REGEN-U Training Programme

re:gen-u

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1. Training Programme Framework

(i) Overview

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Training Programme Framework

REGEN-U TRAINING PROGRAMME

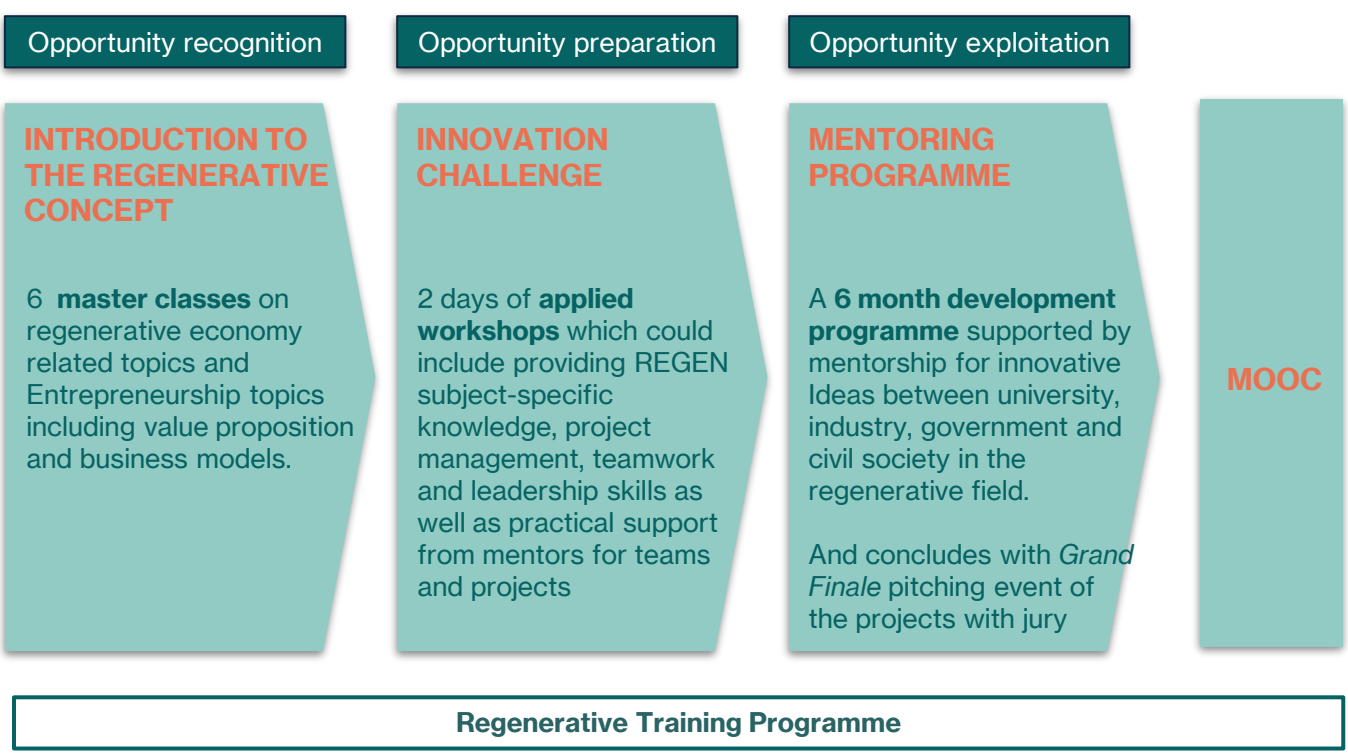
The REGEN-U Training Programme aims to equip higher education staff, professors, researchers and students with the knowledge, skills and attitudes required for the regenerative economy.

It is designed to empower stakeholders and policy-makers to turn innovative ideas and creative possibilities for action into workable solutions.

As the programme is to be delivered across different European regions during 2024, the content has been designed to be highly flexible.

Each partner can localize the delivery to meet local needs following the entrepreneurial process as a learning framework consisting of

1. opportunity recognition,
2. opportunity preparation, and
3. opportunity exploitation.



Training Programme Framework

INTRODUCTION TO THE REGENERATIVE CONCEPT *(OPPORTUNITY RECOGNITION)*

Master classes

Concept & Methodology

- The master classes incorporate a blend of theoretical instruction and practical application. Each session is designed to engage participants through interactive content, case studies, and real-life examples.
- Each master class is **facilitated by experts** (from various sectors, including academia, industry, and government) in the field who bring a wealth of knowledge and practical experience.

Aim

- The master classes aim to provide participants with a **comprehensive understanding** of key concepts related to the regenerative economy.
- The goal is to inspire participants to actively engage in the regenerative transition by equipping them with actionable insights and strategies.

Structure

The program consists of **6 master classes, each lasting 1 hour.**

Session Breakdown:

- **Introduction and Overview (5min)**: Each master class begins with an introduction to the session's theme, outlining key objectives and expected outcomes.
- **Keynote Presentation (40min)**: The main content is delivered by experts, covering theoretical concepts, case studies, and practical examples.
- **Interactive Q&A and Discussion (15 minutes)**: Participants engage with the speaker through a Q&A session, allowing for clarification of concepts and deeper exploration of topics.

Training Programme Framework

INNOVATION CHALLENGE *(OPPORTUNITY PREPARATION)*

Concept & Methodology

- The Innovation Challenge Framework integrates a blend of theoretical instruction and practical application. This approach engages participants through hands-on activities, workshops, and mentorship sessions, ensuring that they can apply concepts to real-world scenarios.
- The Innovation Challenge is designed to be flexible, allowing partners to adapt and deploy the framework in their respective local settings.

Aim

- The Innovation Challenge aims to **foster engagement** among diverse stakeholders, encouraging collaboration in sustainable regenerative policies and actions.
- The goal is to **generate innovative solutions** and produce actionable outputs that promote the regenerative economy.
- Based on ideas developed during the challenge, the program aims to **create policy recommendations** that support the advancement of sustainable, renewable, green policies in a transnational context.

Training Programme Framework

INNOVATION CHALLENGE *(OPPORTUNITY PREPARATION)*

Structure

The programme consists of several key components:

- **Express Interest to Participate:** Teams fill out "problem" and "solution" components using an interactive engagement platform and book a coaching session to kickstart their journey.
- **Onboarding to Challenge Playbook:** Selected teams are onboarded to a comprehensive playbook designed to guide them through the innovation journey.
- **1 Kick-off Event and 3 Workshops:**
  - Kick-off Event: An in-person or online event where participants meet, network, and gain insights into the challenge objectives and rules.
  - Workshops: A series of workshops covering idea building, design thinking, Lean Canvas, and pitching. These workshops provide the knowledge needed to excel in the challenge.
- **Mentorship:** Teams can book online mentorship sessions with mentors from academic, public, and corporate sectors.
- **Idea Submission:** Participants record a video pitch covering elements of the Lean Model Canvas. Judges evaluate submissions based on desirability, feasibility, viability, innovativeness, and presentation quality.
- **Blended Pitch Deck Preparation Sprint:** Selected teams participate in an intensive, day-long pitch deck preparation sprint. Expert mentors provide feedback on content, design, and public speaking skills.

