



Edible Cities Network – Integrating Edible City Solutions for social, resilient and sustainably productive Cities

EdiCitNet

Deliverable D 7.4

ECS Curricula, Training Modules and Materials



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1. Executive Summary

The present Deliverable „ECS curricula, the training modules and the materials“ is a first draft of how EdiCitNet can spread the idea of the Edible City with its Edible City Solutions (ECS) through different educational formats and above all how EdiCitNet can anchor it deeply in our increasingly urbanised world.

The ECS curricula follow the principles of inclusive communities of knowledge and practice. We present the general approach of the development of the ECS education, identified the main fields of knowledge covered by the ECS curricula: I) ECS Governance, II) Economic valuation of ECS, III) ECS as Ecological Systems and IV) Socio-cultu-

ral impact of ECS and different learning formats (i.e. standard, global, local, online and special formats). Furthermore, we defined a three-step roadmap to anchor ECS curricula in a sustainable form beyond the duration of the EdiCitNet project - including evaluation loops to critically revise and optimize ECS curricula. We drafted the ECS curricula, ECS training modules and materials.

The final delivery of ECS curricula, training modules and materials, into which all knowledge collected and developed during the project period can be incorporated, will be available with Deliverable 7.6 towards the end of the project in July 2023.

2. Introduction

Communities of practice and knowledge: Growing Together - Learning Together

In order to integrate ECS into urban life as a matter of course and to give all citizens the chance to get involved and to make use of the many advantages of the Edible City, a certain background and application knowledge is indispensable. Due to the long history of the concept and related practices, the pool of knowledge and experiences on ECS is vast, but fragmented and not systematically connected to different stakeholder groups and their respective expertise.

EdiCitNet's education programme aims to address this. Its objective is to generate and, above all, disseminate directly implementable application knowledge on ECS by involving all stakeholders and their expertise in a guided process of mutual learning.

Del. 7.4 is one of two deliverables of the EdiCitNet task 7.4 ECS education and training for empowerment of citizens, urban planners and decision makers, led by UBER and supported by BHFP, BuGG, NABOLAGSHAGER, MUNDRAUB, REACT, FSUB, TO, UOB, PKU and PRINZ.

Here, UBER and local NGOs will develop ECS curricula, online and on-site training modules and respective materials for ECS vocational training of city administrators, interested entrepreneurs and citizens. This Deliverable focus on the conceptualisation and provides a first draft for the ECS curricula, the training modules and the materials, that will be developed constantly in the work of WP7 and will be fed by the results, practices and lessons learnt of the whole project with special inputs from the co-creation experiences of the communities of practise and knowledge (Del. 1.1-1.3;

lessons learnt from Living Lab, WP3 and WP5 in Front Runner Cities and from the Master Planning Processes in Follower Cities, WP4), the EdiCitNet Toolbox and Catalogue (WP2) and ECS Business Consultancy (WP6) among others.

In order to address as many different groups and actors as possible, measures are tailored to both the academic and non-academic sectors. However, this dichotomy does not mean that groups cannot cross-fertilise and learn from each other. Even if the target group focus is either one group or the other, all formats will include partners from other stakeholder groups important for ECS. The ECS curricula and training modules follow the principles of inclusive communities of knowledge and practice.

The ECS Education concept is in line with the current efforts to develop a new growth strategy that transforms the European Union into a modern, resource-efficient and competitive economy where economic growth is climate smart, decoupled from resource use and no person and no place is left behind (European Green Deal; EU 2020). ECS education helps to turn climate and environmental challenges into opportunities across all policy areas and makes the transition just and inclusive for all. Especially the transdisciplinary and inclusive approach of ECS Education with the involvement of a wide range of actors, who until now have often thought, developed and acted separately from each other, ensures consensual patterns of thought and behaviour that promote the resilience of our cities in the long term.

3. Development - Process and Methods

The conceptual background of the ECS curricula and training modules and respective materials is built on successful educational experiences of **Transformation Sciences, transgenerational Learning and transdisciplinary and co-design curricula** of the Sustainability Sciences and combines different knowledge regimes from theory to practice and vice versa. The curricula are flexible and open to adaptations to learners’ needs. We include continuous evaluation and optimization loops.

