**

- **Compulsory:**

- Web article: "Setting up a cross-functional team. working effectively with other functions"

- <https://www.mindtools.com/pages/article/cross-functional-team.htm>

- E.C.Thomas "*Team building and Goal setting*"; Ed Thomas leadership training & consulting services, Municipal Elected Officials Institute of Government.

- **Complementary:**

- L.B.Hart, C.S.Waisman, "*The leadership training activity book; 50 exercises for building effective leaders*"; AMACOM, New York 2005 (Suggested).

- **Lesson duration:** 280 minutes

Lesson 4: Setup and development of a working team: the processual variables

- **Presentation:**

- 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*.



- **Readings:**
 - **Compulsory:**
 - “*Best practices in strategic communication planning*”; Ingegnum communication 2013.
 - **Complementary:**
 - Web article: “*Team leadership toolkit - Success and team climate*”;
➤ http://www.lindsay-sherwin.co.uk/guide_team_leadership/html_team_development/1_success_and_team_climate.htm.
- **Lesson duration:** 100 minutes

Lesson 5: Conflict management and prevention

- **Presentation:**
 - 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.
- **Readings:**
 - **Compulsory:**
 - Kenneth W. Thomas “*Conflict and conflict management: Reflections and Update*”, Journal of Organizational Behavior, Vol. 13, pp. 265-274, 1992, Calhoun Institutional Archive of the naval postgraduate school.
 - N.Brewer, P. Mitchell, N.Weber, “*Gender role, organizational status, and conflict management styles*” University of South Australia, International Journal of Conflict Development, vol. 13; n°1, pages 78-94, 2002.
 - **Complementary:**
 - E. De Vliert (University of Groningen); B. Kabanoff (University of New South Wales), “*Toward theory-based measures of conflict management*” Academy of Management Journal, Vol. 33. No. 1, pages 199-209, 1990.
- **Lesson duration:** 185 minutes



Module Exercises:

- Development of a Team plan containing human resources, activities and timeframes:
The student is asked to develop a team plan for the realization of a project of urban conversion: some data must be already given (i.e. type of structure/place to work on, total budget, deadline for submission) in order to ease the task of finding the right profiles and to allow the student to focus on the objective: identification of roles, related activities and appropriate timeframe for the execution of a sustainable conversion project. It could be useful to fill in all this information in a table. It's necessary that the student describes the activity to be carried out by the professional profile chosen and, if applicable, to add possible professional figures who can contribute to the realization of the activity.
- 3 types of questions (multiple answer; True & False; Open answer) on all topics covered.

Indicators for evaluation:

- Number of correct answers;
 - The level of precision of the answer given;
 - The Feasibility of the team plan realized.
-



Module 3

“Social Sustainability”

Introduction to the module:

This course examines mainly the social dimension of sustainability in cities. Thus, it explores different definitions to the concept of sustainability and social sustainability, and it explores how these concepts apply to cities and urban local communities. Policies and programs that try to address the challenges of sustainability from both developed and developing countries are studied and compared. Social sustainability is also explored in the context of sustainability metrics and sustainability reporting. These topics are of uttermost relevance since quality of life is becoming the most significant factors for citizens' appreciation of life in cities.

The module comprises 4 sections, each section consisting of two different but related lectures.

Objectives:

- To familiarize students with the concept of social sustainability as well as other overlapping concepts;
- To offer them a better understanding of how these concepts have evolved over the last decades, resulting in a paradigm change;
- To develop their ability to recognize and critically assess policies and strategies implemented by local urban governments from the perspective of social sustainability;
- To develop their skills with regard to sustainability measurement and reporting, as one of the most important areas of sustainability from a practical standpoint.

Materials:

- PowerPoint presentations with audio recordings;
- PDF documents with readings;
- Web Links to related articles or interactive applications;
- Video clips.

Module 3 Index:

- **1 - Social sustainability (sessions 1 and 2);**



- 2 - (a) Needs assessment and asset based community development (ABCD);
- 2 - (b) Role of local governments in the provision of infrastructure and public services;
- 3 - (a) Quality of life and well-being –The role of sociology and other fields;
- 3 - (b) What causes well-being?;
- 4 - (a) Social sustainability measurement and reporting: Intro to sustainable development measurement;
- 4 - (b) Social sustainability measurement and reporting: Sustainability reporting in public and private organizations?

Overall Module Duration: 8 hours (480 minutes)

Knowledge acquired (what you will learn):

- 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.

Learning outcomes (what you will be able to do):

- 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).

Lecturer: Sociologist and urban planner, expert in local sustainable development and indicators.



Contents:

Lesson 1: Social sustainability (1)

- **Presentation:**

- Sustainability as a three legged stool; relative importance of social considerations compared to the other two dimensions of sustainability;
- Definitions of social sustainability;
- Concepts overlapping with social sustainability.

- **Readings:**

- **Compulsory:**

- Colantonio, A., Social sustainability: a review and critique of traditional versus emerging themes and assessment methods, 2009,

➤ http://eprints.lse.ac.uk/35867/1/Colantonio_Social_sustainability_review_2009.pdf

- **Complementary:**

- Neamtu, B., Measuring the Social sustainability of Urban Communities: The Role of Local Authorities, Transylvanian Review of administrative sciences, 37E/2012,

➤ <http://rtsa.ro/tras/index.php/tras/article/view/75/71>

- Bramley, G. *et al.*, What Is 'Social Sustainability', And How Do Our Existing Urban Forms Perform in Nurturing It,

➤ http://www.city-form.org/uk/pdfs/Pubs_Bramleyetal06.pdf

Lesson 1: Social sustainability (2)

- **Presentation:**

- Social sustainability in an urban context; Definition of sustainable communities - territorial dimension applied to social sustainability;
- Documents/policies at EU level emphasizing social sustainability in cities;
- Measuring social sustainability in an urban context - Egan Review, UK.

- **Readings:**

- **Compulsory:**

- Egan Report, Rethinking construction,

➤ http://constructingexcellence.org.uk/wp-content/uploads/2014/10/rethinking_construction_report.pdf

- **Complementary:**



- Saffron Woodcraft with Tricia Hackett & Lucia Caistor-Arendar, 2011,
➤ http://www.futurecommunities.net/files/images/Design_for_Social_Sustainability_0.pdf
- Sustainable Communities online,
➤ <http://www.sustainable.org/about>

- **Lesson duration:** (a + b) 120 minutes

Lesson 2: (a) Needs assessment and asset based community development (ABCD)

- **Presentation:**

- Understanding and describing a community;
- Defining community needs;
- Community needs assessment, needs versus assets;
- Why conduct a community assessment?
- Principles of assessment;
- Asset based community development (ABCD).

- **Readings:**

- **Compulsory:**

- Community tool Box, Section 15. Qualitative Methods to Assess Community Issues,
➤ <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/qualitative-methods/main>

- **Complementary:**

- Conducting a Community Assessment STRENGTHENING NONPROFITS: A Capacity Builder's Resource Library,
➤ http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf

Lesson 2: (b) Role of local governments in the provision of infrastructure and public services

- **Presentation:**

- Infrastructure and economic growth/poverty reduction in the context of least developed countries;
- Types of infrastructure; infrastructure versus services;
- Role of local governments in the provision of infrastructure;
- Decentralization and provision of services;
- Trends in infrastructure and service provision.



- **Readings:**

- **Compulsory:**

- White, S., Government Decentralization in the 21st Century - Literature review, 2011
- https://csis-prod.s3.amazonaws.com/s3fs-public/legacy_files/files/publication/120329_White_Decentralization_Web.pdf

- **Complementary:**

- Henckel, T., The Economics of Infrastructure in a Globalized World: Issues, Lessons and Future Challenges, 2010,
- http://www.brookings.edu/~media/research/files/papers/2010/6/04-infrastructure-economics-mckibbin/0604_infrastructure_economics_mckibbin.pdf

- **Lesson duration:** (a + b) 120 minutes

Lesson 3: (a) Quality of life and well-being – The role of sociology and other fields

- **Presentation:**

- Who is studying QOL and Well-being;
- Defining QOL;
- Subjective versus objective QOL;
- How we measure QOL? Different metrics;
- Importance of QOL in urban settings;
- Defining Wellbeing;
- QOL versus Well-being.

- **Readings:**

- **Compulsory:**

- European Commission, Quality of life in European cities, 2015
- http://ec.europa.eu/regional_policy/sources/docgener/studies/pdf/urban/survey2015_en.pdf

- **Complementary:**

- Assessing quality of life in African cities, 2012,
- <https://globalvoices.org/2012/08/29/assessing-quality-of-life-in-african-cities/>

Lesson 3: (b) What causes well-being?

- **Presentation:**



- Watching a movie available at the following link on Youtube <https://www.youtube.com/watch?v=yEh3JG74C6s>, on salutogenesis;
- Respond to the following questions after watching the movie: (a) what are the speaker's arguments for focusing on factors that support human health and well-being, rather than on factors that cause disease (pathogenesis)? (b) Explain the concept of salutogenesis and discuss the way in which the speakers connect certain social conditions and well-being in children. Do you agree? Offer some arguments. (c) Provide your own interpretation of the concept of **individual resilience** and discuss if we can have resilient communities not just resilient individuals. (d) What are the implications for decision-makers and public policies of such an approach? What needs to be changed in order for people to enjoy greater well-being?

- **Readings:**

- **Compulsory:**

- Christie, Bryan (21 March 2014).
 - ["Harry Burns: the man who shifted Scotland's thinking on health". BMJ, http://www.bmj.com/content/348/bmj.g2262](http://www.bmj.com/content/348/bmj.g2262)

- **Complementary:**

- Mackintosh, Katie (25 December 2014).
 - ["Interview with Sir Harry Burns". Holyrood \(magazine\), https://www.holyrood.com/articles/interviews/interview-sir-harry-burns](https://www.holyrood.com/articles/interviews/interview-sir-harry-burns)

- **Lesson duration:** (a + b) 120 minutes

Lesson 4: Social sustainability measurement and reporting: (a) Intro to sustainable development measurement

- **Presentation:**

- Can we really measure sustainability?
- Approaches to sustainability measurement;
- Sustainability indicators;
- Practical dilemmas: Which indicators are best? How many?
- Examples of sustainability measurement systems - China Urban Sustainability Index, ARCADIS Sustainable Cities index;
- How do we communicate the results of the measurement?

- **Readings:**

- **Compulsory:**

- Huang *et al.*, 2015,
 - https://www.researchgate.net/publication/276621753_Defining_and_measuring_urban_sustainability_a_review_of_indicators



- **Complementary:**
- Portney, K. (2003), *Taking Sustainable Cities Seriously*, Cambridge, Massachusetts: MIT Press
- Neamtu, B. *et al.*, 2009,
- <http://rtsa.ro/tras/index.php/tras/article/view/210/206>

Lesson 4: Social sustainability measurement and reporting: (b) Sustainability reporting in public and private organizations?