Training Programme Framework

MENTORING PROGRAMME *(OPPORTUNITY EXPLOITATION)*

Concept & Methodology

- The Mentoring Programme integrates a blend of digital support and hands-on acceleration for innovative solutions and entrepreneurial projects in the regenerative economy. This program combines the training programme with a dedicated mentoring framework, offering comprehensive guidance to participants.
- Participants are paired **with experienced mentors who provide at least 5 hours of mentoring**, delivered through both individual and group sessions. The program spans six months, culminating in an international competition that showcases the developed solutions and entrepreneurial projects.

Aim

- **Implement and validate the training and mentoring programme** to develop and accelerate regenerative solutions.
- Provide **comprehensive digital support** to accelerate innovative solutions and entrepreneurial projects across university, industry, governance, and civil society.
- **Generate policy recommendations** to empower professional staff, academics, and students, turning opportunities into applicable, renewable, sustainable, and marketable solutions.
- **Foster an international development** program to bring innovative solutions into implementation or to market as entrepreneurial projects.

Training Programme Framework

MENTORING PROGRAMME *(OPPORTUNITY EXPLOITATION)*

Structure

The programme consists of several key components:

- **Dedicated Mentorship:**
  - Each participant receives a dedicated mentor, providing a minimum of 5 hours of mentoring through individual and group sessions.
  - Mentors are experienced individuals from business, academia, and policy cycles, selected based on the expertise needed as identified in the Innovation Challenge phase.
- **Six-Month Development Program:**
  - Participants engage in a structured six-month program designed to bring their projects into implementation or market.
  - The program includes regular mentoring sessions, progress reviews, and development workshops.
- **International Competition:**
  - The program culminates in an international competition where participants present their solutions and entrepreneurial projects.
  - This competition serves as a platform to showcase the impact of the mentoring programme.

Training Programme Framework

MOOC

Concept & Methodology

- The MOOC follows a hands-on, practical approach, integrating masterclasses supported by experts and mentors.
- The MOOC is designed following a project-based learning approach to help participants develop their personal projects
- The chosen platform for hosing the MOOC is **Udemy**. This decision was made based on several key factors:
    - Udemy is one of the largest online skills and learning platforms, offering significant exposure and accessibility.
    - There are no costs involved in creating and hosting a course on Udemy, nor in maintaining an instructor account, making it a cost-effective solution (compared to other EdTech options like Coursera).
    - Udemy provides a wealth of resources for instructors, including tools for course creation, delivery, and marketing, which will support the development of the MOOC.

Additionally, UIIN, with the help of partners, will edit and cut down each of the webinar recordings to ensure the best flow and the most relevant information for the MOOC. This approach will differ from the structure laid out for the Masterclasses, which includes a 5-minute introduction and other specific elements.

Aim

- Ensure the sustainability and **wider dissemination** of the REGEN-U Training Program, by providing an accessible online platform.
- Empower participants with the knowledge and skills needed to drive regenerative change within their own contexts.
- Helping participants **maintain a holistic view** of the regenerative economy through feedback loops and systemic connections,
- **Fostering community building**; with a forum for participants to connect, share insights, and pitch their projects.

Training Programme Framework

MOOC

Structure

The MOOC consists of 6 masterclasses, each providing a blend of content delivery and practical project development.

1. An introduction to the re:gen-u MOOC video *(not yet recorded)*
2. *Masterclass 01:* Regenerative Economy State of the Art
3. *Masterclass 02*: Exploring Transformative Technologies and Innovative Business Models
4. *Masterclass 03*: Financing and Value Redistribution in Regenerative Enterprises
5. *Masterclass 04:* Eco-systemic Value Creation and Thinking
6. *Masterclass 05:* Living Systems Thinking
7. *Masterclass 06:* Cross-sectoral Collaboration for the Regenerative Transition
8. Wrap-up video *(not yet recorded)*
9. Feedback

1. Training Programme Framework

(ii) Master classes Syllabi

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Training Programme Framework

MASTER CLASS I – Opportunity Recognition

Regenerative economy state of the art

Module title	REGENERATIVE ECONOMY STATE OF THE ART
Module code	OR-MC-01
Learning format	Master Class
Theme	Regenerative economy
Length	1 hour session
Compulsory / Optional	Compulsory
Overall delivery	Online
Facilitation	Online
Keynote content	Transversal, online
Master Class' facilitator	BETA Technological Centre (Universitat de Vic Universitat Central de Catalunya), Spain Trinity College Dublin, the University of Dublin, Ireland
Keynote Speaker(s)	Iryna Kohut, Galyna Ryabukha, Breandán Goss & Dr. Siobhán McQuaid.
Topic short description	This module aims to delve into the potential advantages and enduring effects of a Regenerative Economy. It offers a comprehensive overview, shedding light on its core principles and providing various perspectives. Additionally, it introduces key concepts, such as a unified definition of regenerative economy, and explores the interconnectedness of the three resources utilized by regenerative organizations: social, financial, and ecological. It also examined idea of a Nature-Positive Economy (NPE) – an economy that fully considers environmental impacts and sustainability and works to actively to reimagine business models that will improve the state of nature – and the pathways towards realising this objective.

Training Programme Framework

Learning outcomes	At the conclusion of this module, the participant will have: • A clear understanding of the Regenerative economy through principles and examples of implementation. • An understanding of the state of the art for the economic model and the nuances of already existing models that can be used under that transversal concept. • Considering transversal concept for the implementation of regenerative practices. • An understanding of the need to develop an organisation based on regenerative concepts. • A better understanding on the mainstreaming of nature based enterprises providing solutions with bio-diversity a fundamental component e.g. smart technologies, sustainable agriculture and tourism.
Aims and subjects	The main aim of this module is to underline that regenerative economies generate a net positive impact on society and the environment. This implies that the organisations and companies involved in this economic model do more than simply reduce their negative impact, actively striving to contribute to common well-being and overall ecological health. Pollution control and a commitment to clean energy are also at the heart of this economy, with a particular focus on reducing carbon footprints. In addition, this module aims to give participants the insights to understand that the regenerative economy aims to empower communities, ensuring that they can fully participate in and benefit from the economic system and thus fostering sustainable local and community development. In sum, the regenerative economy is a framework that aims to work harmoniously for and with the planet and its inhabitants. It promotes a more just, equitable and sustainable economic system, seeking not only to preserve, but to actively revitalise global resources and communities.

Training Programme Framework

Content

The regenerative economy appears to be a promising concept, seeking to deviate from traditional economic paradigms focused on extraction and consumption, to embrace an approach that aims not only at sustainability, but also at the active regeneration of natural resources and communities.

First and foremost, the regenerative economy emphasizes the exploitation of renewable resources within a circular logic, favouring the efficient and ethical use of available resources, minimising waste and encouraging recycling and reuse.