The general approach of the ECS education work package is to

- a) collect existing but largely scattered knowledge and experiences into an **ECS knowledge pool**;
- b) describe and systematize the **landscape of ECS knowledge** concerning the environmental, so-

cio-cultural and economic dimensions of sustainability and

- c) **design curricula** contents and **inclusive formats** based on participatory workshops and the work of the EdiCitNet Education taskforce.

UBER conducted a **systematic review** of existing curricula on ECS relevant knowledge in universities worldwide and developed from this an initial structure for an overarching curriculum addressing ECS knowledge.

We identified the following main fields of knowledge that should be covered by the ECS curricula: **I) ECS Governance, II) Economic valuation of ECS, III) ECS as Ecological Systems and IV) Socio-cultural impact of ECS** (Fig.1).

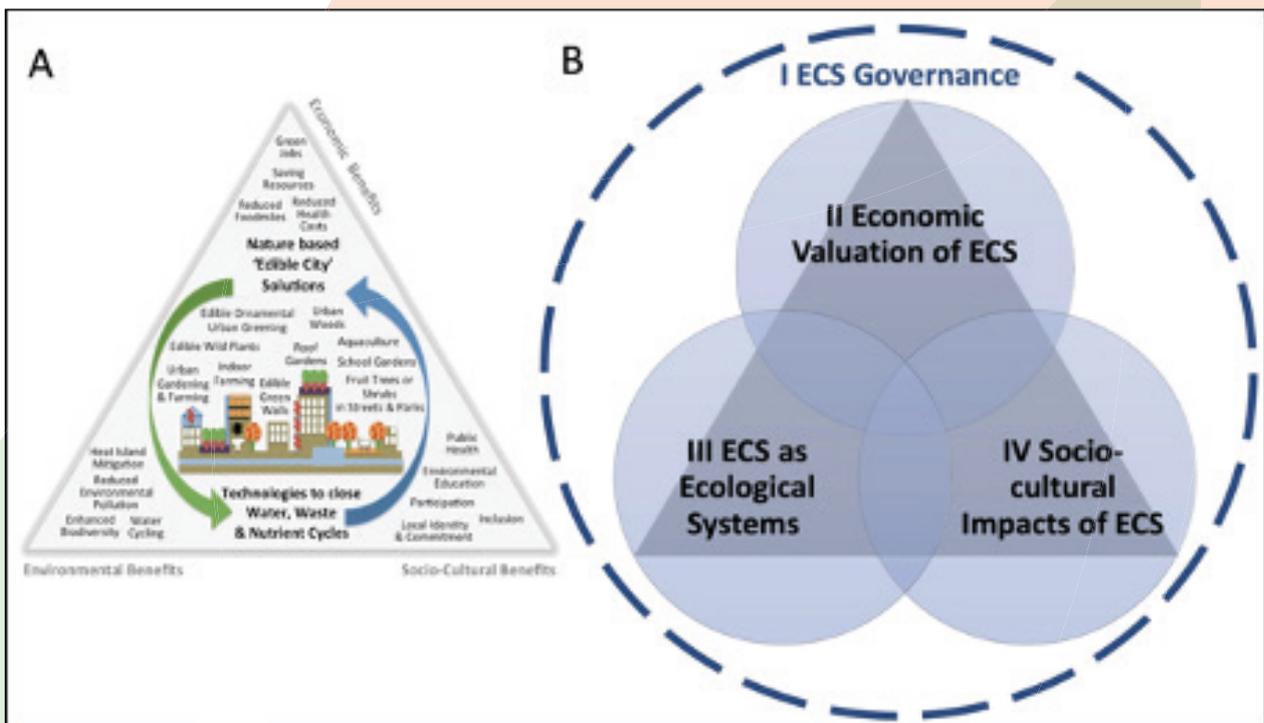


Fig. 1 Main ECS knowledge fields (B) according to the ECS concept (A: see Säumel et al. 2019)

We involve **standard teaching/learning formats** at universities such as lectures, seminars, student projects, excursions and lab practices to address national and regional audiences. Within the standard formats use predominantly self-organized and problem-oriented learning approaches in order to foster critical thinking and more autonomous working cultures and behaviours, that in combination with blended learning formats will enable also the combination of people with different working backgrounds, resources and time schedules. The EdiCitNet network will help to establish an international network for internships in different organisations. Internships will be guided by an ECS internship guideline to find good solutions for all involved partners and students.