- **Presentation:**

- What is sustainability reporting (SR)?
- Why and who does it?
- Voluntary versus mandatory;
- SR standards – who creates the, what do they measure;
- SR and public organization;
- Challenges, especially for the public sector;
- Main critiques to SR.

- **Readings:**

- **Compulsory:**
- Global Reporting Initiative, 2012,
- <https://www.globalreporting.org/resourcelibrary/Public-sector-sustainability-reporting-remove-the-clutter%20reduce-the-burden.pdf>
- **Complementary:**
- Skaidre Zickiene, Liongina Juozaitiene, 2013,
- http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2013_31/zickiene_juozaitiene.pdf

- **Lesson duration:** (a + b) 120 minutes

Module Exercises:

- **Indication:** Please write a short essay of up to 1,500 words and post it on the course platform. In your essay you can include your own arguments as well as arguments derived from the literature - please indicate the source. In addition to the written text, please insert one small drawing (by yourself) or picture (from literature) which portrays a good example of sustainability reporting for one indicator (for example there are cities in the Netherlands which use a stork to show how the city is doing with regard to air pollution - if pollution is going up compared to the previous year, the beak of the stork



goes down, showing a negative trend; if pollution is decreasing the beak goes up).

- **Discussion issue:** What can be done in order to increase the readership of sustainability reports issued by companies and/or businesses? What type of information and in what format would be more accessible to the general public? Are you aware of any city/company/public sector agency doing a good job in this area? If yes, please provide an example in this sense.
- **Time to assign to the task by the participants:** 3 hours.

Indicators for evaluation:

- The essay should include both the written text and the drawing/picture taken from the literature;
 - It should address all the questions from the assignment; the arguments should be connected in a coherent text;
 - Extra point are given for essays including practical examples, concrete references to what specific cities are doing;
 - Participants are expected to integrate the literature/discussions from the course materials and the suggested readings;
 - The flow of arguments, grammar and compliance with formal requirements – submission on time, length of the paper, etc.
-



Module 4

“Sustainable Architecture and Energy Management”

Introduction to the module:

This module is divided into five lessons covering the basic technical knowledge on energy, waste and water management systems in buildings. Beside the theoretical background based on natural sciences, primarily physics, chemistry and biology, many examples offer a vivid picture of what sustainability applied in practice is.

Objectives:

- Learning what the viable technical options for sustainable conversion are before or in the initial phase of the making of the actual architectural project;
- Learning how to assess the sustainability level for conversion projects using indicators such as energy performance of buildings using “kWh/m²” or energy performance labelling and CO₂ footprint (CO₂ per person, per employee, per m²).

Materials:

- PowerPoint presentations with audio recordings;
- PDF documents with readings;
- Web links to related articles or interactive applications;
- Video clips.

Module 4 Index:

- 1 - Energy consumption in buildings;
- 2 - Sustainable architecture and energy;
- 3 - Renewable energy systems in buildings;
- 4 - Sustainable water management;
- 5 - Sustainable waste management.

Overall Module Duration: 10 hours (600 minutes)



Knowledge acquired (what you will learn):

- 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.

Learning outcomes (what you will be able to do):

- 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.

Lecturers: Experts in electrical, mechanical and civil engineering, architecture and biology or other relevant fields.

Contents:

Lesson 1: Energy consumption in buildings

- **Presentation:**
 - 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.



- **Readings:**

- **Compulsory:**

- Building Codes (pages 1-19);
 - https://www.iea.org/publications/freepublications/publication/Building_Codes.pdf
- Energy Efficiency Good Practice Guide;
 - http://www.nihe.gov.uk/energy_efficiency_good_practice_guide.pdf

- **Complementary:**

- see the Module 4 bibliography in the annex.

- **Didactic tools:**

- SEE 2050 – Online application following the link:
 - <https://www.see2050energymodel.net>

The game lets you take control and create your own energy pathway for a particular country. Since this is made for SEE, please choose any South East European country. The goal of the game is to see how different measures influence CO₂ reductions. Students should send a screenshot of “My 2050 Roadmap” result to the lecturer/mentor via e-mail.

- **Lesson duration:** 120 minutes

Lesson 2: Sustainable architecture and energy

- **Presentation:**

- 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; earth ships 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.



- **Readings:**
 - **Compulsory:**
 - An introduction to Vauban district;
 - <http://www.vauban.de/en/topics/history/276-an-introduction-to-vauban-district>
 - Strategies for Sustainable Architecture (Chapter 1,4 &5).
 - http://library.uniteddiversity.coop/Ecological_Building/Strategies_for_Sustainable_Architecture.pdf
 - **Complementary:**
 - see the Module 4 bibliography in the annex.
- **Video:**
 - A cement factory in Barcelona, short video of a best practice example.
 - <https://www.youtube.com/watch?v=2Gz-6BHagw>
- **Lesson duration:** 140 minutes

Lesson 3: Renewable energy systems in buildings

- **Presentation:**
 - *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.
- **Readings:**
 - **Compulsory:**
 - RENewables 2016 Global status report (pages 26-38.)
 - <http://www.ren21.net/status-of-renewables/global-status-report>
 - Wikipedia - Renewable energy;
 - https://en.wikipedia.org/wiki/Renewable_energy
 - **Complementary:**
 - see the Module 4 bibliography in the annex.



- **Video:**
 - Smart Energy Systems: 100% Renewable Energy at a National Level;
➤ <https://www.youtube.com/watch?v=eiBiB4DaYOM>
 - Case study: Conversion of the Former Military Complex in Koprivnica, Croatia;
➤ <https://www.youtube.com/watch?v=2ynvimyPa1Y>
- **Didactic tools:**
 - Online calculator PVGIS Photovoltaic Geographical Information System (PVGIS);
➤ <http://re.jrc.ec.europa.eu/pvgis/apps4/pvest.php>
This tool provides a map-based inventory of the solar energy resource and the assessment of the electricity generation from photovoltaic systems in Europe, Africa and South-West Asia. The goal of this task is to calculate how much electricity could be generated from three PV systems with different installed peak power: 1.5 and 10 kW. The location should be chosen according to student's' location. All other categories should be chosen at will. Students should send a screenshot of the completed task (calculations) to the lecturer/mentor via e-mail.
- **Lesson duration:** 140 minutes

Lesson 4: Sustainable water management

- **Presentation:**
 - 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.
- **Readings:**
 - **Compulsory:**
 - WHO: Rainwater harvesting;
➤ http://www.who.int/water_sanitation_health/gdwqrevision/rainwater.pdf
 - Advantages & Disadvantages of Rainwater Harvesting;



- http://www.conserve-energy-future.com/Advantages_Disadvantages_Rainwater_Harvesting.php
- What is a Green Roof?
- <http://science.howstuffworks.com/environmental/green-science/green-rooftop.htm>
- **Complementary:**
- see the Module 4 bibliography in the annex.

- **Videos:**
 - Operating and installing a rainwater harvesting system;
 - <https://www.youtube.com/watch?v=BJr5FSGeEZE>
 - Capture the Rain and Rebuild the Economy;
 - https://www.youtube.com/watch?v=wJqUEv_DwMA
 - Stormwater Reuse Animation;
 - https://www.youtube.com/watch?v=iw0mLuG7_2s
 - How to Build a Constructive Wetland Garden.
 - <https://www.youtube.com/watch?v=HIGYUQPTX8s>

- **Didactic tools:**
 - Online game, *Test your Watersense*, open the online calculator from the link <https://www.epa.gov/watersense/test-your-watersense> and follow the instructions. The game will lead you through water saving methods.
 - <https://www.epa.gov/watersense/test-your-watersense>

- **Lesson duration:** 130 minutes

Lesson 5: Sustainable waste management

- **Presentation:**
 - 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.

- **Readings:**

- **Compulsory:**

- Wastehouse;

- <http://arts.brighton.ac.uk/business-and-community/wastehouse.html>

- Global Development Research Centre: Green Procurement.

- <http://www.gdrc.org/sustdev/concepts/14-gproc.html>

- **Complementary:**

- see the Module 4 bibliography in the annex.

- **Videos:**

- Story of Stuff, short educational video.

- <https://www.youtube.com/watch?v=9GorqroiggM>

- **Lesson duration:** 130 minutes

Module Exercises:

- Online application: <https://www.see2050energymodel.net>;
- Online calculator: <http://re.jrc.ec.europa.eu/pvgis/apps4/pvest.php#>;
- Online application: Test your Watersense - https://www3.epa.gov/watersense/test_your_watersense.html

Indicators for evaluation:

- Exercise support: for exercises 1) and 2) screenshot of the finished task with results should be sent to lecturer/mentor;
 - Students should have limited period of time during and after the module to contact lecturer/mentor via e-mail, Skype etc. as a support.
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Module 5

“Urban Planning and Participatory Planning”

Introduction to the module:

The module presents the main terms that cover the field of urban and participatory planning. First it starts with a comparison of science fiction and reality. Then it explains the history of urban planning through the different centuries and cultures in Europe. Second it shows examples and approaches in urban planning from the mid-19th century until today. Furthermore the module will explain how participatory planning started in the 1970s in Germany, bottom up as well as top down. At least there is a comparison between the five cities of the partner countries.

Objectives:

The first objective is to provide knowledge on why the shape of the cities in Europe is like we can see it nowadays. The module also shows what went wrong in recent years and what can be done not to repeat the same mistakes in urban planning. The key objective is to strengthen the sensitivity for sustainable urban planning reflecting these three factors: the environmental, social and economic pillar.

Materials:

- PowerPoint presentations with audio recordings;
- PDF documents with readings;
- Web Links to related articles or interactive applications;
- Video clips.

Module 5 Index:

- 1 - Urban Planning (Part 1);
- 2 - Urban Planning (Part 2);
- 3 - Participatory Planning;
- 4 - Comparison of Urban and Participatory Planning.

Overall Module Duration: 10 hours (600 minutes)

Knowledge acquired (what you will learn):

- 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.

Learning outcomes (what you will be able to do):

- 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.

Lecturer: Expert in sustainable and urban geography, social and political science and other relevant fields.

Contents:

Lesson 1: Urban planning (part 1)

- **Presentation:**
 - 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.
- **Readings:**
 - **Compulsory:**
 - Video "What is urban planning?" (duration: 2 min, part of the presentation):
 - www.youtube.com/watch?v=5ot_1tbQX8;
 - The History of Urban Planning (duration: 30 min);
 - en.wikipedia.org/wiki/History_of_urban_planning;
 - Exploration and comparison of old city maps, for example (duration: 30 min):



- historic-cities.huji.ac.il
- **Complementary:**
- “Was Stadtplaner von Science Fiction lernen können” (2016).
- <http://www.welt.de/wissenschaft/article153981028/Was-Stadtplaner-von-Science-Fiction-lernen-koennen.html>
- McGill – School of Urban Planning (2016). “What is Urban Planning?”
Retrieved from:
- <https://mcgill.ca/urbanplanning/planning>

- **Lesson duration:** 105 minutes

Lesson 2: Urban planning (part 2)

- **Presentation:**
 - 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).
- **Readings:**
 - **Compulsory:**
 - Urban Planning (duration: 30 min):
 - www.britannica.com/topic/urban-planning;
 - Video “How to create an attractive city” (duration 15 min, part of the presentation):
 - www.youtube.com/watch?v=Hy4QjmKzF1c;
 - Web game "Plan it green" (duration: 45 min):
 - www.planitgreenlive.com/en/play (Registration necessary).
 - **Complementary:**
 - The Garden City Concept by Ebenezer Howard (1850-1928) - originally published in "Garden Cities of tomorrow", Sonnenschein publishing, 1902.