This emphasis on circularity not only ensures the conservation of resources, but also contributes to the creation of sustainable value, both ecologically and economically. Moreover, this economy is deeply rooted in local communities. It offers solutions that meet local needs, while ensuring the well-being of individuals and the protection of the environment. A theme that resonates at local community level is the re-imagining of urban centres by designing and building healthier and more biodiverse habitable environments, re-greening brownfield sites and enhancing the environmental efficacy of the built environment using smart technology, new energy solutions and more efficient water management solutions.

By involving communities in the design and implementation of economic initiatives, the regenerative approach ensures that the systems put in place are appropriate, inclusive, and beneficial to all.

On the business side, companies that consider themselves to be active in the regenerative economy consider themselves to be ‘for profit’ (as opposed to social enterprises) with most harbouring ambitions to scale and maximise economic benefits whilst retaining the objective of doing ‘no harm’ to the environment or society.

Training Programme Framework

Specific regenerative skills	*Yes / no*
Regenerative economic principles	Yes
Ecological Theory of Money	No
Regenerative (sustainability) literacy	Yes
Living system and regenerative design	No
Cultural and ethical awareness	No
Sense of agency for collective action	No

Generic skills related to regeneration	*Yes / no*
Systems thinking	Yes
Collaboration	No
Innovation and creativity	No
Integrated problem-solving	No
Critical thinking	Yes
Design thinking	No
Future and strategic thinking	Yes
Value thinking	Yes
Communication, facilitation, and negotiation	No
Adaptability and anticipatory skills	No
Regenerative leadership	No
Regulatory competence and Normative reasoning	No

Relevant literature / links

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, *8*(3), 207–217. https://doi.org/10.1037/ppm0000185

Sanford, C. (2017). *The regenerative business: A comprehensive guide to understanding regenerative economies*. Nicholas Breal Publishing.

The Next System Project. (n.d.). TheNextSystem.org. https://thenextsystem.org/

Training Programme Framework

MASTER CLASS II – Opportunity Recognition

Living Systems, Regenerative Design and Eco Perception

Learning format	Master Class
Theme	Living Systems, Regenerative Design and Eco Perception
Length	1 hour session
Compulsory / Optional	Optional
Overall delivery	Hybrid
Facilitation	Online
Keynote content	Online
Master Class' facilitator	Lara Abrahamczik, FH Münster
Keynote speaker(s)	Hannah Eckert Julia Eckert
Topic short description	This module offers a comprehensive exploration of living systems, regenerative design principles, and eco perception. Participants will gain an understanding of how living systems function and how their principles can be applied to various aspects of thinking, leading, and learning. Additionally, the module will delve into the role of regenerative design in disrupting entrenched patterns within our modern extractive paradigm. Furthermore, participants will explore strategies for democratizing education for sustainable development, fostering the co-creation of regenerative futures by engaging all stakeholders.
Learning outcomes	At the conclusion of this module, the participant will have: • What living systems are and how their principles can be applied to our ways of thinking, leading, and learning. • How living systems thinking can aid in breaking deep-rooted patterns present in our modern extractive paradigm. • How to democratize education for sustainable development to ensure the co-creation of regenerative futures by all stakeholders.

Training Programme Framework

Aims and subjects	This module will equip participants with the necessary insights and tools to foster ecosystemic value creation within their organizations. This understanding will serve as a foundation for their development strategies and enable them to enhance their regenerative impact.
Objective	Facilitate Principle-Based Learning: Encourage participants to engage in principle-based, self-responsible learning, where they use principles as tools to think independently and make sense of complex concepts. Support Embodiment: Guide students in embodying the principles learned, fostering a deep understanding and integration of regenerative principles into their being through grounding practices, nervous system release, and community support. Create Safe and Brave Spaces: Establish an environment where participants feel safe to express themselves authentically, explore their uniqueness, and engage in open dialogue and exchange of ideas. Trust in Emergence: Cultivate trust in the natural process of emergence, allowing participants to embrace uncertainty and trust that new insights and solutions will organically arise. Promote Regenerative Thinking and Action: Equip participants with the tools and mindset needed to transition into a regenerative paradigm, where they can co-create regenerative ideas, models, companies, and systems in alignment with natural laws and principles. Deepen Connection with Nature: Foster a profound understanding of our interconnectedness with ecology and nature, enabling participants to feel and know that they are inseparable from their environment. Encourage Holistic Learning: Provide opportunities for holistic learning that integrates knowledge from various disciplines, including non-linear mathematics, quantum physics, and insights gained from connecting with nature and one's own being. By focusing on these objectives, the masterclass aims to empower participants to embody regenerative principles, deepen their connection with nature, and co-create solutions that promote ecological and social well-being.

Training Programme Framework

Specific regenerative skills	*Yes / no*
Regenerative economic principles	Yes
Ecological Theory of Money	No
Regenerative (sustainability) literacy	Yes
Living system and regenerative design	Yes
Cultural and ethical awareness	No
Sense of agency for collective action	No

Generic skills related to regeneration	*Yes / no*
Systems thinking	Yes
Collaboration	No
Innovation and creativity	No
Integrated problem-solving	No
Critical thinking	Yes
Design thinking	Yes
Future and strategic thinking	No
Value thinking	Yes
Communication, facilitation, and negotiation	No
Adaptability and anticipatory skills	No
Regenerative leadership	No
Regulatory competence and Normative reasoning	No

Relevant literature / links

- Regenerative Leadership - The DNA of life-affirming 21st century organizations by Giles Hutchins and Laura Storm
- Regenerative Design for Changemakers by Abrah Dresdale
- The Systems View of Life: A Unifying Vision by Fritjof Capra and Pier Luigi Luisi
- My Body, My Earth: The Practice of Somatic Archaeology
- Reinventing Organizations by Frederic LalouxComing back to life - by Joanna Macy

Training Programme Framework

MASTER CLASS III – Opportunity Recognition

Cross-sectoral Collaboration for the Regenerative Transition

Learning format	Master Class
Theme	Cross-sectoral Collaboration for the Regenerative Transition
Length	1 hour session
Compulsory / Optional	Optional
Overall delivery	Digital
Facilitation	Online
Keynote content	Digital
Master Class' facilitator	Tasha Day, UIIN
Keynote speaker(s)	Menno Wierdsma, Firda Marlies van der Wee, Rotterdam University of Applied Sciences
Topic short description	This module takes a deep dive into the pivotal role of universities and their external partners in driving the transition to a regenerative economy. It invites participants to consider this role for themselves and then presents the potential roles of the university that emerged during the research phase of the re:gen-u project. It then explores educational programmes where students are assigned problems/challenges related to sustainability, circularity and the regenerative economy from company or local government partners, therefore exploring how interdisciplinary and cross-sectoral partnerships can spark innovation for regenerative and nature-based solutions to wicked challenges.