In addition, UBER identified and categorized four different types of formats to be discussed in the second part of the participatory workshops in Girona:

- **Global formats:** formats with world wide scope e.g. PR campaigns, network building, manifesto on Edible Cities

- **Local formats:** formats with local scope; e.g. guided tours, harvest festivals, community events, planting and pruning events, food trails, school gardening, local & personal food branding, trainings on building of insect hotels

- **Online formats:** formats that can be accessed globally by internet e.g. webinars, MOOCs, interactive books, live-streams, E-learning measures, blended learning, quizzes, games

- **Special formats:** innovative formats, e.g. edible books, Edible Tinder / matchmaking space, cartoons, ECS Go (like Pokémon Go), Hiking University escape gardens, board games, competitions, local chain letters with seeds, street stickers, graffiti, treasure hunts, theatre.

In **participatory workshops** in a World Cafè format at the Girona Meeting 2019 (Fig. 2), important ECS curricula contents for ECS knowledge on governance, economic valuation, social impact and ECS as ecological systems were collected, systematized and ordered.

In a first round participants were assigned to the pillar according to their field of expertise (so called **“Expert’s” Point of view**), each subgroup of about 6-8 persons identified and discussed the content for basic and specific modules, screened existing contents in the educational ECS landscape among

the partners and from other organisations.

In a second round each participant changed from his/her special expertise to another table to critically revise the fixed content from each thematic pillar from the so called **“Citizens perspective”**. Requests on refinements and adjustments have been fixed (e.g. Fig. 2). At each table a moderator and a rapporteur gathered the state of the discussion. At the end of both sessions the results have been presented and discussed in the whole panel.



Fig.2 Participatory workshops on Conceptualization of ECS Curricula, Training Modules and Material at EdicitNet Annual Meeting in Girona 2019

In a second workshop, promising formats of teaching, learning and knowledge transfer were collected, evaluated and systematized following the first classification developed by UBER.

The members of the **Education Taskforce** contribute experiences from a large portfolio of “traditional” university study programs and teaching in the field (e.g. UBER), co-development of education and learning with civil society (e.g. FSUB)

to and ECS organisations that have been providing ECS training activities for many years as a part of their activities (e.g. Mundraub and BHFP).

Along with the whole process UBER establishes **evaluation loops to critically revise and optimize ECS curricula**, the training modules and the materials with workshops with different target groups, evaluation forms for participants and users and surveys on actualization of emerging needs.

4. Roadmap to anchor ECS education

Through third mission approaches and open science, the universities of tomorrow are opening up to society in a broad sense, to diverse actors seeking vocational training, and to different generations to co-create and care for ecologies of expertise, i.e. new inclusive communities of knowledge and practice for the greater public good.

In strategic consultations with authorities that revise and accredit Bachelor and Master Curricula as well as vocational training, UBER identified the following Roadmap to anchor ECS Education in a sustainable form beyond the duration of the EdiCitNet project.

The development of regular comprehensive stand-alone curricula in universities is a process heavily regulated and tied to the calculation of student capacities and teaching load as well as related budgetary questions. It is, therefore, a process tied to permanent positions and thus not easily accessible to project staff. Therefore, EdiCitNet has developed a designated step by step process of designing and anchoring ECS education in the existing university teaching landscape.

In a first step, we develop a comprehensive Master of Science/Arts programme that comprises all relevant modules of ECS knowledge.

In a second step, we rescale this comprehensive approach into modules that can be implemented in existing degree programmes, e.g. in existing cross-disciplinary BA and MA degree programmes (e.g. Urban and Global Change Geography, Urban Anthropology, Urban Sociology, Natural Resource Management) and in the portfolio of cross-faculty programmes, such as Studium Oecologicum, Studium Generale or life-long learning degree programmes for adults with work experience (e.g. BANA). In this way, large parts of the relevant ECS knowledge become integrated into the university landscape.

In a third step, we will use experiences from teaching the modules in order to work towards setting up a stand-alone degree programme that can be accredited. On the basis of this programme, an ERASMUS Mundus EMJMP proposal can be developed together with the partners such as Humboldt University (UBER), Universities of Ljubljana (UL) and Girona (UG).