- **Lesson duration:** 120 minutes

Lesson 3: Participatory planning

- **Presentation:**
 - 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).

- **Readings:**

- **Compulsory:**

- Mauergarten, Berlin (Video) (duration: 10 min, part of the presentation):

- www.youtube.com/watch?v=4Z2COI5tg2Y&feature=youtu.be

- Part I: "The role of planning in the development of Shenzhen, China: rhetoric and realities" (duration: 90 min - registration necessary):

- www.academia.edu/

- Part II : "Setting the scene" and part IV "Meeting the digital age" in "New approaches to urban planning":

- aaltodoc.aalto.fi/bitstream/handle/123456789/10244/isbn9789526051918.pdf?sequence=1

- Video with Nabeel Hamdi (Architect and Urbanist) on the platform of UN-Habitat worldwide "Participation in Practice" (duration: 10 min):

- www.youtube.com/watch?v=7r9IYI4CtKI

- Online game "Footprint calculator" Check your personal ecological footprint on planet Earth (duration 15 min):

- (footprint.wwf.org.uk/) and / or (www.nature.org/greenliving/carboncalculator/)

- **Complementary:**

- Definition of Participatory Planning (2016). Retrieved from:

- https://en.wikipedia.org/wiki/Participatory_planning

- Arnstein, Sherry R. (July 1969). "A Ladder Of Citizen Participation". Journal of the American Institute of Planners. 35 (4): 216.

- [doi:10.1080/01944366908977225](https://doi.org/10.1080/01944366908977225)

- We are the City (2016). Retrieved from:

- <https://issuu.com/citiesthemagazine/docs/weown-issuu>

- Participation and urban planning. German "federal ministry for economic collaboration and development" (2016). Retrieved from:

- <http://www.connective-cities.net/en/topics/integrated-urban-development/participation-and-urban-planning>

- **Lesson duration:** 160 minutes

Lesson 4: Comparison of Urban and Participatory Planning

- **Presentation:**



- Basic information in preparation for the exercise (mini essay): Give an example of how did/does urban and/or participatory planning works in “your” hometown, Cluj-Napoca, Rome, Sofia, Zagreb or Berlin.
- **Readings:**
 - **Compulsory:**
 - Downloading and listening to the power point presentation, clicking on links if requested;
 - Writing of a mini essay about urban planning in “their” town. Choosing one of the five cities (Berlin, Cluj-Napoca, Rome, Sofia or Zagreb) and giving an example, how urban or participatory planning works within this city.
 - **Complementary:**
 - Cluj-Napoca Info (2016). Retrieved from:
 - <https://en.wikipedia.org/wiki/Cluj-Napoca>
 - Planning in Cluj-Napoca (2016). Retrieved from:
 - <http://urbasofia.eu/en/strategic-planning-2/integrated-strategic-plan-for-the-cluj-napoca-metropolitan-area/>
 - Rome Info (2016). Retrieved from:
 - <https://en.wikipedia.org/wiki/Rome>
 - Planning in Rome (2016). Retrieved from:
 - <https://useact.files.wordpress.com/2013/11/planning-tools-and-incentives-for-urban-regeneration.pdf>
 - Sofia Info (2016). Retrieved from: <https://en.wikipedia.org/wiki/Sofia>
 - Controversial about Sofia’s Planning (2016). Retrieved from:
 - <http://sushiandarchitecture.net/?p=268>
 - Zagreb Info (2016). Retrieved from;
 - <https://en.wikipedia.org/wiki/Zagreb>
 - Urban Planning in Zagreb (2016). Retrieved from:
 - <http://hrcak.srce.hr/file/210546>
- **Lesson duration:** 215 minutes

Module Exercises:

- The task is to write a mini essay about urban planning for each specific town in the partner countries. One of the five cities (Berlin, Cluj-Napoca, Rome, Sofia or Zagreb) has to be chosen and the participants shall give an example, how urban or participatory planning works within this city.
- They are free to choose recent examples as well as remarkable cases from the past. Because many mechanisms were mentioned in the case of Berlin there will be an extra task for those choosing this city: The students might



compare planning at the time of the “Cold War”, when the city was divided by a wall, so East Berlin vs West Berlin.

- The results has to be uploaded on the platform, the essay should not be longer than 500 / 600 words.

Indicators for evaluation:

- Identification with the topics of the module;
 - Development of the main points concerning their city;
 - Logic relation of these main points;
 - Conveying the purpose of the essay;
 - The length of the paper (approx. 500/600 words).
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Module 6

“Basic GIS mapping for Citizens”

Introduction to the module:

This module has been implemented in order to provide a practical tool useful both for context analysis purposes as well as a participative tool. The module combine both theoretical approach reviewing cartography, geography and participative mapping as well as more practical and methodological approach on participation and basic use of GIS mapping.

Objectives:

- To learn how to create a small online map systematizing the information they have gathered;
- To develop an analytical thinking in which way participative mapping can be applied to the participation of citizens in their conversion project proposal.

Materials:

- PowerPoint presentations with audio recordings;
- PDF documents with readings;
- Web Links to related articles and videos;
- Google fusion table.

Module 6 Index:

- **1 - From Classical Cartography to Radical Geography;**
- **2 - Introduction to Geographic Information Systems;**
- **3 - Participative GIS mapping and monitoring;**
- **4 - Good practices examples;**
- **5 - Open Source and Private PGIS tools.**

Overall Module Duration: 10 hours (600 minutes)

Knowledge acquired (what you will learn):

- Gained new theoretical and practical knowledge about participative mapping;
- Built capacity to envision the use of participative mapping in relation with participative ecological conversion.



Learning outcomes (what you will be able to do):

- Be able to build a basic map through google map fusion table.

Lecturers: Experts in international cooperation, environmental conflicts and geo-referenced database of environmental information.

Contents:

Lesson 1: Classical mapping the critical cartography

- **Presentation:**
 - Approaching cartography and geography: Classical Mapping; Critical Mapping; Radical Geography.
- **Lesson duration:** 60 minutes

Lesson 2: Introduction to Geographic Information Systems

- **Presentation:**
 - Approaching GIS: What is GIS? What GIS do? How does GIS Work? Why we use GIS? What to know before using GIS?
- **Lesson duration:** 25 minutes

Lesson 3: Participative GIS mapping and monitoring

- **Presentation:**
 - 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 Iconoclasistas; Participatory monitoring through GIS another use of PGIS.
- **Lesson duration:** 40 minutes

Lesson 4: Good practices examples.

- **Presentation:**
 - 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).

- **Lesson duration:** 40 minutes

Lesson 5: Open Source and Private PGIS tools

- **Presentation:**
 - Reviewing “private” and open source GIS software and applications.
 - GIS Programmes (Google Map Maker, Qgis, Google Earth): applications and software; exercise.
- **Lesson duration:** 30 minutes

Module Compulsory readings:

Trainees have to read or view among all web resources (readings and video) suggested in the bibliography, choosing freely depending on your interest.

Reading’s duration: 45 minutes

Module Exercises:

Trainees are asked to think of what kind of information might be useful to analyze the local context of intervention of their field practice: stakeholders(local authority, organisations, companies, specific populations), existing projects, activities and services (social services and service to vulnerable populations, environmental services, waste collection, education services, health services, transport, etc.), places, spaces, etc.

They need to decide on 1 or 2 indicators to be mapped, gather data and try to develop a map following the indication of the tutorial provided in lecture 8.

For example: mapping social organisations potentially interested in the project in a given neighborhood or in part of it: could be organisations working with vulnerable population, with education, with environmental issues, cultural organisations, elderly organisations, trade unions, cooperatives, any sector you believe relevant:

- **Step 1:** identify them (collect their names);
- **Step 2:** collect their geographical information (their address/coordinates);
- **Step 3:** prepare a small description of 1 or 2 sentences for each actor mapped;
- **Step 4:** create a google spreadsheet with those data;
- **Step 5:** build the google fusion table - sheet following the indication of the exercise support slides “L3-part3-exercise.pptx” and of the video tutorial



accessible [here](#). You can also use the draft spreadsheet for google fusion table we created for you, accessible [here](#). the video tutorial;

- **Step 6:** finalize the map.

Exercise duration: 6 hours.

Indicators for evaluation:

- Exercise support: this exercise is not thought to be evaluated with points or grades, the realization of a map (more or less developed but respecting the basic indications provided) is sufficient;
 - Trainees are provided the possibility to ask for support by email to the teacher and by skype chat before previous scheduling in agreement with the teachers' availability. After sending their map to the teacher, the trainees receive confirmation of reception and brief comment on their map. To validate the module it is required realizing 1 map.
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Module 7

“Business Creation and Fundraising”

Introduction to the module:

This module gives an overall vision on the steps to start your own business as well as giving useful insights on the most common fundraising techniques. Through the module students will learn the different types of business organizations and their purposes and they will get the possibility to go across the most widespread financial institutions and their advantages and disadvantages.

Objectives:

The main objective is to provide knowledge on the way business idea is being structured, how to develop a plan and a strategy based on the needs and purposes of the organization. The last part of the module is dedicated at presenting the different financial organizations which can provide the investment for the business as well as the risk which each and every one of them may hide. The students will learn about the different types of fundraising activities and the cases for which they are mostly suitable. A special emphasis is put on the opportunities coming from the European Union.

Materials:

- **Research:**
 - Computer (laptop, tablet, etc.);
 - Internet;
 - Peer journal reviews;
 - Slides and presentations.
- **Fieldwork:**
 - Pen and notebook.
- **Video:**
 - How To Throw A Successful Fundraiser With No Experience;
 - <https://www.youtube.com/watch?v=9L67qYtiYA8>
 - https://www.youtube.com/watch?v=zIrb_X6fYZ0
 - Fundraising 101: Rueben Mayes
 - <https://www.youtube.com/watch?v=GsvSWkEHNDk>
 - How to Run a Successful Crowdfunding Campaign.
 - <https://www.youtube.com/watch?v=mlbjU-AXyCs>



Module 7 Index:

- 1 - How to form a company;
- 2 - Business planning and strategy;
- 3 - Types of fundraising;
- 4 - Financial institutions and organizations.

Overall Module Duration: 10 hours (600 minutes)

Knowledge acquired (what you will learn):

- 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.