Training Programme Framework

Learning outcomes	At the conclusion of this module, the participant will be able to understand the bases to action to support their project: • The responsibility of universities to contribute to the regenerative transition • What role universities, in collaboration with their external partners, could play in the regenerative transition. • How collaborative education programmes are set up and run, including challenges and impacts.
Aims and subjects	This module will equip participants with the necessary insights and inspiration to explore the process of developing cross-sectoral collaborations to facilitate the regenerative transition. Presents a selection of regenerative economy education programmes with partnership with industry, local government and society to show how collaborations with different parties can be utilized towards the regenerative transition.
Objectives	Understand the Responsibility of Universities in the Regenerative Transition: Clarify the role of universities in contributing to the transition towards a regenerative economy, emphasizing their responsibility as key stakeholders in shaping just and regenerative development. Identify Potential Roles of Universities in Collaboration with External Partners: Explore various roles that universities can play in collaboration with external partners to facilitate the regenerative transition, based on insights gathered from the re:gen-u project. Showcase Examples of Regenerative Economy Education Programs: Present examples of regenerative economy education programs with partnerships with industry, local government, and society, illustrating how collaborative efforts can drive innovation and address complex challenges effectively. Examine Collaborative Education Programs for Sustainability and Circularity: Analyze the setup and operation of collaborative education programs focused on sustainability, circularity, and regenerative practices, including an assessment of challenges faced and positive impacts generated. Equip Participants with Insights for Developing Cross-Sectoral Collaborations: Provide participants with insights and inspiration to develop cross-sectoral collaborations aimed at advancing the regenerative transition, showcasing successful partnerships with industry, local government, and society. These objectives aim to provide participants with a comprehensive understanding of the role of universities and their partners in fostering regenerative practices, while also inspiring them to actively engage in collaborative initiatives for sustainable development.

Training Programme Framework

Specific regenerative skills	*Yes / no*
Regenerative economic principles	No
Ecological Theory of Money	No
Regenerative (sustainability) literacy	Yes
Living system and regenerative design	No
Cultural and ethical awareness	No
Sense of agency for collective action	Yes

Generic skills related to regeneration	*Yes / no*
Systems thinking	Yes
Collaboration	Yes
Innovation and creativity	Yes
Integrated problem-solving	No
Critical thinking	Yes
Design thinking	Yes
Future and strategic thinking	No
Value thinking	Yes
Communication, facilitation, and negotiation	Yes
Adaptability and anticipatory skills	Yes
Regenerative leadership	No
Regulatory competence and Normative reasoning	Yes

Relevant literature / links

- Mowery, D. C., Nelson, R. R., Sampat, B. N., & Ziedonis, A. A. (2001). The growth of patenting and licensing by US universities: an assessment of the effects of the Bayh–Dole act of 1980. *Research policy*, 30(1), 99-119.
- Perkmann, M., Tartari, V., McKelvey, M., Autio, E., Broström, A., D'Este, P., ... & Krabel, S. (2013). Academic engagement and commercialisation: A review of the literature on university–industry relations. *Research policy*, 42(2), 423-442.
- Etzkowitz, H., & Leydesdorff, L. (2000). The dynamics of innovation: from National Systems and "Mode 2" to a Triple Helix of university–industry–government relations. *Research policy*, 29(2), 109-123.
- Charles, D. R. (2003). Universities and territorial development: reshaping the regional role of UK universities. *Local Economy*, 18(1), 7-20.

Training Programme Framework

MASTER CLASS IV – Opportunity Recognition

Technology & regenerative economy

Learning format	Master Class
Theme	High tech and low tech in favor of regenerative economy
Length	1 hour session
Compulsory / Optional	Compulsory
Overall delivery	Hybrid
Facilitation	Local, Online / In person
Keynote content	Transversal, online
Master Class' facilitator	Maja Zalaznik, Gregor Pfajfar
Keynote speaker(s)	Marco Segovia, Circularchange
Topic short description	This module will provide insights on the wide range of opportunities created by technology for the Regenerative Economy and how, for some sectors of activity, it can be a basis to develop efficient new types of solutions. The technology for the Regenerative Economy must be regarded broadly without focusing on popular new technology; all types of tech should be considered. For example, green Technologies (including low tech), renewable Energies, precision Agriculture and Biotechnologies, blockchain and Artificial Intelligence should all be considered.
Learning outcomes	At the conclusion of this module, the participant will have a deep understanding of the concept and the how to use: • Green Technologies • Renewable Energies • Waste management • Precision Agriculture and Biotechnologies • Carbon capture and storage technologies • Blockchain and Artificial Intelligence • Electric Vehicles
Aims and subjects	The module aims to give participants the tools to get interest in Technology and understand how it could enhance their organisational model.

Training Programme Framework

Content

Technology is a key lever in building a regenerative economy, acting as a catalyst to create more resilient and sustainable economic systems.

Green Technologies (1):

Environmentally-friendly technologies, including clean energy and advanced recycling, are essential. They help minimise the ecological footprint of human activities by reducing waste and optimising the use of resources.

Renewable Energies (2):

Innovation in renewable energies, such as wind, solar and hydroelectric, is vital. These technologies provide sustainable alternatives to fossil fuels, facilitating the transition to a low-carbon economy. One of the key questions is how to increase the energy of wind or solar farm can store and which technologies can enable energy storage advancement.

Waste Management (3):

Recycling technologies and waste-to-energy technology can provide a better future without waste going to waste.

Precision Agriculture and Biotechnologies (4):

These modern technologies promote more efficient and sustainable agriculture. They enable optimised resource management, while increasing yields and minimising environmental impacts.

Carbon capture and storage (5):

Environmental monitoring technologies are a key step to reducing carbon footprint, while technologies enable also to capture carbon and its storage.

Blockchain and Artificial Intelligence (6):

Blockchain can facilitate traceability and transparency in supply chains, while AI can optimise production and distribution processes, contributing to smarter, more sustainable economic systems.

Electric Vehicles (7):

Electric vehicles are projected to dominate new passenger car registrations globally, however the main challenges related to their cost, range and electric grid support remain. We question which factors need to be addressed the societies to be ready for this fundamental change in the mobility.

Training Programme Framework

Specific regenerative skills	*Yes / no*
Regenerative economic principles	Yes
Ecological Theory of Money	No
Regenerative (sustainability) literacy	No
Living system and regenerative design	No
Cultural and ethical awareness	Yes
Sense of agency for collective action	No

Generic skills related to regeneration	*Yes / no*
Systems thinking	Yes
Collaboration	Yes
Innovation and creativity	Yes
Integrated problem-solving	Yes
Critical thinking	No
Design thinking	Yes
Future and strategic thinking	No
Value thinking	Yes
Communication, facilitation, and negotiation	Yes
Adaptability and anticipatory skills	Yes
Regenerative leadership	No
Regulatory competence and Normative reasoning	Yes

Relevant literature / links

- Geissdoerfer, M., Savaget, P., Bocken, N. M., & Hultink, E. J. (2017). The Circular Economy–A new sustainability paradigm? *Journal of Cleaner Production*, 143, 757-768.
- Palensky, P., & Kupzog, F. (2013). Energy automation: Concepts, trends and technologies. *IFAC Proceedings Volumes*, 46(21), 411-416.
- Zhang, N., Wang, M., & Wang, N. (2002). Precision agriculture – a worldwide overview. *Computers and electronics in agriculture*, 36(2-3), 113-132.
- Mougayar, W. (2016). *The Business Blockchain: Promise, Practice, and Application of the Next Internet Technology*. John Wiley & Sons.
- Selected business case studies and market/trend reports.