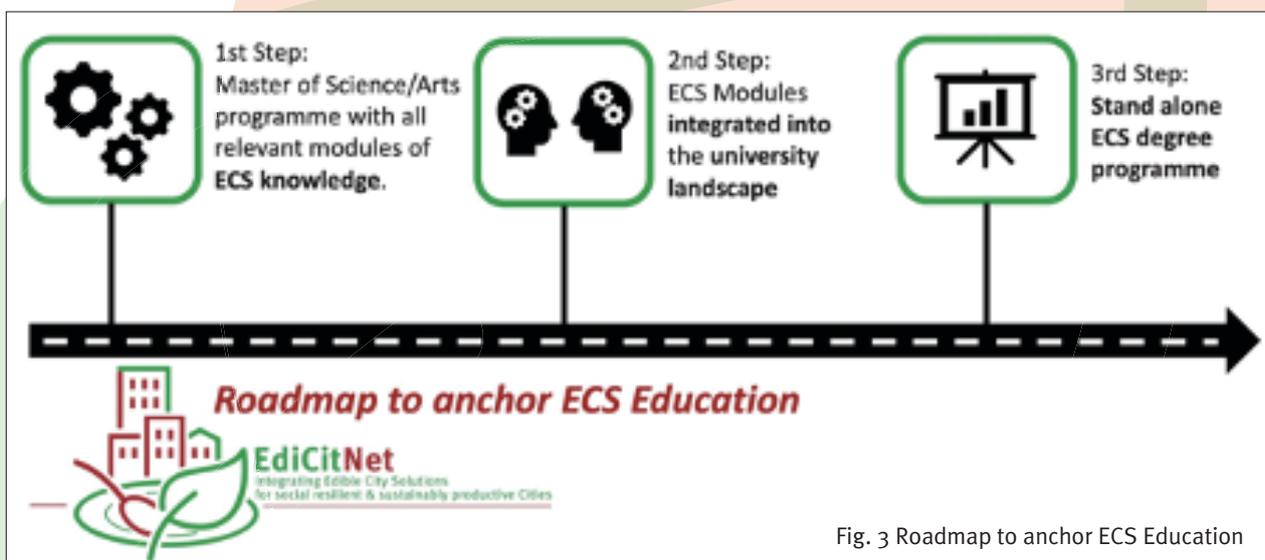


Fig. 3 Roadmap to anchor ECS Education

¹ Three main dimensions of universities' activities are discussed currently as third mission (1) knowledge and technology transfer, (2) further education and (3) social engagement e.g. Montesinos et al. 2008 Higher Education in Europe: <https://doi.org/10.1080/03797720802254072>; Berghäuser & Hölscher 2020: Tertiary Education and Management 26:57–76.

² The guest student programme BANA (Berlin Model: Training for Post-Professional Activities) at the Technical University of Berlin has been in existence for over 30 years, focusing on „City“, „Environment“ and „Health and Nutrition“. Here, students (45+) gain access to new knowledge and skills after their active employment, which can then be used in post-professional (often voluntary) tasks.

5. ECS Curricula

In order to not only place the concept of the Edible City in the prominent series of other city models, but to make it a reality and above all to internationalize it, EdiCitNet is designing an ECS curriculum as a basis for future transdisciplinary ECS master programs. Especially with regard to internationalisation, EdiCitNet can draw on extraordinary examples and promote mutual exchange.

The ECS curriculum aims to systematically deliver knowledge about Edible City Solutions to students, stakeholders and members of diverse publics and enable them to appropriate this knowledge in order to tackle upcoming challenges in their respective cities and contexts.

The design draft of ECS curricula is the general

attempt to transfer the manifold and many social areas touching ECS knowledge into a manageable compilation of teaching formats. The adapted ECS curricula address different stakeholders and form on the one hand the basis for the establishment of an international ECS Master’s programme or an equivalent programme that enables and develops the bundling of global ECS scientific knowledge including local application knowledge and on the other hand offer the possibility to address practice-oriented users and interested newcomers according to their different preferences. A basic and special course service will satisfy different interests and allow for specialization levels. The transdisciplinary basic character ensures a sustainable and long-term promotion of international dissemination.