Learning outcomes (what you will be able to do):

- Be able to develop a business plan;
- Be able to carry out a fundraising activity;
- Be able to manage a fundraising campaign.

Lecturer: Business administration expert.

Contents:

Lesson 1: How to form a company

- **Presentation:** (36 min)
 - The main challenges and legal aspects of forming a company: types of enterprises; Sole Proprietorship; Limited liability company; NGO.
- **Readings:** (60 min)
 - **Compulsory:**
 - What is enterprise?
 - http://www.economicsonline.co.uk/Business_economics/What_is_enterprise.html
 - The Different Forms and Types of Enterprise in Business
 - <http://www.entrepreneurshipsecret.com/different-forms-of-enterprise/>
 - **Complementary:**
 - Different type of social enterprises



- <http://www.cwcda.co.uk/Social-enterprise/Different-types-of-Social-Enterprises>
- Top Ten Tips for Grant Fundraising Success
- <https://www.fundsforngos.org/all-listings/top-ten-tips-grant-fundraising-success/>
- Five Online Fundraising Best Practices for Small NGOs in Developing Countries
- <http://www.nptechforgood.com/2013/09/10/five-online-fundraising-best-practices-for-small-ngos-in-developing-countries/>
- **Small videos with different tips on how to form a company (25 min)**
- <https://www.youtube.com/watch?v=GiJ-uJIVY5w>
- <https://www.youtube.com/watch?v=pOGoxQ7HHfA>

- **Lesson duration:** 121 minutes

Lesson 2: Business planning and strategy

- **Presentation:** (30 min)
 - 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?
- **Readings:** (60 min)
 - **Compulsory:**
 - Creating a Successful Strategy
 - <http://www.isc.hbs.edu/strategy/creating-a-successful-strategy/pages/default.aspx>
 - Business Plans: A Step-by-Step Guide
 - <https://www.entrepreneur.com/article/247574>
 - **Complementary:**
 - Essentials of Entrepreneurship and Small Business Management
 - <http://dfwwebpresence.com/files/FlashDrives/New%20Drive/Classes/MGMT3850%20Entrepreneurship/Essentials%20of%20Entrepreneurship%20and%20Small%20Business%20Management/Frontmatter.pdf>
 - Judging a business by its cover: An institutional perspective on new ventures and the business plan
 - https://www.researchgate.net/publication/223397271_Judging_a_business_by_its_cover_An_institutional_perspective_on_new_ventures_and_the_business_plan



- **Video material on the basics of business plan** (40min)
- https://www.youtube.com/watch?v=zlrB_X6fYZ0

- **Lesson duration:** 130 minutes

Lesson 3: Types of fundraising

- **Presentation:** (30 min)
 - Different techniques used for fundraising - depending on the occasion, the aim, the budget and the desired outcome of the fundraising: loans; equity; debt; grants.
- **Readings:** (60 min)
 - **Compulsory:**
 - 14 Creative Financing Methods for Startups
 - <http://www.businessnewsdaily.com/1733-small-business-financing-options-.html>
 - 10 Ways to Finance Your Business
 - <http://www.inc.com/guides/2010/07/how-to-finance-your-business.html>
 - **Complementary:**
 - When does start-up innovation spur the gale of creative destruction?
 - <https://core.ac.uk/download/files/153/6880921.pdf>
 - Venture capital and the professionalization of start-up firms: Empirical evidence
 - https://www.researchgate.net/profile/Thomas_Hellmann/publication/4812211_Venture_Capital_and_the_Professionalization_of_Start-up_Firms_Empirical_Evidence/links/00b495231e9961b08a000000.pdf
 - **Video materials:** (31 min)
 - How To Throw A Successful Fundraiser With No Experience
 - <https://www.youtube.com/watch?v=9L67qYtiYA8>
 - Fundraising 101: Rueben Mayes
 - <https://www.youtube.com/watch?v=GsvSWkEHNDk>

- **Lesson duration:** 121 minutes

Lesson 4: Financial institutions and organizations

- **Presentation:** (30 min)
 - Definition of the major financial institutions and organizations – banks, venture capitalists, business angels: banks; angel investors; crowdfunding; venture capitalists; business incubators; family and friends.



- **Readings:** (60 min)
 - **Compulsory:**
 - Types of Financial Institutions
 - <http://finance.mapsofworld.com/financial-institutions/types.html>
 - Types Of Financial Institutions And Their Roles
 - <http://www.investopedia.com/walkthrough/corporate-finance/1/financial-institutions.aspx>
 - **Complementary:**
 - Money
 - http://ec.europa.eu/small-business/finance/index_en.htm
 - EU funding programs
 - http://europa.eu/youreurope/business/funding-grants/eu-programmes/index_en.htm
 - Crowdsourcing Sites Review
 - <http://crowdsourcing-sites-review.toptenreviews.com/>
 - **Video: How to Run a Successful Crowdfunding Campaign** (27 min)
 - <https://www.youtube.com/watch?v=mlbjU-AXyCs>
 - **Entrepreneurial Personality Profile Test:** (15 min)
 - <http://testyourself.psychtests.com/testid/3011>
- **Lesson duration:** 132 minutes

Module Exercises:

Each student in this course will have to prepare a small business plan. This task can be performed either individually or in groups. The aim is to practice your new gained skills on business planning. The length should be no more than 5-6 pages. The plan should be in an open form, with no templates. The students are free to choose the topic of their business plan.

Indicators for evaluation:

Quality of the business plan. Ability to choose an interesting topic, to be coherent and on point and to present all the relevant issues in the business plan development.



Module 8

“Marketing and Internationalization”

Introduction to the module:

The module offers an overview of the marketing strategy by starting with a definition of the market and its fundamental concepts (demand, supply, needs, market dynamics and elements) and goes on to outline the essential features of the marketing strategies. The third lecture gives an overview on what a marketing plan is and on how to develop it according to the specific sector. The following two lessons offer an engaging analysis of two important marketing tools for the sustainable conversion field: City (urban) Marketing and Green Marketing. In these two lessons the objectives, the strategies and the roles covered by public and private sectors are analyzed together with relevant successful case-studies at European level. The module concludes with a closing lecture on Internationalization strategies for entrepreneurs, and the analysis of advantages and disadvantages of going international.

Objectives:

The main objective is to provide students with an introductory overview of the marketing concept and how we identify, understand and satisfy the needs of customers and markets. Furthermore the module casts the light on the marketing strategies (with particular attention on city marketing and green marketing) with the aim of providing the student with the right instruments to become aware of the strategic and tactical decisions to take in order to develop a successful promotional strategy. The use of case studies based on real-life examples will help the student grasp the major characteristics of the marketing approach.

Materials:

- PowerPoint presentations with audio recordings;
- PDF documents with readings;
- Web Links to related articles

Module 8 Index:

- 1 - What is the Market?;
- 2 - Marketing;
- 3 - The Marketing Plan;
- 4 - Urban Marketing;



- 5 - Green Marketing;
- 6 - Internationalization.

Overall Module Duration: 15 hours (900 minutes)

Knowledge acquired (what you will learn):

- Marketing strategies, product positioning and communication strategies (promotional communication);
- Market dynamics;
- Market research techniques and customers behavior assessment.

Learning outcomes (what you will be able to do):

- 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.

Lecturer: Expert in Marketing, Social Media marketing, Promotion, Business administration, Management, General business, Project Management, Sociology or other relevant fields.

Contents:

Lesson 1: What is the market?

- **Presentation:**
 - 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.
- **Readings:**
 - **Compulsory:**
 - Web article: "*Economics Basics: Supply and Demand*".
 - <http://www.investopedia.com/university/economics/economics3.asp>
 - **Complementary:**



- “The market forces of Supply and Demand”, in “How Market works” part II, Cengage learning.

- **Lesson duration:** 90 minutes

Lesson 2: Marketing

- **Presentation:**

- 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).

- **Readings:**

- **Complementary:**

- “The strategic marketing process. How to structure your marketing activities to achieve better results” MarketingMO.com.

- **Lesson duration:** 190 minutes

Lesson 3: The marketing plan

- **Presentation:**

- 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.

- **Readings:**

- **Compulsory:**

- “Writing a marketing plan”, Appendix 2A, University of North Carolina-Wilmington.

- **Lesson duration:** 100 minutes



Lesson 4: Urban Marketing

- **Presentation:**

- 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.

- **Readings:**

- **Compulsory:**

- Martin Boisen; "*The role of city marketing in contemporary urban governance*"; Utrecht University, 2007;
- A. Deffner, C. Liouris; "*City marketing. a significant planning tool for urban development in a globalized economy*"; 45TH CONGRESS OF EUROPEAN REGIONAL SCIENCE ASSOCIATION, 2005.

- **Complementary:**

- E. Asprogerakas "*City competition and urban marketing: the case of tourism industry in Athens*", in: *TOURISMOS, AN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF TOURISM* Volume 2, Number 1, Spring, 2007;
- Project Brochure: "*The urban marketing project - a farsighted and sustainable neighbourhood image*" Urban development Agency of Brussels, 2013.

- **Lesson duration:** 220 minutes



Lesson 5: Green Marketing

- **Presentation:**

- 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).

- **Readings:**

- **Compulsory:**
- Web article: "Green Marketing. Explore the strategies of Green Marketing";
➤ <http://www.marketing-schools.org/types-of-marketing/green-marketing.html>;
- **Complementary:**
- Rahul Argha Sen; "A Study of the Impact of Green Marketing Practices on Consumer Buying Behavior in Kolkata", International Journal of Management and Commerce Innovations, Vol. 2, Issue 1, pp: (61-70), Month: April 2014 - September 2014;

- **Lesson duration:** 150 minutes

Lesson 6: Internationalization

- **Presentation:**

- 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.

- **Readings:**

- **Compulsory:**
- Otto Andersen; "On the internationalization process of firms: a critical analysis", Agder State College.



- **Complementary:**
- Kent D. Miller; "A *Framework for Integrated Risk Management in International Business*", *Journal of International Business Studies*, Vol. 23, No. 2 (2nd Qtr., 1992), pp. 311-331.

- **Lesson duration:** 150 minutes

Module Exercises:

- 3 types of questions (multiple answer; True & False; Open answer) on all topics covered;
- Developing a Marketing Plan:
 - The student is asked to develop a Marketing plan: first off by carrying out a "situation analysis" (definition of products/services, benefits provided, and a SWOT analysis). Secondly the student is asked to set a precise target audience (target group/s). Third the student is asked to list his/her marketing goals as well as the communication strategies he/she wants to adopt. Last but not least it's important to set up an ideal marketing budget (to be taken out of the projected gross sales).

Indicators for evaluation:

- Number of correct answers;
 - The level of precision of the answer given;
 - The Feasibility of the marketing plan realized.
-

Course Evaluation by Students

At the end of each module students will be asked to answer an evaluation form provided through online means (e.g. Google Forms, Survey Monkey, Smart Survey etc.) with questions covering the following fields:

- Module contents;
- Tools & media used;
- Competences and knowledge acquired;
- Overall quality of the module.