Training Programme Framework

MASTER CLASS V – Opportunity Recognition

Ecosystemic value creation thinking

Learning format	Master Class
Theme	Building value out of a regenerative exosystemic logic
Length	1 hour session
Compulsory / Optional	Optional
Overall delivery	Hybrid
Facilitation	Local, Online / Offline
Keynote content	Transversal, online
Master Class' facilitator	UNIVE
Keynote speaker(s)	Cinzia Colapinto Daniela Pavan Matteo Silverio Lucio Dalla Pozza Elena Bertè
Topic short description	This module will provide insights into the very specific central role of eco-systemic value creation in the Regenerative logic. Indeed, the regenerative organisation can't be thought at a global scale, instead it must be thought of at a local scale, based on local value and thus on the creation of value with the local ecosystem.
Learning outcomes	At the conclusion of this module, the participant will understand: • The three dimensions of the regenerative economy: economic, social, and environmental • The role of those dimensions in eco-systemic value creation, the social dimension of eco systemic value creation. • How to actively contribute to the regeneration and revitalisation of ecological systems.
Aims and subjects	This module will equip participants with a clear understanding on how to foster eco-systemic value creation to add value to their organisation and as a base for their development strategy and to increase their regenerative impact.

Training Programme Framework

Objective

Eco-systemic value creation thinking is based on the development of business and design strategies that do not focus solely on financial value creation, but consider the whole system, including the natural and social environment. This emerging paradigm is centred on the understanding that value can be created and distributed in multiple ways across different dimensions: economic, social, and environmental (1).

Firstly, in eco-systemic value creation, the economic dimension does not stop at the generation of financial profits. Instead, it explores how business models can be redefined and innovated to contribute to more equitable and sustainable economic ecosystems. Companies embracing this approach often adopt circular or regenerative business models, which aim to minimise waste and maximise the sustainable use of resources (2).

Secondly, the social dimension recognises and values relationships and collaborations as crucial elements of value creation. Within this framework, organisations are encouraged to strengthen their ties with various stakeholders, including local communities, suppliers, employees, and consumers with the aim of co-creating value that benefits society as a whole.

Finally, the environmental dimension of eco-systemic value creation includes respect for and preservation of biodiversity and natural ecosystems. Companies adopting this approach strive not only to reduce their negative impact on the environment, but also to actively contribute to the regeneration and revitalisation of ecological systems (3).

In short, eco-systemic value creation proposes a model in which value is conceived as intrinsically interconnected and dependent on the relationships between the economy, society and the environment. This paradigm invites organisations to rethink and redefine the way they create and distribute value, promoting more inclusive, sustainable, and regenerative practices.

Training Programme Framework

Specific regenerative skills	*Yes / no*
Regenerative economic principles	Yes
Ecological Theory of Money	No
Regenerative (sustainability) literacy	No
Living system and regenerative design	Yes
Cultural and ethical awareness	Yes
Sense of agency for collective action	Yes

Generic skills related to regeneration	*Yes / no*
Systems thinking	Yes
Collaboration	Yes
Innovation and creativity	Yes
Integrated problem-solving	Yes
Critical thinking	Yes
Design thinking	Yes
Future and strategic thinking	Yes
Value thinking	Yes
Communication, facilitation, and negotiation	Yes
Adaptability and anticipatory skills	Yes
Regenerative leadership	Yes
Regulatory competence and Normative reasoning	No

Relevant literature / links

- Carayannis, E.G., Barth, T.D. & Campbell, D.F. The Quintuple Helix innovation model: global warming as a challenge and driver for innovation. J Innov Entrep 1, 2 (2012). https://doi.org/10.1186/2192-5372-1-2
- Osterwalder, A., & Pigneur, Y. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons.
- D. Dentoni, C. Cucchi, M. Roglic, R. Lubberink, R. Bender-Salazar, T. Manyise (2022). Systems Thinking, Mapping and Change in Food and Agriculture. Bio-based and Applied Economics 11(4): 277-301. doi: 10.36253/bae-13930
- C. Allnutt, Can Venice reinvent itself?, Finantial Time online 26 feb 2021, https://www.ft.com/content/ff4c32eb-b34e-4638-a0c9-1c6656906b02

Training Programme Framework

MASTER CLASS VI – Opportunity Recognition

Ecological theory of money

Learning format	Master Class
Theme	Financial resources in a regenerative business model
Length	1 hour session
Compulsory / Optional	Optional
Overall delivery	Online
Facilitation	Local, Online
Keynote content	Transversal, online
Master Class' facilitator	Arthur Gamberini (IMTBS)
Keynote speaker(s)	Vincent Javicoli Yannick Chammings
Topic short description	This module will provide insights into a clear definition of the ecological theory of money concept as an innovative approach that revisits the common understanding of money's role in the economy. It will underline how money and financial resources could be an actionable resource for a regenerative organisation instead of a strategic objective.
Learning outcomes	At the conclusion of this module, the participant will have a clear understanding of: • Money as an instrument that can influence the health and viability of socio-economic and environmental ecosystems. • How money in a regenerative approach can encourage responsible investment and leverage project impact. • The impact of that new logic on market mechanisms, pricing structures and investment strategies.
Aims and subjects	This module will help participants to draw upon a practical application of the ecological theory of money that can be a concrete way of reshaping opportunities and deep dive into their very own organisational model.

Content

The ecological theory of money is an innovative approach that revisits the traditional concept of money and its role in the economy, with a particular focus on sustainability and ecological balance. According to this perspective, money is not just a medium of exchange or a store of value, but also an instrument that can influence the health and viability of socio-economic and environmental ecosystems (1).

A central element of the ecological theory of money is the notion of "regenerative money". This approach proposes that the design and management of money should support sustainable, regenerative economic activities that contribute positively to the preservation and restoration of natural ecosystems. Regenerative money can encourage responsible investment, promoting business and consumption practices that have a positive or neutral environmental impact (2).

With this in mind, it's crucial to reassess and redefine the way value is created, measured, and exchanged in the economy. The ecological theory of money argues for a system where the creation and distribution of economic value is intrinsically linked to the health of social and ecological systems. This implies a profound reconceptualisation of market mechanisms, pricing structures and investment strategies to reflect and support the goals of sustainability and ecological regeneration (3).

The practical application of the ecological theory of money could take various forms, such as the issuance of complementary currencies linked to environmental projects, credit systems for sustainable initiatives, or investment mechanisms favouring companies committed to sustainability.