The ECS Education house

The pillars carry the ECS roof/curriculum to the same share. All pillars contain essential knowledge about a holistic view on ECS as a tool for addressing urban resilience.

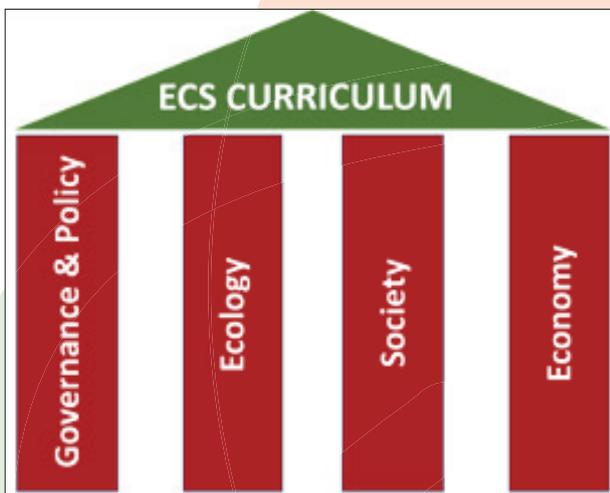


Fig. 4 The ECS Education House

Governance and political relevance outline the emerging need for leveraging ECS from a grass root movement to a political relevant tool and to lift it to an object of public and thus political discussions. The lacking legal or often restrictive framework hinders a general breakthrough and stops the promising growth of alternative ways of living in urban or agglomerated areas? The second pillar refers to the economic value which is the most prospering one. It has such a huge potential in serving as small scale local solution to gain independence from economic crises and could stabilise economic growth on a micro and meta scale.

The shift away from dependence on huge companies can be the most promising development. The ecological value should be emphasised but is the most obvious one to the majority of the society. Here, a systematic approach and the integration of closed resource and nutrition loops stands in the middle of the attention. Through the world's most inclusive theme of food, the social dimension of ECS Education addresses another basic human need with community building. Food does not only keep spirit and soul together, but connects all cultures since the beginning. Especially in cities, where different groups, cultures and ethnicities meet, a common over-theme contributes to good neighbourhood and helps to build essential personal networks for more social cohesion and well-being.

The ECS Curriculum for the planned master programme is related to the above-mentioned pillars and covers the knowledge fields: I) ECS Governance, II) Economic valuation of ECS, III) ECS as Ecological Systems and IV) Socio-cultural impact of ECS (Fig. 1). Each pillar comprises basic and specific modules and will include different formats and training modules (i.e. hands on practice). The numbering of the pillars is not connected with a weighting or prioritization.

The **ECS Governance** pillar focuses on the institutional framework of ECS implementation and the specific governance framework related to ECS: different governance modes and structures, land assessment, urban planning, urban and environmental policy-making, lobbying, legal form of organisation, grant acquisition and management, organisational and project management, food related regulations, ethical issues. This field of knowledge and experiences will include current state of the art in the field of governance research and new insights explored during the EdiCitNet projects such as lessons learnt from Del. 1.1-1.4; Living Labs in Front Runner Cities and from the

Master Planning Processes in Follower Cities.)

The **Economic Valuation of ECS** pillar addresses ECS planting, in markets / producer selling, and potential business models in order to reduce self-exploitation and enhance economic sustainability of ECS, e.g. alternative business and growth models supported by sustainable business canvas workshops and their results,, cooperation and competition analysis, a concrete portfolio of ECS and their specified needs to tackle common challenges on an national level. We provide here knowledge apart from literature which is collected and transferred from practical experiences co-benefits, public good orientation, ethical issues, information management, waste management, governance structure, lobbying. This field of knowledge and experiences will include current state of the art in the field of economic research and new insights explored during the EdiCitNet projects such as lessons learnt from Del. 6.1-6.5 and ongoing business consulting.

The pillar **ECS as Ecological Systems** provides insights on ecological processes, dynamics, and ecosystem services provided by ECS (e.g. introduction to urban agriculture, crops & requirements, sustainable use of resources such as water, nutrients & soil; biodiversity). This field of knowledge and experiences will include current state of the art in the field of environmental and ecological research, e.g. urban ecosystem sciences, circular economy and sustainable planning.