Description of Field Practice

The field practice objective is to give the opportunity to course participants, organized into interdisciplinary teams of about 4-8 people, to apply what they have been taught during the course and to deal with concrete experiments of developing urban regeneration project proposals and their related added values, as well as solving problems. This aims at giving them a real-life experience of both interdisciplinary team-work and collaboration with different stakeholders, in particular local authorities, associations and local community.

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. The participants need to be provided basic documentation about the location and ensured a channel of communication for further questions about the location.

The participants need to be given a template for the development of the regeneration project proposal, with sections they need to elaborate (see part C) and questions for each section that they need to answer.

Although the field practice can vary depending on the location/city/country, we have defined the following minimum requirements guidelines:

A. Visits and meetings:

- Fields visit (at least one visit of the location)



- Meeting with administrators of the Local Authority (at least 1 meeting)
- Meeting with local stakeholders for context analysis and / or
- Participative meeting with citizens/local stakeholders.

B. Minimum projects development monitoring:

- Support trainees providing them contacts and networking;
- Giving mid-term and final feedbacks and advice on the project proposal development (teachers/group mentors should provide trainees with 6 hours of feedbacks/advice on projects);
- Teachers shall provide trainees 1 hour of technical/professional feedbacks/advice on each project proposal in regard with issues and questions related to their modules.

C. Project proposal contents:

- Provide background of the space at stake;
- Provide context analysis of the location
- Provide description of the participative project proposal's development process;
- Provide detailed description of the technical and technological aspects of the conversion project;
- Description of the social, cultural and environmental (eventually economical) impacts/implications/ effects of the project;
- Provide evaluation of risks and potential externalities (in economic, environmental and social terms);
- Provide a business plan for the implementation of the project;
- Provide funding and marketing strategy.

The interdisciplinary team needs to work on the project proposal mutually, through meetings (live and via online communication means). They need to be given a deadline for the submission of their project proposal.

Annex - Course Literature

Module 1

“From the Global Crisis to the Ecological Conversion of Territories”

- ❖ A.A. V.V., Lazio law proposal “*Interventi per la riconversione ecologica e sociale*”, registered on the 1st december 2014, available online (in italian): http://asud.net/wp-content/uploads/2014/12/PL_Riconversione.pdf
- ❖ Agyeman, J., “*Sustainable Communities and the challenge of environmental justice*”, NYU Press, 2005
- ❖ Agyeman J., Bullard R., Evans B., “*Just sustainabilities: development in pan equal world*”, MIT Press, London, 2003
- ❖ A Sud, “*Capovolgere il debito. Per un’economia dei diritti*”, 2004
- ❖ Bullard, R.D. “*Unequal protection: environmental justice and communities of color*”, Sierra Club Books, 1994
- ❖ Bullard, R.D., “*The Quest for environmental justice. Human rights and the politics of pollution*”, Sierra Club Books, 2005
- ❖ Ciuffreda, G., A. Langer, “*Conversione ecologica e stili di vita*”, Rio 1992-2012, Edizioni dell’Asino, Bolzano, 2012
- ❖ Commoner, B., “*The Closing Circle: Nature, Man, and Technology*”, New York, Knopf, 1971.
- ❖ Di Pierri, M., “*Cop21: l’accordo di Parigi non ci salverà dal Climate Change*”, published on the Huffington Post in December 2015, available online: http://www.huffingtonpost.it/marica-di-pierri/cop21-accordo-parigi_b_8794970.html?utm_hp_ref=italy
- ❖ Di Pierri, M., at all., “*Riconversione: un’utopia concreta. Idee, proposte e prospettive per una conversione ecologica e sociale dell’economia*”, Ediesse, 2015
- ❖ Di Pierri, M., at all., “*Riconversione ecologica, il Lazio ci prova*”, published in Sbilanciamoci.net in December 2014, available online: <http://www.sbilanciamoci.info/Sezioni/italie/Riconversione-ecologica-il-Lazio-ci-prova-27615>
- ❖ Di Pierri, M., “*Il vertice dei popoli. Ventanni dopo, in gioco è il futuro*”, published in june 2012 on www.asud.net, available online: <http://asud.net/il-vertice-dei-popoli-ventanni-dopo-in-gioco-e-il-futuro/>
- ❖ Georgescu-Roegen, N., “*Energy and Economic Myths: Institutional and Analytical Economic Essays**”, New York, Pergamon, 1976. Extracts in google [books](https://books.google.com).



- ❖ Giesen A. E., “Río+20: entre el capitalismo verde y la defensa de los bienes comunes”, published in Alainet.org, available online: <http://www.alainet.org/active/55426>
- ❖ “Global Commission on the Economy and Climate, Better Growth Better Climate”, 2014, available online: <http://newclimateeconomy.report/2014>
- ❖ Gorz, A., “Ecologica”, Galilée, 2008
- ❖ Greco, L., “Territori di conversione ecologica”, published in Comune-info.net in november 2014, available online: <http://comune-info.net/2014/11/conversione-ecologica/>
- ❖ Greyl, L., at all, “Political Ecology for Civil Society”, Entitle – CDCA, 2015. Available online: http://cdca.it/wp-content/uploads/2016/02/imp_political-ecology-for-civil-society-160519-WEB-1.pdf
- ❖ Healy, H., at all., “Ecological economics from the ground up”, Earthscan, Routledge, 2013. Extracts available on [google books](#).
- ❖ Illich, I., “Tools for Conviviality”, Harper & Row, 1973
- ❖ IPCC, 2014: Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland
- ❖ Klein, N., “This Changes Everything: Capitalism vs. the Climate”, Simon & Schuster, 2014, extracts available online: https://books.google.it/books/about/This_Changes_Everything.html?id=kxJ5BAAAQBAJ&redir_esc=y
- ❖ Langer, A., “Giustizia, pace, salvaguardia del creato.”, pp. 627-634, in Equilibri, numero 3, december 2005.
- ❖ Martínez-Alier, J., “The environmentalism of the poor: a study of ecological conflicts and valuation.”, Edward Elgar Publishing, 2002. Extract available on [google books](#).
- ❖ Ruocco, G., et all., “La democrazia alla prova dei conflitti ambientali”, CDCA, 2016, available online: <http://asud.net/la-democrazia-alla-prova-dei-conflitti-ambientali>
- ❖ Stern, N., “The Economics of climate change”, The Stern Review, Cambridge, 2006. Available online: https://web.archive.org/web/20081211182219/http://www.hm-treasury.gov.uk/stern_review_final_report.htm
- ❖ UNEP, *Rio Declaration on Environment and Development*, 1992, available online: <http://www.unep.org/documents.multilingual/default.asp?documentid=78&articleid=1163>
- ❖ UNFCCC, Report on the structured expert dialogue on the 2013–2015 review, 2015, available online: <http://unfccc.int/resource/docs/2015/sb/eng/inf01.pdf>



Webgraphy:

- ❖ <http://www.carbontradewatch.org/>
- ❖ www.ipcc.ch
- ❖ <http://newsroom.unfccc.int/>
- ❖ <http://thebluecarboninitiative.org/>
- ❖ <http://www.un-redd.org/>
- ❖ http://ec.europa.eu/clima/policies/ets/index_en.htm
- ❖ <http://www.fao.org/climate-smart-agriculture/en/>
- ❖ <http://www.se4all.org/>
- ❖ <http://bbop.forest-trends.org/>
- ❖ <https://thischangeeverything.org/>
- ❖ <http://atlanteitaliano.cdca.it/>
- ❖ <http://ejatlas.org/>
- ❖ <http://www.ejolt.org/section/resources/glossary/> *
- ❖ <http://newclimateeconomy.report/>

Videos:

- ❖ LamCA-EJOLT video, "We are here to stay*", 28'42, available online: <https://www.youtube.com/watch?v=JSPBRG3GZDo>
- ❖ A Sud, "From the crisis to sustainable transition", The Melpignano Community Cooperatives*, 7'24, available online: <https://www.youtube.com/watch?v=rLuXkNL7L0w>
- ❖ Lewis, A., "This changes everything", 2015, Klein Lewis Productions
- ❖ Louverture Films. Movie website: <https://thefilm.thischangeeverything.org/>
- ❖ SMK Videofactory, Greenlies. "Il volto sporco dell'energia pulita", 68', 2014. extract available online: <http://www.greenlies.it>
- ❖ Interview to Naomi Klein on COP 15*, published in Le Monde, december 2015, available online: http://www.lemonde.fr/cop21/article/2015/12/11/retard-espoirs-mobilisation-des-dirigeants-le-recap-de-la-cop-jour-12_4830172_4527432.html

Module 2

"Team Building Techniques, Teamwork and Conflict Prevention"

Lesson 1: What's a working group?

- ❖ G.P. Quaglino, S.Casagrande, A.Castellano, "Gruppo di Lavoro, Lavoro di Gruppo. Un modello di lettura della dinamica di gruppo. Una proposta di intervento nelle organizzazioni", Raffaello cortina editore, Milano 1992.

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

- ❖ M. Carter; "Unique Team Enhancement, All about Team building and how to build a great team", RoseDog Books, Pittsburgh Pennsylvania 2009.

- ❖ G.P. Quaglino, S.Casagrande, A.Castellano, “Gruppo di Lavoro, Lavoro di Gruppo. Un modello di lettura della dinamica di gruppo. Una proposta di intervento nelle organizzazioni”, Raffaello cortina editore, Milano 1992.
- ❖ A. Nepi; “Gestire le relazioni nel Project management: leadership, comunicazione, team building, negoziazione”; Franco Angeli, Roma 2004

Lesson 3 and 4: Set-up and development of a working team; Set-up and development of a working team

- ❖ M. Berger; “Cross cultural team building: guidelines for more effective communication and negotiation”; McGraw Hill, London 1996.
- ❖ G.P. Quaglino, S.Casagrande, A.Castellano, “Gruppo di Lavoro, Lavoro di Gruppo. Un modello di lettura della dinamica di gruppo. Una proposta di intervento nelle organizzazioni”, Raffaello cortina editore, Milano 1992.
- ❖ Managing conflict in the team, in W.Gibb Dyer Jr.; J.H.Dyer; W.G.Dyer; “Team Building, Proven strategies for improving team performance”, Jossey-Bass; 5 edition 2013.
- ❖ “Reducing prejudice between workers and management” (Chapter 10) by Raymond Cadwell, in M.Berger (1996); “Cross cultural team building: guidelines for more effective communication and negotiation”, Mcgraw Hill 1996.
- ❖ L.L.Thompson, “Tools for Teams, building effective teams in the workplace”. Pearson 2000.
- ❖ R. Celestino; “Team Building, fare squadra nelle organizzazioni”; Guerini e Associati 2005.
- ❖ M. Carter; “Unique Team Enhancement, All about Team building and how to build a great team”, RoseDog Books, Pittsburgh Pennsylvania 2000.
- ❖ A. Nepi; “Gestire le relazioni nel Project management: leadership, comunicazione, team building, negoziazione”; Franco Angeli, Roma 2004.