Training Programme Framework

Specific regenerative skills	*Yes / no*
Regenerative economic principles	Yes
Ecological Theory of Money	Yes
Regenerative (sustainability) literacy	No
Living system and regenerative design	No
Cultural and ethical awareness	Yes
Sense of agency for collective action	Yes

Generic skills related to regeneration	*Yes / no*
Systems thinking	Yes
Collaboration	Yes
Innovation and creativity	Yes
Integrated problem-solving	No
Critical thinking	Yes
Design thinking	No
Future and strategic thinking	Yes
Value thinking	Yes
Communication, facilitation, and negotiation	Yes
Adaptability and anticipatory skills	Yes
Regenerative leadership	Yes
Regulatory competence and Normative reasoning	No

Relevant literature / links

- Lietaer, B., Ulanowicz, R.E., Goerner, S.J., & McLaren, N. (2010). Is our monetary structure a systemic cause for financial instability? Evidence and remedies from nature. *Journal of Futures Studies*, 14(3), 47-69.
- Greco Jr, T. H. (2001). *Money: understanding and creating alternatives to legal tender*. Chelsea Green Publishing.
- Jackson, T. (2009). *Prosperity without growth: Economics for a finite planet*. Earthscan.

1. Training Programme Framework

(iii) MOOC Syllabus

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Training Programme Framework

MOOC

Learning format	MOOC
Theme	Regenerative Economy
Rationale	**The MOOC** will be used by participants in the innovation challenge/ mentoring programme and those who haven't had a chance to participate in the training program providing: • greater flexibility for participants to learn and practice their skills • access to all universities, entrepreneurs and communities interested • a platform that allows autonomy for participants & a bottom-up approach to understand the complexity of the problem
Length	8*1h = 8 hours
Compulsory / Optional	Optional
Overall delivery	Online
Facilitation	Online
Topic short description	**MOOC content is constituted by the master classes registered while being delivered online and thus cover the following subjects addressed:** • Regenerative Economy State of the Art • Exploring Transformative Technologies and Innovative Business Models • Financing and Value Redistribution in Regenerative Enterprises • Eco-systemic Value Creation and Thinking • Living Systems Thinking • Cross-sectoral Collaboration for the Regenerative Transition
Aims and subjects	• To provide the knowledge and skills required to develop regenerative economies • To highlight best practice in regenerative economy research and practise • Provide support material to allow participants to understand key concepts of developing a regenerative economy and regenerative business models.
Learning outcomes	At the conclusion of this MOOC, the participant will be able to understand the principles of a Regenerative Economy and to implement them into their projects.

Training Programme Framework

Specific regenerative skills	*Yes / no*
Regenerative economic principles	Yes
Ecological Theory of Money	Yes
Regenerative (sustainability) literacy	Yes
Living system and regenerative design	Yes
Cultural and ethical awareness	Yes
Sense of agency for collective action	Yes

Generic skills related to regeneration	*Yes / no*
Systems thinking	Yes
Collaboration	Yes
Innovation and creativity	Yes
Integrated problem-solving	Yes
Critical thinking	Yes
Design thinking	No
Future and strategic thinking	Yes
Value thinking	Yes
Communication, facilitation, and negotiation	Yes
Adaptability and anticipatory skills	Yes
Regenerative leadership	Yes
Regulatory competence and Normative reasoning	Yes

2. Training Implementation Report

(i) Overview

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Training Implementation Report

Introduction

The Training Implementation report provides a comprehensive overview of the delivery and outcomes of the program.

This report focuses on several key aspects:

1. **Summary of Delivery:** An overview of how the training program was executed, including the methods and approaches used to engage participants and deliver content.

2. **What, How, and Where:** Detailed descriptions of what content was delivered, how it was delivered, and the various locations and platforms used for training sessions.

3. **Results:** An analysis of the outcomes, including student feedback, learning outcomes, and overall effectiveness of the program.

4. **Insights and Learnings:** Key insights and lessons learned from the implementation of the training program, gathered from participant feedback and observations.

This report draws primarily on the feedback collected from the master classes sessions. These webinar sessions were a significant component of the training program, providing valuable data on participant engagement, satisfaction, and the effectiveness of the content delivered.

Summary of Delivery

From February to June 2024, the RegenU training program was executed online, to both students of the universities as well as ‘non-students‘ from outside the universities, in the following way:

Webinar	Topic / Title	Facilitator /s	Date and Duration	Type	Number of Attendees (registration) and status
1	Regenerative Economy State of the art	University of Vic, Spain Trinity College Dublin, Irland	29.02.2024 1:20 hour	Webinar	56 Students: 16 non-students: 40
2	Technology & regenerative economy / Exploring transformative technologies and innovative business models	University of Ljublijana, Slovenia	05.03.2024 1:20 hour	Webinar	125 students: 66 non-students: 59
3	Ecological theory of money / Financing and value redistribution in regenerative enterprises	Institut Mines-Telecom Business School, France	15.03.2024 1 hour	Webinar	19 students: 3 non-student: 16
4	Eco Systemic value creation thinking	Università Ca' Foscari Venezia, Italy	05.04.2024 1 hour	Webinar	28 students: 12 non-students: 16
5	Living systems, regenerative design and eco-perception	FH Münster, Germany	08.04.2024 1 hour	Webinar	39 students: 7 non-students: 32
6	Cross sectoral Collaboration for the regenerative economy	University Industry Innovation Network, Netherlands	06.06.2024	Webinar	24 students: 0 non-students: 24

Key data

A quick-look summary of the training delivery can be found in the following numbers:

7 countries

(Spain, Ireland, Slovenia, France, Italy, Germany, Netherlands)

6 webinars

291 participants

104 students from the respective universities

16 keynote speakers

2. Training Implementation Report

(ii) Feedback summary

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Feedback summary

Participants were asked to provide feedback at the conclusion of the respective sessions of the training program in the form of a survey collecting both:

1. **Quantitative evaluation** (this page) – participants were offered a five-point likert scale of 'highly dissatisfied' to 'highly satisfied' to a number of characteristics of the program, including overall satisfaction.

2. **Qualitative feedback** (next page) – participants were provided open questions in which they could provide text responses about the program.

Quantitative evaluation

- **Organisation and content**: Evaluation results highlight an overwhelmingly positive response from participants. The majority of attendees were highly satisfied with both the organization and content presentation, rating them predominantly as excellent.
- **Understanding of core themes**: All participants demonstrated a strong understanding of the core themes explored in the webinar, particularly regarding living systems and their application in addressing entrenched patterns within our modern paradigm.
- **Likelihood of recommendation and future attendance**: Respondents expressed a positive Net Promoter Score (likelihood of recommending the webinar to others and attending future sessions), emphasizing the value and impact of the webinar experience.
- **Positive overall ratings**: The webinars received very positive ratings overall, with the majority of respondents finding the content highly relevant to their expectations. Most participants considered it either extremely relevant or relevant, with only a small minority viewing it as neither relevant nor irrelevant.

Feedback summary

QUALITATIVE EVALUATION

Content & Structure

- **Balance Content and Time:** The one-hour length was generally appropriate, however, to ensure the content fits within the allotted time, consider extending the sessions to 1.5 hours for more comprehensive coverage.
- **Concepts vs. Case Studies:** Maintain a good balance between theoretical concepts and practical case studies. Incorporate more specific examples and real-life case studies demonstrating regenerative principles in economic contexts.
- **More Specific Examples and Case Studies:** Include diverse and inspiring examples to enhance understanding and engagement.