The pillar **Socio-cultural Impact of ECS** focuses on socio-cultural aspects of ECS such as principles and challenges of co-creation, mental & physical health, cohesion across diversity, participation, motivation, knowledge sharing, networking and mental & physical health. This field of knowledge and experiences will include current state of the art in the field of socio-cultural research.

The 4 pillars thus pursue the following learning objectives and content.

Table 1: Key learning objectives and topics of ECS pillars/knowledge fields

	Pillar 1 Governance	Pillar 2 Economy	Pillar 3 Ecology	Pillar 4 Society
Learning Objectives	<p>Overview on ECS stakeholder landscape and on national and common legal framework and governance structures related to ECS with focus on the respective own regulations</p> <p>Enhanced understanding of challenges and chances from different perspectives</p> <p>Co-creation as a new (complementary) form of governance</p>	<p>Insight in functioning and structures in ECS initiatives on their way to turn over to a well-functioning resilient business</p> <p>Circular economy</p> <p>Typical leverage tools for business consulting</p> <p>Optimized adaptation strategies to different environments for ECS business</p>	<p>Overview on Ecosystem Services, urban (Agro-)Biodiversity and related ecological mechanisms and principles in order to optimize the use of ECS</p> <p>Ecological design strategies for sustainable, productive and biodiversity friendly urban landscapes</p> <p>Global degrowth strategies for saving resources and energy</p>	<p>Mechanisms and strategies to build social cohesion and necessary networks as valid tool for resilient cities</p> <p>Mechanisms and strategies to empowering citizens for shaping societies and the own city</p> <p>Strategies for successful environmental education, integration and inclusiveness</p>
Content	<p>Inclusive navigation in multi-stakeholder landscapes</p> <p>ECS and co-creation as urban planning tool, administrative expertise and typical barriers in governing innovative ECS into all parts municipal and legal structures,</p> <p>Recommendations for action for administration, citizens and entrepreneurs</p>	<p>General introduction on typical challenges in the field of ECS business and social entrepreneurs</p> <p>Different business evaluation methodologies</p> <p>Exploration of ECS Canvas and best practice examples from a wide range portfolio of ECS Compliance and different tools for green business development</p> <p>Insight into local Start-up scene</p>	<p>Ready to use knowledge on Ecosystem Services, ecological footprint and food-print, biodiversity and Nature based Solutions</p> <p>Agri-ecological principles for ECS and (eco)toxicological basics organic fertilization and ecological plant protection</p> <p>Principles of closed loop systems, from cradle to cradle – insight in different measures to tackle climate change and urban resilience in cities</p>	<p>Critical assessment of stakeholder landscape and politics of power</p> <p>Motivation and awareness raising strategies for becoming known and heard</p> <p>Key strategies to create partnership and a trusty atmosphere, long-term commitment & responsibility</p> <p>Principles of inclusive communities of knowledge and practice, knowledge sharing across networks, participation</p>

6. Training Modules

The ECS training modules are **independent application-oriented courses to learn selected ECS skills**. These vocational training measures address primarily so-called drivers and multipliers such as members of city administrations, interested entrepreneurs but also interested citizens, and enable them to implement their own ECS in their city and local neighbourhood. In order to comprehensively address the very broad spectrum of ECS actors, both online, off-line and on-site modules are being developed, which will have different content focuses. These include all aspects of sustainability and will range from webinars, an ECS MOOC to hands-on living lab activities and on-site training.

In order to address the different stakeholders and offer hands-on training modules we identify and assemble the relevant stakeholders and actors more generally for one on-site training. Thus, trainings attempt to involve all relevant stakeholders on-site and are committed to the principles of inclusive communities of knowledge and practice. For example, in a training on orchard tree cutting

actors of the local green management and nature protection agency are invited along with local citizens, that are interested to manage better fruit trees or shrubs in their garden. Beside the **training on a certain ECS skill, local actors come together and exchange different perspectives**.

To raise public awareness, we use typical and if possible already existing social and digital infrastructure like **public municipal events** (e.g. open days or the “Living Lab event”, “Long Night of Science” (e.g. Fig. 5), “Day of City Nature”; street events) and other relevant formats where the general public is the target group. This gives us access to a broad mix of urban residents that already have an interest in neighbourhood-related issues and that can act as multipliers into their respective social and professional networks. We launch invitations and announcements in these networks (local football- and sports clubs, other relevant neighbourhood networks, important local associations) and spread the on-site training modules.