Lesson 5: Conflict management and prevention

- ❖ J. Bercovitch; “Conflict and conflict management in organizations: a framework for analysis”.
- ❖ Kenneth W. Thomas; “Conflict and conflict management: reflections and update”.

Module 3 “Social Sustainability”

Lesson 1: Social Sustainability (Sessions 1 and 2)

- ❖ Baines, J. and Morgan, B., ‘Sustainability Appraisal: A Social Perspective’, in Dalal-Clayton, B. and Sadler, B. (eds.), Sustainability Appraisal. A Review of International Experience and Practice, First Draft of Work in Progress,



International Institute for Environment and Development, London, 2004, chapter 5.

- ❖ Blowfield, M. and Murray, A., Corporate Responsibility—A Critical Introduction, New York: Oxford University Press, 2008
- ❖ Bramley, G., Dempsey, N., Power, S. and Brown, C., ‘What is ‘Social Sustainability’ and How do our Existing Urban Forms Perform in Nurturing it?’, Paper presented at the ‘Sustainable Communities and Green Futures’ Conference, Bartlett School of Planning, University College London, London, 2006.
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Lesson 2: (a) Needs assessment and asset based community development (ABCD); (b) Role of local governments in the provision of infrastructure and public services

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- ❖ Unite for Sight: Fundamentals of Asset Based Community Development



Lesson 3: (a) Quality of life and well-being –The role of sociology and other fields; (b) What causes well-being?

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Lesson 4: Social sustainability measurement and reporting: (a) Intro to sustainable development measurement; (b) Sustainability reporting in public and private organizations?

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Module 4

“Sustainable Architecture and Energy Management”

Lesson 1: Energy consumption in buildings

- ❖ Building Codes
https://www.iea.org/publications/freepublications/publication/Building_Codes.pdf
- ❖ Energy Efficiency Good Practice Guide
http://www.nihe.gov.uk/energy_efficiency_good_practice_guide.pdf
- ❖ Energy Efficiency Trends and Policies
<http://www.odyssee-mure.eu/publications/br/energy-efficiency-trends-policies-buildings.pdf>
- ❖ Energy Efficiency in Buildings
<https://ec.europa.eu/energy/en/topics/energy-efficiency/buildings>
- ❖ Energy Efficiency
<http://ec.europa.eu/energy/en/topics/energy-efficiency>
- ❖ Buildings Roadmap
https://www.iea.org/publications/freepublications/publication/buildings_roadmap.pdf
- ❖ <http://www.eci.ox.ac.uk/research/energy/downloads/40house/chapter06.pdf>

Lesson 2: Sustainable architecture and energy

- ❖ Edward Mazria: Passive solar energy book, Rodale Press, Emmaus, Pa, 1979
- ❖ An introduction to Vauban district
<http://www.vauban.de/en/topics/history/276-an-introduction-to-vauban-district>
- ❖ Strategies for Sustainable Architecture
http://library.uniteddiversity.coop/Ecological_Building/Strategies_for_Sustainable_Architecture.pdf
- ❖ Passive Solar Heating
<https://www.wbdg.org/resources/psheating.php>



- ❖ Embodied energy
<http://www.yourhome.gov.au/materials/embodied-energy>
- ❖ <http://www.slideshare.net/melanieloftus/healthy-building-materials-and-em>
- ❖ Passive Solar Retrofit
<http://www.homepower.com/articles/home-efficiency/design-construction/passive-solar-retrofit>
- ❖ Healthy Building Materials
<http://www.slideshare.net/melanieloftus/healthy-building-materials-and-em>
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<http://www.domusweb.it/en/architecture/2012/02/03/intelligent-architecture-for-current-times.html>
- ❖ Wind Towers
http://www.solaripedia.com/13/205/2085/wind_tower_convection_illustration.html
- ❖ A Simple Design Methodology For Passive Solar Houses
<http://www.dennisrhollowayarchitect.com/SimpleDesignMethodology.html>
- ❖ http://ecobooks.greenharmonyhome.com/wp-content/uploads/ecobooks/Ecology_of_Building_Materials_Second_Edition.pdf

Lesson 3: Renewable energy systems in buildings

- ❖ RENewables 2016 Global Status Report (pages 26-38)
<http://www.ren21.net/status-of-renewables/global-status-report>
- ❖ International Renewable Energy Agency (IRENA)
<http://www.irena.org>
- ❖ Handbook on Renewable energy sources (biomass, wind, geothermal, hydro)
http://www.ener-supply.eu/downloads/ENER_handbook_en.pdf
- ❖ Renewable energy technologies
https://www.unido.org/fileadmin/media/documents/pdf/EEU_Training_Package/Module7.pdf
- ❖ EU Energy publications browser
http://ec.europa.eu/research/energy/eu/index_en.cfm?pg=publications
- ❖ 100 Resilient Cities
<http://www.100resilientcities.org>
- ❖ European Federation for Renewable Energy Cooperatives
<https://rescoop.eu/>
- ❖ Global renewable energy network
<http://www.ren21.net/>
- ❖ Energy Return on Energy Invested (ERoEI) for photovoltaic solar systems in regions of moderate insolation
<http://www.sciencedirect.com/science/article/pii/S0301421516301379>
- ❖ The State of Renewable Energies in Europe 2015



- <http://www.eurobserv-er.org/>
- ❖ WindEurope
<https://windeurope.org/>
- ❖ Solar Heat for Large Buildings
http://www.solarge.org/uploads/media/SOLARGE_Best_Practice_Catalogue_en.pdf
- ❖ Renewable energy
https://en.wikipedia.org/wiki/Renewable_energy

Lesson 4: Sustainable water management

- ❖ WHO: Rainwater harvesting
http://www.who.int/water_sanitation_health/gdwqrevision/rainwater.pdf
- ❖ Advantages & Disadvantages of Rainwater Harvesting
http://www.conserve-energy-future.com/Advantages_Disadvantages_Rainwater_Harvesting.php
- ❖ What is a Green Roof?
<http://science.howstuffworks.com/environmental/green-science/green-rooftop.htm>
- ❖ San Francisco's Non-potable Water Program
<http://sfwater.org/modules/showdocument.aspx?documentid=4962>
- ❖ <http://chemistry.about.com/od/waterchemistry/f/How-Much-Of-Your-Body-Is-Water.htm>
- ❖ Water for Life
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228861/8230.pdf
- ❖ Water Efficiency Manual
<http://www.afedonline.org/water%20efficiency%20manual/PDF/>
- ❖ The role of innovation in urban water futures
http://www.iapmo.org/Documents/IETS_PowerPoint_Presentations/IETS_2016/The_role_of_innovation_in_urban_water_futures-bring_on_the_next_generation_by_Professor_Stuart_White.pdf
- ❖ International Emerging Technology Symposium
<http://www.iapmo.org/Pages/EmergingTechnologySymposium.aspx>
- ❖ After Smart Grids, Smart Sewage?
<http://www.treehugger.com/bathroom-design/after-smart-grids-smart-sewage-urine-separating-nomix-toilet-gets-thumbs-up-in-7-european-countries.html>
- ❖ WaterSense
<https://www3.epa.gov/watersense/>
- ❖ Flushing Toilets With Seawater Could Protect Marine Life
<http://cen.acs.org/articles/93/web/2015/11/Flushing-Toilets-Seawater-Protect-Marine.html>
- ❖ Rainwater harvesting: using the weather to pay your bills

<https://www.theguardian.com/lifeandstyle/2014/jul/22/rainwater-harvesting-using-the-weather-to-pay-your-bills>

- ❖ WHO: Rainwater harvesting
http://www.who.int/water_sanitation_health/gdwqrevision/rainwater.pdf
- ❖ http://www.efb-greenroof.eu/verband/fachbei/fa01_englisch.html
- ❖ What is a Green Roof?
<http://science.howstuffworks.com/environmental/green-science/green-rooftop.html>
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<http://www.fresnobee.com/news/state/california/water-and-drought/article63837692.html>
- ❖ The community for sustainable drainage
<http://www.susdrain.org/>
- ❖ Constructed Wetlands
<http://www.constructedwetlands.net/>
- ❖ EPA: Constructed Wetlands
<https://www.epa.gov/wetlands/constructed-wetlands>
- ❖ Innovative Sewage Treatment Systems
<http://www.extension.umn.edu/environment/water/onsite-sewage-treatment/innovative-sewage-treatment-systems-series/constructed-wetlands/>

Videos:

- ❖ Stormwater Reuse Animation:
https://www.youtube.com/watch?v=iw0mLuG7_2s
- ❖ NYC Green Infrastructure: <https://www.youtube.com/watch?v=zrhw2cMTpJs>
- ❖ Water sensitive urban design (WSUD) in the UK:
<https://www.youtube.com/watch?v=wfOqMj-hXVc>
- ❖ How To Build A Constructive Wetland Garden:
<https://www.youtube.com/watch?v=HIGYUQPTX8s>
- ❖ Eco-Friendly Wastewater Treatment System:
<https://www.youtube.com/watch?v=pXaXjzbccPo>

Lesson 5: Sustainable waste management

- ❖ Brighton 'Waste House'
<http://arts.brighton.ac.uk/business-and-community/wastehouse>
- ❖ Global Development Research Centre: Green Procurement
<http://www.gdrc.org/sustdev/concepts/14-gproc.html>
- ❖ Directive 2008/98/EC on waste (Waste Framework Directive)
<http://ec.europa.eu/environment/waste/framework/>
- ❖ <http://www.makeyoursoulshine.com/soulshine-press/what-you-can-do-to-stop-food-waste-in-america>
- ❖ Electronic Waste



<https://www.smgov.net/Departments/PublicWorks/ContentRecycling.aspx?id=8140>

- ❖ 4 Radical Solutions to Packaging Waste
<http://www.treehugger.com/corporate-responsibility/4-radical-solutions-to-packaging-waste.html>
- ❖ Want a Greener Meeting? Go Paperless With These Technology options
<http://blog.kalaharimeetings.com/2015/02/09/want-a-greener-meeting-go-paperless-with-these-technology-options/>
- ❖ What is Plastic-Free Food?
<http://blissfulandfit.com/2011/02/guest-post-what-is-plastic-free-food/>
- ❖ Cartridges 4 Planet Ark
<http://recyclingnearyou.com.au/about/c4pa.cfm>
- ❖ The Brighton Waste House
<http://ec.europa.eu/environment/europeangreencapital/brighton-waste-house/>
- ❖ Waste Prevention
<http://ec.europa.eu/environment/waste/prevention/legislation.htm>
- ❖ Construction and Demolition Waste (CDW)
http://ec.europa.eu/environment/waste/construction_demolition.htm
- ❖ <http://www.lead.net/>
- ❖ Buying green! A handbook on green public procurement
<http://ec.europa.eu/environment/gpp/pdf/Buying-Green-Handbook-3rd-Edition.pdf>
- ❖ Global Development Research Centre: Green Procurement
<http://www.gdrc.org/sustdev/concepts/14-gproc.html>
- ❖ Story of Stuff: <https://www.youtube.com/watch?v=9GorqroiqqM>