Language and Communication

- **Technical vs. Conversational Language:** Adapt the language to the audience by balancing technical terms with more accessible, conversational language.
- **Authentic Speakers:** Ensure that there are speakers who can share from their own experiences can captivate the audience.

Participant Engagement

- **Enhancing Interaction:** Increase interaction with participants to foster value co-creation during the webinars. Use digital tools like Mentimeter to ensure equal engagement from both in-person and online participants.
- **Icebreaker Questions:** Try to use more ‘ice-breakers’ to start the sessions and warm up the participants. Questions at the beginning of the webinar in the chat, such as “What is your superpower?", serves as a good icebreaker.
- **Knowledge Level Assessment:** An assessment of participants' own knowledge level using a predefined scale (e.g., 1 to 5) provides an overview of the existing knowledge in the webinar.
- **More Time for Q&A:** Attendees indicated a desire for more time dedicated to Q&A sessions to enable participants to seek clarification, delve deeper into topics, and engage directly with presenters, enhancing the overall learning experience.

2. Training Implementation Report

(iii) Detailed results

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Feedback on Webinar 1: Regenerative Economy State of the Art

The webinar "Regenerative Economy State of the Art" received extensive feedback from its 56 participants.

Overall Rating:

- Explanation: Participants were asked to rate their overall experience of the webinar.
- Summary: 75% rated it as Excellent, 16.7% as Good, 4.2% as Average, and 4.2% as Poor. This indicates that the vast majority (91.7%) found the webinar to be highly satisfactory.

Webinar Organization:

- Explanation: This rating assessed the effectiveness of the event's organization and execution.
- Summary: 79.2% rated the organization as Excellent, 16.7% as Good, and 4.2% as Average, with no poor ratings. This shows that the organization was highly praised, with 95.9% positive feedback.

Content Presentation:

- Explanation: This metric evaluated the clarity and quality of the content delivered.
- Summary: 70.8% of participants rated the presentation as Excellent, 25% as Good, and 4.2% as Average, indicating that 95.8% found the content presentation to be of high quality.

Relevance to Expectations:

- Explanation: This assessed how well the webinar content matched the participants' expectations.
- Summary: 83.3% rated it as Excellent, 8.3% as Good, and 8.3% as Poor. This suggests that 91.6% of the participants felt the webinar met or exceeded their expectations.

Likelihood of Recommending the Webinar:

- Explanation: Participants rated how likely they were to recommend the webinar to others.
- Summary: 66.7% gave a rating of 10 points, 8.3% gave 9 points, and 25% gave other ratings. This indicates that 75% of participants were highly likely to recommend the webinar.

Future Webinar Attendance:

- Explanation: This assessed participants' interest in attending future webinars.
- Summary: 91.7% said they would attend future webinars, while 8.3% were uncertain. No participants indicated they would not attend.

Feedback on Webinar 1: Regenerative Economy State of the Art

- Date & Time: Thursday, 29th February | 19:00 – 20:00 CET
- Platform: Zoom
- Participants: 56 (16 students, 40 non-students)

Overall Feedback

- Majority of participants reported a highly satisfactory overall experience.
- High ratings for organization and content presentation.
- Content was highly relevant to participant expectations.
- Significant interest in recommending the webinar to others.
- Strong interest in attending future sessions.

Highlights

- Smooth execution and well-structured format.
- Interactive nature of the event was appreciated.
- High quality of presentations.
- High level of satisfaction and strong interest in future sessions.

Suggestions for Improvement

- Check in with the audience during information-heavy sections.
- Adjust timing to earlier in the evening.
- Allocate more time for discussion and Q&A.
- Focus more on case studies.
- Ensure clearer content alignment with the concept of a regenerative economy.

Feedback on Webinar 2: Exploring transformative technologies and innovative business models

- Date & Time: Thursday, 5th March
- Platform: Zoom
- Participants: 125 (66 students, 59 non-students)

Overall Feedback

- The masterclass attracted numerous participants who were highly engaged with the topic.
- Participants learned a great deal about the role of technology in the regenerative economy.
- Positive feedback was received both during the class and through the post-masterclass survey.

Highlights

- High level of participant engagement and interest in the topic.
- Diverse and inspiring examples of transformative technologies and innovative business models.
- Gratifying feedback for the instructors from both live and post-class surveys.

Suggestions for Improvement

- Use digital tools like Mentimeter to ensure equal engagement from both in-person and online participants.
- Address the imbalance in engagement between in-person and online participants by incorporating interactive digital platforms.
- Consider narrowing the scope of the content to avoid overload.
- Extend the workshop duration to 1.5 hours to allow ample time for a Q&A session, ensuring all materials and examples are adequately covered.

Feedback on Webinar 3: Financing and Value Redistribution in Regenerative Enterprises

- Date & Time: Monday, 15th March | 15:00 – 16:00 CET
- Platform: Zoom
- Participants: 19 (3 students, 16 non-students)

Overall Feedback

- The evaluation results indicate an overwhelmingly positive response from participants.
- High satisfaction with the organization and content presentation, with ratings predominantly in the "Good" to "Excellent" range.
- Content was highly relevant to participant expectations, with a majority rating it as "Very Good" or "Excellent".
- Strong interest in recommending the webinar to others, with participants likely to attend future sessions.

Highlights

- Smooth execution and well-structured format.
- High quality of presentations, with participants appreciating the informative and engaging content.
- Content resonated with participants, providing new information and insights, even for those not specialized in the field of finances.
- Participants found the session engaging and informative, praising the quality of the experts involved.

Suggestions for Improvement

- Include more visual aids to help fix some of the points discussed, enhancing clarity and retention.
- Visualize main ideas to better support understanding, especially for participants new to certain concepts like climate dividends.
- Address timing issues to improve attendance. Consider scheduling webinars during more convenient times, such as lunch breaks or Fridays.
- Enhance promotion strategies. In France, stronger institutional backing and more partnerships could help build confidence and increase participation.

Feedback on Webinar 4: Eco Systemic value creation thinking

- Date & Time: Thursday, 5th April | 13:00 – 14:00 CET
- Platform: Zoom
- Participants: 28 (12 students, 16 non-students)

Overall Feedback

- The one-hour length of the webinar was deemed appropriate by participants.
- Participants appreciated the balance between notions and concepts versus case studies.
- The importance of collaborative effort in value creation within the regenerative economy was effectively communicated.

Highlights

- Well-received balance of theoretical notions and practical case studies.
- Participants found the few but well-defined case studies particularly effective.
- The idea that "collaborative effort" is fundamental to value creation in a regenerative economy was clearly conveyed and understood.

Suggestions for Improvement

- Continue ensuring that the content fits well within the one-hour time frame.
- Balance technical language with more divulgated/conversational language based on the audience's background.
- Maintain a focus on a few well-defined case studies to illustrate key concepts effectively.