Fig. 5 Examples for EdiCitNet training activities at existing public events in Berlin

As a pilot, we will conduct this in Berlin with support of networks from Partner PRINZ (Nomadisch Grün) and MUNDRAUB as well as Districts or Quarters in Berlin to be used as space for such actions. The steps undertaken here must be repeated in each FRC in the respective season. In order to keep and intensify the contact with local actors and exchange of lessons learnt, local actors that participated and conducted on-site training modules, will be integrated into the Edible City Network.

An evaluation guided by the main partner MUNDRAUB and PRINZ will result in a guideline and replication recommendations. It should ease the replication in the FRC where the Living Lab Coordinator is not embedded in a bigger Team for Communication and such activities. This means in turn that we will develop a slightly adjusted module which enables also in Oslo, Andernach and Rotterdam the replication of the hands-on on-site training modules. Here it's also applicable to identify whether local partners have experience in such formats. The equivalent would be here NABOLAGSHAGER (OSLO), PERSPECTIVE (ANDERNACH) and an associated Partner in ROTTERDAM (e.g. one of the initiatives from the City Team Rotterdam or another SME dealing with such trainings like ROTTERZWAM).

The main goals of this is the awareness on ECS as term and as unit for local resilience and tool for

social cohesion and integration. These hands-on activities lead to multi-disciplinary groups where exchange and conversation is empowered between the lines. Perspectives and opinions will be exchanged and should lead in an ideal concept to connections and re-thinking of connections, networks and perspectives.

The training modules will cover the entire range of ECS from initiation and implementation, production and processing to distribution and use. The basic concept of the modules follows the following practical structure

- Content
- Contributors
- Value
- Preparation and organisation
- Materials and tools
- Timing and duration
- Target groups
- Evaluation
- Other

and is already well advanced for some modules. The following table with already more detailed planned training modules gives an overview of how the modules are structured, what impacts they have and who the target groups are.

Table 2: Training Module Examples for the different ECS Pillars

Modul	Multi-stakeholder workshop for lowering barriers for ECS implementation (Pillar 1: Governance)	60 Minutes exercise on ECS Business Model Canvas (BMC) (Pillar 2: Economic Valuation)	Foster Biodiversity Insect hotel building (Pillar 3: Ecological Systems)	Harvest festival Come together (Pillar 4: Socio-cultural Impact)
Content	<p>SWOT/TOWS analysis of the implementation possibilities of ECS in your city</p> <p>inclusive world-cafe workshop on strengths, weaknesses, opportunities and risks for high and low tech ECS in regard to local contexts</p> <p>Development of common strategies to overcome barriers and hindrances</p>	<p>The Canvas is a quick and easy to use tool for business model innovation. It delivers 3 things:</p> <p>Focus: clarity and focus on what's driving the business</p> <p>Flexibility: planning perspective on a single page</p> <p>Transparency: easier understanding for all</p>	<p>Insights in local biodiversity, habits & protection of local nature</p> <p>Awareness raising for insects and its important role as pollinators and natural pest controllers</p> <p>Instructions for the easy reproduction of the insect hotels for at home or on the company sites</p>	<p>Active involvement of the participants in real harvesting activities</p> <p>Possibility of fruit juice production</p> <p>Gathering experience for own harvests in the future</p> <p>Developing of social cohesion by common harvesting and cooking activities</p>
Contributors	<p>UBER, municipalities, and NGOs of EdiCitNet</p>	<p>UBER, EdiCitNet BCT (Business Consulting Team)</p>	<p>Mundraub, Prinz</p>	<p>BHFP, Mundraub, Andernach</p>
Value and Impact	<p>high impact through practical implementation knowledge and</p> <p>Possibility of directly reducing risks and barriers</p> <p>High Value for Cities as they enable and empower citizens to take over tasks of the city</p>	<p>High impact with short time investment (60min)</p> <p>Reduce self-exploitation and ECS fragility</p>	<p>High popularity, especially among children and citizens</p> <p>easy to implement</p> <p>high rate of duplication</p> <p>very high benefit for insects</p>	<p>High impact and outreach through fun fair character</p> <p>increased environmental awareness and environmental education</p>