Module 5

“Urban Planning and Participatory Planning”

Compulsory Readings:

- ❖ Urban Planning (2015). Retrieved from:
https://www.youtube.com/watch?v=_5ot_1tbQX8
- ❖ The History of Urban Planning (2016). Retrieved from:
https://en.wikipedia.org/wiki/History_of_urban_planning
- ❖ Urban Planning (2016). Retrieved from:
<https://www.britannica.com/topic/urban-planning>
- ❖ How to Make an Attractive City (2015). Retrieved from:
<https://www.youtube.com/watch?v=Hy4QjmKzF1c>
- ❖ Mauergarten, Berlin (2016). Retrieved from:
<https://www.youtube.com/watch?v=4Z2COI5tg2Y&feature=youtu.be>
- ❖ Mee Kam Ng and Wing-Shing Tang. The Role of Planning in the



Development of Shenzhen, China: Rhetoric and Realities (2004). Retrieved from: <https://www.academia.edu/>

- ❖ Liisa Horelli: New Approaches to Urban Planning (2013), Part II and Part IV. Retrieved from: <https://aaltodoc.aalto.fi/bitstream/handle/123456789/10244/isbn9789526051918.pdf?sequence=1>
- ❖ Web game “Urban planning” (2016). Retrieved from: http://www.maniacworld.com/Urban_Planning.html
- ❖ Nabeel Hamdie: “Participation in Practice” (2016). Retrieved from: <https://www.youtube.com/watch?v=7r9IYI4CtKI>
- ❖ Online game “Footprint Calculator” (2016). Retrieved from: <http://footprint.wwf.org.uk/> and / or <http://www.nature.org/greenliving/carboncalculator/>

Further Readings:

- ❖ “Was Stadtplaner von Science Fiction lernen können” (2016). Retrieved from: <http://www.welt.de/wissenschaft/article153981028/Was-Stadtplaner-von-Science-Fiction-lernen-koennen.html>
- ❖ McGill – School of Urban Planning (2016). “What is Urban Planning?” Retrieved from: <https://mcgill.ca/urbanplanning/planning>
- ❖ The Garden City Concept by Ebenezer Howard (1850-1928) - originally published in "Garden Cities of tomorrow", Sonnenschein publishing, 1902
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- ❖ Arnstein, Sherry R. (July 1969). "A Ladder Of Citizen Participation". Journal of the American Institute of Planners. **35** (4): 216. [doi:10.1080/01944366908977225](https://doi.org/10.1080/01944366908977225)
- ❖ We are the City (2016). Retrieved from: <https://issuu.com/citiesthemagazine/docs/weown-issuu>
- ❖ Participation and urban planning. German “federal ministry for economic collaboration and development” (2016). Retrieved from: <http://www.connective-cities.net/en/topics/integrated-urban-development/participation-and-urban-planning/>

Pictures/Graphics:

- ❖ “Megacity One” (2016). Retrieved from: <https://milnersblog.files.wordpress.com/2012/07/mega-city-one-from-dredd-2012.jpg>
- ❖ “Shenzhen, China” (2016). Retrieved from: Shenzhen today, <http://static1.squarespace.com>
- ❖ “Shenzhen, China” (2016). Retrieved from: <https://encounteringurbanization.files.wordpress.com/2011/06/picture3.png>
- ❖ Pic of Pompeii (2016). Retrieved from:



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- ❖ Pic of Nördlingen, Bavaria (2016). Retrieved from: <http://unterkunft-reise.com/wp-content/uploads/2013/05/10.N%C3%B6rdlingen.jpg>
- ❖ Pic of Florence (2016): Retrieved from: <http://www.toskana-spezial.com/florenz.html>
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- ❖ Pic of Paris (2016). Retrieved from: <http://static1.squarespace.com/static/54c405b2e4b0e7ddd0c100c9/t/54c744f7e4b09ee1b22ed789/1422345465586/Paris.jpg?format=1500w>
- ❖ Pic of Berlin (2016). Retrieved from: http://www.cloud-cuckoo.net/journal1996-2013/inhalt/de/heft/ausgaben/110/Brenner/Br_Abb_2.1_web.jpg
- ❖ Pic of Barcelona (2016). Retrieved from: <http://cdn3.spiegel.de/images/image-859266-galleryV9-onjm-859266.jpg>
- ❖ Pic of Le Corbusier (2016). Retrieved from: <http://www.urbanophil.net/staedtebau-architektur/le-corbusier-totalitare-architektur/>
- ❖ Pic of Große Halle (2016). Retrieved from: https://de.wikipedia.org/wiki/Gro%C3%9Fe_Halle#/media/File:Bundesarchiv_Bild_146-1986-029-02,_%22Germania%22,_Modell_%22Gro%C3%9Fe_Halle%22.jpg
- ❖ Pic of Stalinallee (2016). Retrieved from: <http://resolver.kb.nl/resolve?urn=urn:gvn:NFA08:JES-3011-2&role=image&size=variable>
- ❖ Pic of Highway (2016). Retrieved from: <http://images.google.de/imgres?imgurl=https%3A%2F%2Ffahrshuleschwarz.z>
- ❖ Pic of Suburbia I (2016). Retrieved from: <https://upload.wikimedia.org/wikipedia/commons/6/64/LevittownPA.jpg>
- ❖ Pic of Suburbia II (2016). Retrieved from: <http://images.google.de/imgres>
- ❖ Pic of Social Housing in Berlin (2016). Retrieved from: <http://www.spiegel.de/wirtschaft/service/bild-1067873-935338.html>
- ❖ Three-Sector-Theory (2016). Retrieved from: <https://upload.wikimedia.org/wikipedia/commons/b/ba/Fourastie.png>
- ❖ Urban gardening at former Tempelhof Airfield (2016). Retrieved from: <https://www.sugarraybanister.de/wp-content/uploads/Allmende-Kontor-Tempelhofer-Freiheit-SugarRayBanister.jpg>
- ❖ Allotment Gardening in Munich (2016). Retrieved from: [https://en.wikipedia.org/wiki/Allotment_\(gardening\)](https://en.wikipedia.org/wiki/Allotment_(gardening))
- ❖ Bebauungsplan Berlin-Wilmersdorf (2016). Retrieved from: <http://www.berlin.de/ba-charlottenburg->



[wilmersdorf/verwaltung/aemter/stadtentwicklungsamt/vermessung/bebauung/splaene/mdb-9b_029.gif](http://wilmersdorf.verwaltung.aemter.stadtentwicklungsamt.vermessung.bebauung.splaene/mdb-9b_029.gif)

- ❖ Industrial Wasteland in Romania (2016). Retrieved from: <http://www.abseitsreisen.de>
- ❖ Pic 1 (2016). Retrieved from: <http://www.humanitariancentre.org/2012/11/the-poverty-sustainability-year-what-topics-should-be-covered/>
- ❖ Shanghai-Pudong (2016). Retrieved from: <http://www.theatlantic.com/photo/2013/08/26-years-of-growth-shanghai-then-and-now/100569/>
- ❖ Graphic of Arnstein's Ladder of Citizen Participation (2016). Retrieved from: <http://www.georgejulian.co.uk/wp-content/uploads/2013/01/Arnsteins-ladder-1969-cropped.jpg>
- ❖ Pic Tacheles, Berlin (2016). Retrieved from: <http://cdn1.spiegel.de/images/image-697744-galleryV9-kkhp.jpg>
- ❖ Squattered House in Berlin, 1990 (2016). Retrieved from: http://www.kraftfuttermischwerk.de/blogg/wp-content/uploads2/2015/11/Mainzer_Stra%C3%9Fe-6-Juni1990.jpg
- ❖ Urban Gardening in Berlin (2016). Retrieved from: <http://view.stern.de/de/picture/2847028/berlin-sommer-tempelhofer-feld-urban-gardening-urban-1920.jpg>
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- ❖ Berlin Land Use Plan (Flächennutzungsplan) (2016). Retrieved from: http://www.stadtentwicklung.berlin.de/planen/fnp/pix/fnp/background_content_s_2010.pdf
- ❖ Tempelhof Airfield in Winter (2016). Retrieved from: <http://www.tempelhoferfeld.info/spendenauf-ruf-anzeige-volksbegehren-tempelhofer-feld/>
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Module 6

“Basic GIS mapping for Citizens”

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- ❖ Bhattacharyya A., “*Using participatory GIS to bridge knowledge divides among the Onge of Little Andaman Island, India*”, ed. Knowledge Management for Development Journal 2(3): 97-110, 2006 available online <http://www.km4dev.org/journal>
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- ❖ <http://geography.about.com/od/understandmaps/a/Future-Of-Paper-Maps.htm>;
- ❖ <http://www.environmentalscience.org/cartography>
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- ❖ <http://www.qgis.org/en/site/forusers/trainingmaterial/index.html>
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- ❖ <https://ejatlas.org/>
- ❖ <https://grass.osgeo.org/>
- ❖ <https://mapmaker.google.it/mapmaker>
- ❖ <https://www.gislounge.com/mapping-through-the-ages/>
- ❖ John Pickles biography, <http://pickles.web.unc.edu/>

Videos:

- ❖ <https://www.youtube.com/embed/zHJ77RsnFXI?wmode=transparent>
- ❖ <https://www.youtube.com/embed/GjcCF6cIIPw?wmode=transparent>
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- ❖ https://www.youtube.com/embed/6ATw1f_qcEg?wmode=transparent
- ❖ <https://www.google.com/intl/eng/earth/explore/showcase/trees.html>
- ❖ <https://www.google.com/intl/eng/earth/explore/showcase/historical.html>
- ❖ <https://www.google.com/intl/eng/earth/explore/showcase/3dimagery.html>
- ❖ <https://www.youtube.com/embed/p5cCccXPsvE?wmode=transparent>
- ❖ <https://www.youtube.com/watch?v=HzwVEph-l8o>

*Compulsory reading

Module 7 “Business Creation and Fundraising”

Lesson 1: How to form a company

- ❖ [What is enterprise?](#)
http://www.economicsonline.co.uk/Business_economics/What_is_enterprise.html*
- ❖ The Different Forms and Types of Enterprise in Business
The%20Different%20Forms%20and%20Types%20of%20Enterprise%20in%20Business*
- ❖ [Different type of social enterprises](http://www.cwca.co.uk/Social-enterprise/Different-types-of-Social-Enterprises) <http://www.cwca.co.uk/Social-enterprise/Different-types-of-Social-Enterprises>