Feedback on Webinar 5: Living Systems, Regenerative Design and Eco Perception

- Date & Time: Monday, 8th April | 13:00 – 14:00 CET
- Platform: Zoom
- Participants: 39 (7 students, 32 non-students)

Overall Feedback

- Overwhelmingly positive response from participants.
- High satisfaction with both the organization and content presentation, with most ratings being excellent.
- Content was highly relevant to participant expectations, with many rating it as excellent.
- All participants demonstrated a strong understanding of the core themes, particularly regarding living systems and their application in addressing entrenched patterns within our modern paradigm.

Highlights

- Smooth execution and well-structured format.
- High quality of presentations.
- Content resonated with participants, fostering a positive learning environment.
- Strong interest in recommending the webinar to others.
- High likelihood of attending future sessions.

Suggestions for Improvement

- Include more specific examples and real-life case studies demonstrating regenerative design principles in economic contexts.
- Invite more speakers to provide diverse perspectives.
- Allow slightly more time for discussion towards the end of the webinar.
- Extend Q&A sessions for more interactive exchanges.

Feedback on Webinar 6: Cross-sectoral Collaboration for the Regenerative Transition

- Date & Time: Thursday, 29th February | 19:00 – 20:00 CET
- Platform: Zoom
- Participants: 24 (0 student, 24 non-students)

Overall Feedback

- Participants generally found the webinar enjoyable and engaging.
- The content and presentations were well-received, with participants appreciating the diversity of the presentations under the same topic.
- The interactive format of the webinar, including the use of Mentimeter and opportunities for questions, was highly valued.

Highlights

- Participants enjoyed the diversity and quality of presentations and presenters.
- The interactive format, particularly the use of Mentimeter to collect audience opinions and facilitate Q&A, was well-received.
- Positive feedback on the interactions between the presenter and external guests, which conveyed a strong sense of collaboration.
- Requests for access to the webinar recording and presentation slides indicate the content was valuable and participants wanted to revisit it.

Suggestions for Improvement

- Incorporate more interactive elements, such as additional Mentimeter questions, to maintain consistent audience engagement.
- Allocate more time for questions and discussions, potentially by extending the webinar duration to 1 hour and 15 minutes.
- Consider including another presenter with a third initiative to provide more diverse perspectives.
- Provide access to webinar recordings and presentation slides to allow participants to review and revisit the material.

3. Recommendations

i) Summary of learnings and recommendations

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Summary of Learnings and Recommendations

Engagement and Interaction

- Use digital tools like Mentimeter to ensure equal engagement from both in-person and online participants.
- Incorporate more interactive elements, such as additional Mentimeter questions, to maintain consistent audience engagement.
- Include more visual aids to help fix some of the points discussed, enhancing clarity and retention.
- Extend Q&A sessions to allow for more interactive exchanges and ample time for discussions.
- Allocate more time for questions and discussions, potentially by extending the webinar duration to 1 hour and 15 minutes.

Content Delivery

- Focus more on specific examples and real-life case studies demonstrating regenerative design principles in economic contexts.
- Consider narrowing the scope of the content to avoid overload.
- Balance technical language with more divulgative/conversational language based on the audience's background.
- Ensure clearer content alignment with the concept of a regenerative economy.
- Maintain a focus on a few well-defined case studies to illustrate key concepts effectively.

Scheduling and Timing

- Adjust timing to earlier in the evening or schedule webinars during more convenient times, such as lunch breaks or Fridays, to improve attendance.
- Continue ensuring that the content fits well within the one-hour time frame, but consider extending the workshop duration to 1.5 hours when necessary to cover all materials and examples adequately.

Summary of Learnings and Recommendations

Promotion and Institutional Backing

- Enhance promotion strategies, particularly in regions like France, where stronger institutional backing and more partnerships could help build confidence and increase participation.

Diverse Perspectives

- Invite more speakers to provide diverse perspectives.
- Consider including another presenter with a third initiative to offer a wider range of insights.

Post-Webinar Resources

- Provide access to webinar recordings and presentation slides to allow participants to review and revisit the material.

Learnings for future training program delivery

Collaboration and Attendance

The collaboration between institutions was highly positive and contributed significantly to the success of the Masterclasses. This joint effort allowed us to reach our target KPIs for attendees and provided a variety of subject matter, making the content accessible to a diverse audience. Running the events online enabled us to reach a potentially wider and more diverse audience. For example, one event saw up to 68 participants from 10 different countries, with nearly 120 people originally registered. This reflects very good attendance numbers based on early registrations.

Timing and Duration

One key learning is the importance of selecting the optimal time for webinars. Scheduling during more convenient times, such as lunch breaks or Fridays, could improve attendance. Participants suggested that middle-of-the-afternoon sessions on weekdays might not be ideal since many people are at work. Therefore, adjusting the timing can potentially increase participation. Another potential issue is determining the perfect duration for online events. Sessions lasting 60–90 minutes seem to be optimal, particularly in the evening, as audiences tend to lose interest in sessions running over 90 minutes.

Promotion and Institutional Backing

Feedback highlighted the need for stronger promotion strategies, especially in regions like France. Enhancing the visibility and credibility of the webinars through stronger institutional backing and more partnerships can help build confidence and increase participation. Participants noted that without strong institutional support, it can be challenging to attract a larger audience.

Recommendations

Learnings for future training program delivery

Content Delivery

To improve content delivery, including more visual aids and specific examples can help clarify points and enhance retention. Visualizing main ideas, especially for complex concepts like climate dividends, supports better understanding and engagement. Ensuring content alignment with the topic, such as the regenerative economy, and incorporating more real-life case studies can make the webinars more relevant and engaging. We also learned that people's understanding of the 'regenerative economy' varies widely, so it is important to ensure that the content is accessible and engaging.

Interactive Elements

Increasing interactive elements such as Q&A sessions, initial questions to engage participants, and extended discussion periods can foster deeper engagement. Participants expressed a desire for more time for Q&A and discussion, indicating that these elements are crucial for enhancing the overall learning experience. Using digital tools like Mentimeter to ensure equal engagement from both in-person and online participants can help address any imbalance in participation.

3. Recommendations

ii) MOOC:
Tasks for partners

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MOOC:
Tasks for partners

Recordings

- In order to prepare the webinar recordings so they include the most valuable and relevant information for MOOC participants, the recordings will have to be edited and cut down.
- To do this, partners will be requested to rewatch their recordings and indicate the most important sections of their video using timestamps (i.e. 1:53-5:42, 7:33-18:04), indicating what can be cut from their videos. UIIN will then take care of the physical editing process.
- As well as following the information provided by partners about the most important parts of their recording, UIIN will ensure the smooth running of the videos, cutting pauses etc.

Intro & Outro Recordings

- UIIN, with the support of IMTBS and UL, will record intro and outro videos to introduce and close the MOOC.
- Scripts for these videos will be developed by UIIN with the support of IMTBS and UL and will be sent to the consortium for feedback.

Extra materials

- Partners should identify any extra materials, worksheets, blog articles, videos, podcasts, books and journal articles that complement their module content.
- Each partner should try to identify at least 2 extra materials to be included on the MOOC platform alongside their module.

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