Table 2: Training Module Examples for the different ECS Pillars

Preparation & organisation	Study World-Café format, rent a room, invite different ECS stakeholders, arrange catering, well-structured moderation of the workshop	60 minutes time, a large paper, white board, your team for brainstorming and discussions regarding analysis Key Partners, Key Activities, Key Resources, Cost structure, Value Propositions, Customer Relationship, Channels, Customer Segments, Revenue streams	Preparation of the theoretical context Selection of the future location Provision of the building material (natural or recycled materials) Preliminary arrangements with the landowner	Planning, executing and post-processing Why? What to harvest? Where? Set dates with service providers, coordinate the participants, clarify the responsibilities for individual tasks. create an event on meetup, Facebook or local calendars to acquire participants.
Materials & tools	General Workshop materials, different tables groups, interested members, online voting tools	Workshop materials, a large paper, pencils, white board, your team	Information material on context and general guideline to build a hotel stable and long-lasting blocks of wood and a shelf with different compartments as a basic frame.	Set up a „campground“ to cook, sit, eat and discuss (pavilion for protection against sun and rain, benches, camp chairs or picnic blankets)
Timing & duration	Module is executable all year round. 4-6 hours should be scheduled.	Module is feasible throughout the year. Duration: 60 minutes.	Possible throughout the year. The construction takes up to half a day. The filling and fixing of the material take a little less time.	Course can be held on site at harvest time and includes a full day with evening activities such as cooking and eating together
Target groups	Public Society, Administrations, ECS Business Community, Initiatives	SME, social entrepreneurs, ECS start-ups and initiatives	Citizens, Children, Pupils, Entrepreneurs and as team building measure	Public Society, Administrations, ECS-Community
Evaluation	Long-term evaluation of the resulting new ECS projects. Short-term evaluation with survey on success and participation.	Evaluate if the exercise helps you to figure out your business. Evaluate your business performance!	Evaluation of the participants and survey after the course on favours and suggestions for improvement	Survey on learning success and participation
Other	Pay attention to balanced composition of participants and politics of power	Share good and negative (!) experiences on our ECS marketplace	“take home ECS” for all participants	one day event, pay attention to harvest time, check local harvesting calendar

All modules are constantly evaluated and can be adapted and improved on this basis. Here the opinions of the users play the biggest role.

7. Materials

For all educational measures numerous materials will be developed, such as handouts, online biographies and libraries, guidelines, factsheets, an ECS handbook or descriptive best practice brochures.

Handbook

We plan to create a common ECS handbook for all education measures and for all those further interested in Edible City Solutions. Furthermore, we want to do a short version of it, that explains ECS in 20 Minutes. The longer version will dive deeper, for people interested in specific parts of the ECS Quadrangle (legal framework, social impact, ecological systems, economic value). It will have a similar structure as the curriculum, filled with content from our experts in the different fields.

Teaching materials for all ECS Education Pillars

With regard to the ECS curriculum, teaching materials are provided for all pillars, which can then be adapted and expanded by the respective teachers. These materials vary in depth depending on whether the courses are basic or specialized.

Handouts per Training Modules

For all training modules, including the more practice-oriented modules, informative handouts are made available (online or analogue if required), which make preparation easier for the users, but also summarise what they have learned in a clear way.

In addition, implementation fact sheets will be created for the training modules, which will promote and facilitate the transfer to other cities or other teaching organisations or interested citizens.

These will include the following points: Which materials and how much personnel are required. Where can the module be implemented (onsite, online etc.)? Who is the target group and what are the learning objectives?

Glossary

Abbreviation	Description
CMT	Community Management Tool
EdiCitNet	Edible City Network
ECS	Edible City Solutions
FC	Follower City
FRC	Front-Runner City
NGO	Non-governmental organization
GO	Governmental Organization
NBS	Nature-Based-Solutions

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About the EdiCitNet project

EdiCitNet is demonstrating innovative Nature-Based Solutions (NBS). Edible City Solutions (ECS) are going one step further: We include the whole chain of urban food production, distribution and utilisation for inclusive urban regeneration and address societal challenges such as mass urbanisation, social inequality and climate change and resource protection in cities





Thank you!



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