- ❖ Top Ten Tips for Grant Fundraising Success
<https://www.fundsforngos.org/all-listings/top-ten-tips-grant-fundraising-success/>
- ❖ Five Online Fundraising Best Practices for Small NGOs in Developing Countries
<http://www.nptechforgood.com/2013/09/10/five-online-fundraising-best-practices-for-small-ngos-in-developing-countries/>

Lesson 2: Business planning and strategy

- ❖ Creating a Successful Strategy <http://www.isc.hbs.edu/strategy/creating-a-successful-strategy/pages/default.aspx>*
- ❖ Business Plans: A Step-by-Step Guide
<https://www.entrepreneur.com/article/247574>*
- ❖ Essentials of Entrepreneurship and Small Business Management
<http://dfwebpresence.com/files/FlashDrives/New%20Drive/Classes/MGMT3850%20Entrepreneurship/Essentials%20of%20Entrepreneurship%20and%20Small%20Business%20Management/Frontmatter.pdf>
- ❖ Judging a business by its cover: An institutional perspective on new ventures and the business plan
[http://www.fce.austral.edu.ar/aplic/webSIA/webSIA2004.nsf/6905fd7e3ce10eca03256e0b0056c5b9/8c066345b89e05dc03257bea0075aa34/\\$FILE/Karlsson%202009%20-%20Judging%20a%20business%20by%20its%20cover.%20An%20institutional%20perspective%20on%20new%20ventures%20and%20the%20business.pdf](http://www.fce.austral.edu.ar/aplic/webSIA/webSIA2004.nsf/6905fd7e3ce10eca03256e0b0056c5b9/8c066345b89e05dc03257bea0075aa34/$FILE/Karlsson%202009%20-%20Judging%20a%20business%20by%20its%20cover.%20An%20institutional%20perspective%20on%20new%20ventures%20and%20the%20business.pdf)
- ❖ Why Does a Business Need a Strategy?, <http://aiconsortia.com/>
- ❖ Nilofer Merchant, 5 Structural Elements of Strategy,
<https://www.entrepreneur.com/article/196932>
- ❖ Helena Hauk, Business Plans vs. Strategic Plans: What's the Difference?,
<http://articles.bplans.com/business-plans-vs-strategic-plans-whats-the-difference/>

Lesson 3: Types of fundraising

- ❖ Helena Hauk, Business Plans vs. Strategic Plans: What's the Difference?,
<http://articles.bplans.com/business-plans-vs-strategic-plans-whats-the-difference/>*
- ❖ 10 Ways to Finance Your Business <http://www.inc.com/guides/2010/07/how-to-finance-your-business.html> *
- ❖ When does start-up innovation spur the gale of creative destruction?
<https://core.ac.uk/download/files/153/6880921.pdf>
- ❖ Venture capital and the professionalization of start-up firms: Empirical evidence
https://www.researchgate.net/profile/Thomas_Hellmann/publication/4812211



[_Venture Capital and the Professionalization of Start-up Firms Empirical Evidence/links/00b495231e9961b08a000000.pdf](https://www.venturesource.com/venture-capital-and-the-professionalization-of-start-up-firms-empirical-evidence/links/00b495231e9961b08a000000.pdf)

- ❖ Priyanka Prakash, Should You Use a Home Equity Loan or Line of Credit to Finance Your Business?, <http://fitsmallbusiness.com/home-equity-line-of-credit-loan/>

Lesson 4: Financial institutions and organizations

- ❖ Types of Financial Institutions <http://finance.mapsofworld.com/financial-institutions/types.html> *
- ❖ Types Of Financial Institutions And Their Roles <http://www.investopedia.com/walkthrough/corporate-finance/1/financial-institutions.aspx>*
- ❖ Money http://ec.europa.eu/small-business/finance/index_en.htm
- ❖ EU funding programmes http://europa.eu/youreurope/business/funding-grants/eu-programmes/index_en.htm
- ❖ Crowdsourcing Sites Review <http://crowdsourcing-sites-review.toptenreviews.com/>
- ❖ What is crowdfunding?, <http://www.crowdfunder.co.uk/help/what-is-crowdfunding>
- ❖ Malavika Velayanikal, Scale up your mind: What is venture capital funding and how does it work?, <https://www.techinasia.com/how-to-get-venture-capital-funding-beginners-guide-startups>

Videos:

- ❖ <https://www.youtube.com/watch?v=GiJ-uJIVY5w>
- ❖ <https://www.youtube.com/watch?v=pOGoxQ7HHfA>
- ❖ https://www.youtube.com/watch?v=zlrB_X6fYZ0
- ❖ <https://www.youtube.com/watch?v=9L67qYtiYA>
- ❖ <https://www.youtube.com/watch?v=GsvSWkEHND>
- ❖ <https://www.youtube.com/watch?v=mIbjU-AXyCs>

Module 8

“Marketing and Internationalization”

Lesson 1: What is the Market?

- ❖ [Gianni Cozzi, Giancarlo Ferrero; \(1996\) “Marketing: principi, metodi e tendenze evolutive”, Giappichelli editore, Torino](#)

Lesson 2: Marketing

- ❖ Gianni Cozzi, Giancarlo [Ferrero](#); (1996) “Marketing: principi, metodi e tendenze evolutive”. Giappichelli editore, Torino.

- ❖ Gary Armstrong, Philip Kotler, Marc Oliver Opresnik; (2016) “Marketing. An introduction”; Pearson Education limited
- ❖ Winer Russel S.; Dhar Ravi; (2010) “Marketing management”; 4th edition, Pearson education.
- ❖ Little Edward, Marandi Ebi ; (2003) “Relationship Marketing Management”; Thomson; London.
- ❖ Vashisht Kujnish; (2005) “A practical approach to Marketing Management”; Atlantic Publishers.
- ❖ Mrogane Kubicki; (2015); “Marketing Mix: Marketing & Management”; 50minutes.com.
- ❖ Tobias Richter; (2012) “International Marketing Mix Management, Theoretical Framework, Contingency factors and empirical findings from world-markets”; Logos Verlag Berlin.

Lesson 3: The Marketing Plan

- ❖ Roman Hiebing, Scott Cooper, Steve Wehrenberg; (2011) “The Successful Marketing Plan: How to Create Dynamic, Results Oriented Marketing”; McGraw Hill Professional.
- ❖ William M. Luther; (2011) “The Marketing plan. How to prepare and implement it”; 4th edition, AMACOM.

Lesson 4: Urban Marketing

- ❖ Smyth Hedley.; (2005) “Marketing the City: The Role of Flagship Developments in Urban Regeneration”; Chapman & Hall, London.
- ❖ Tross Oliver; (2006) “Implementation of a city marketing strategy”; Master Thesis; Grin Verlag.
- ❖ Heeley Jhon ; (2015) “Urban Destination Marketing in Contemporary Europe: Uniting Theory and Practice”; Channel view Publications.

Lesson 5: Green Marketing

- ❖ Jacquelyn A. Ottman (2011); The New Rules of Green Marketing: Strategies, Tools, and Inspiration for Sustainable Branding; Berrett-Koehler Publishing.
- ❖ Ross Gittel; Matt Magnusson, Michael Merenda; (2012) chapter 6.1. Green Marketing Strategy and the Four P's of Marketing; in Sustainable Business Cases; Creative Commons license: <http://2012books.lardbucket.org/pdfs/sustainable-business-cases.pdf>
- ❖ Unsworth Rachel (2004); “Making cities more sustainable: people, plans and participation”; in Purvis M. & Grainger A. Exploring sustainable development; Earthscan London.

Lesson 6: Internationalization

- ❖ “10 reasons to go international”, Richard P. Biggs, International Growth Consultants.



- ❖ “What Issues Arise When Doing Business Globally?” by Van Thompson, Studio D.
 - ❖ “What Are the Advantages of Doing Business Overseas?”, Chris Joseph, Studio D.
 - ❖ “The Winning International NGO”, Gareth Evans, 2013, Project Syndicate.
-



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, Croatia:

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 issues.

Curriculum contributors:

- **Daniel Rodik:** Expert in energy efficiency and environment management, expert associate and trainer in DOOR, specialized in local energy planning.
- **Ivana Rogulj:** Master of Electrical Engineering, Program coordinator for energy and environment in DOOR, energy expert.
- **Katarina Luketina:** Architect, specialized in sustainable architecture with focus on natural building principles and techniques.
- **Jelena Radošević:** Ecologist - biologist, expert in water management in water distribution systems and sustainable waste management techniques.
- **Petra Andrić:** Sociologist, Project manager in DOOR, focus on education in the field of sustainable energy development and climate change.



A Sud - Ecologia e Cooperazione ONLUS, Italy:

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 course.



Curriculum contributors:

- **Lucie Greyl:** Anthropologist, A Sud project manager, trainer and researcher in environmental conflicts and environmental justice, among the creators of the EJATLAS and the Italian Atlas of Environmental Conflicts.
- **Chiara Vestrini:** Trained in International relations, European project manager and environmental education trainer.
- **Marica Di Pierri:** A Sud Communication officer and researcher/trainer expert in climate change and participative mapping on environmental conflicts.
- **Michele Bandiera:** A Sud volunteer expert on GIS.
- **Matilde Carabellese:** A Sud volunteer, geographer.



Ce.S.F.Or. Centro Studi Formazione Orientamento, Italy:

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. As an experienced education provider in many sectors, it is leader of the implementation of the COMPASS training.

Curriculum contributors:

- **Ernesto Russo:** Sociologist, executive director at Ce.S.F.Or., expert in training including VET training and communication.
- **Pablo Bernardino Tempesta:** Graduate studies in International Communication and Cooperation, EU project manager and researcher.



Civitas Foundation for Civil Society - Cluj Branch, Romania:

Organization for civil society actively works for development and implementation of local & regional development programs and for the establishment of tight relationships between local government and private actors.

Curriculum contributors:

- **Anna Sargov:** Trained in Political Science and International Relations, project coordinator in community development projects and social economy initiatives.
- **Bogdana Neamțu:** Sociologist, lecturer at Babeș – Bolyai University, expert in local sustainable development and indicators.

EUROPANORAT EUROPANORAT Beratung Training, Management, Consulting GmbH, Germany:





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.

Curriculum contributors:

- **Uwe Salzmann:** Geographer specialized in landscape ecology and urban geography, coach at Europanorat.
- **Jennifer Schäfer:** Geographer specialized in international project management, branch and project manager at Europanorat.



Bulgarian Development Agency Sdruzhenie, Bulgaria:

BDA 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.

Curriculum contributors:

- **Lyubomira Dimitrova:** Trained in public administration, EU projects' consultant and BDA's VET trainer.
- **Denitza Toptchiyska:** Education and training project manager specialized in training need analysis and e-learning piloting, BDA's trainer.
- **Simeon Toptchiyski:** Doctor in Telecommunication, experienced manager in production industry, BDA's project manager and trainer.

All materials developed in the framework of the COMPASS European project can be found on the official project website:

<https://projectcompass.jimdo.com/>

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<https://facebook.com/compassprojectEC>



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YouTube [COMPASS project](#)



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