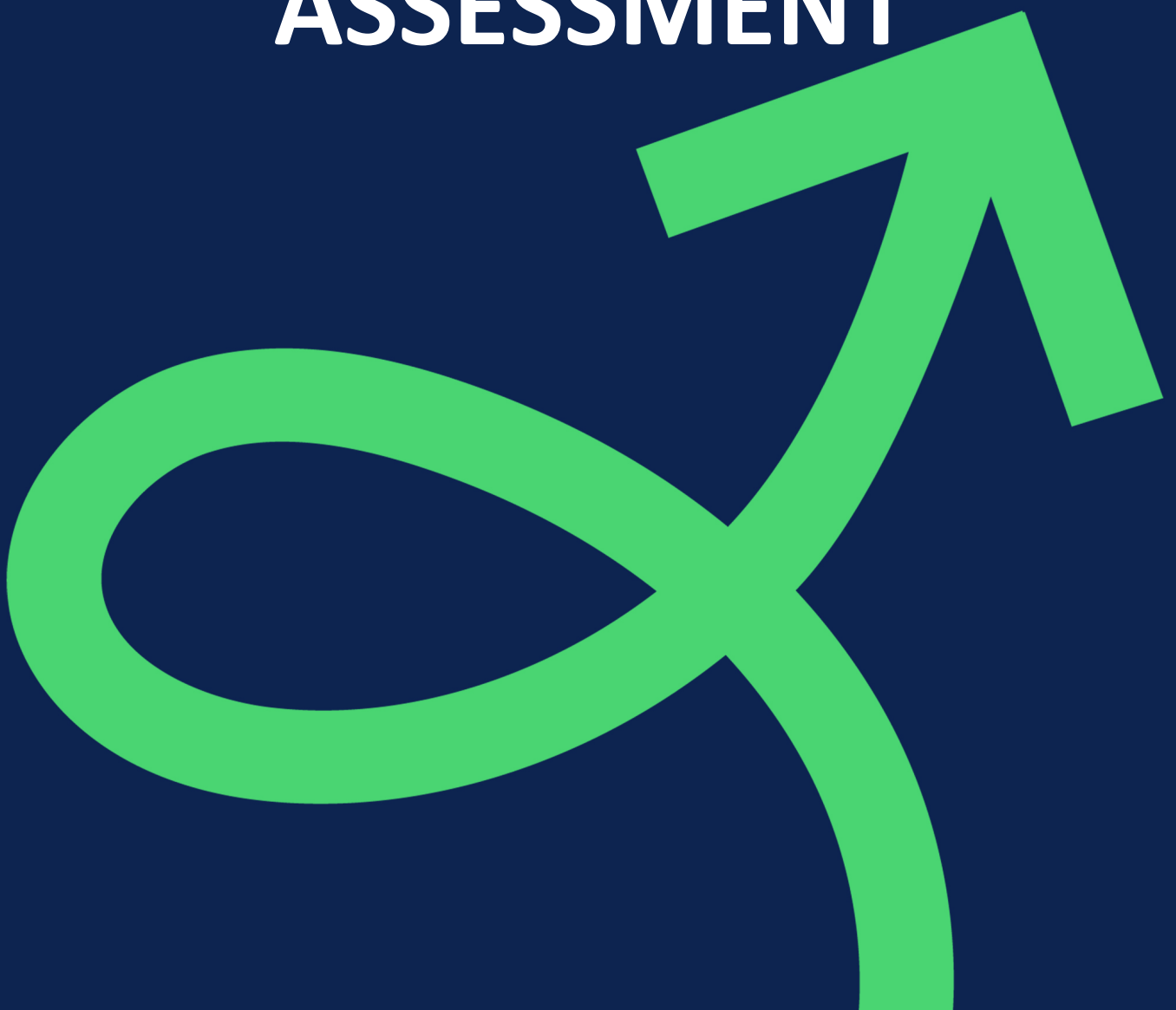


CIRCULAR SKILLS AND COMPETENCE SELF ASSESSMENT



DATA PROTECTION NOTICES AND INFORMED CONSENT

I have read all information below and I understand them completely. All of my questions regarding this study have been answered to my complete satisfaction.

I agree to participate in this research.

YES ☐

NO ☐

Purpose of the Study

The following questionnaire is developed under the work programme of the European project REFLOW co-financed in the context of the HORIZON2020 programme. The project objective is to

Procedures, confidentiality and duration

In the course of this assessment, you will be asked to complete the survey online expressing your views. Your responses will be kept completely confidential and anonymous.

The data you are providing will be kept by the Consortium until the end of the project.

Potential Benefits and Use of Results

The input will serve as basis to develop the content of the REFLOW capacity building resource collection. In the framework of the project, stakeholders will be able to access specific training resources, guidelines, handbooks to help them perform their day to day activities.

Data Handling, Processing and Uses

Questionnaire/survey and respondent will be identified by specific codes to keep participant confidentiality. The personal data, will be accessed only by the person who will process them during the course of the project and are optional. Separate files will be made with the results of the questionnaire/survey and the email addresses of senders such that a respondent's specific responses cannot be linked back to his/her e-mail address. The personal data will be kept inside the European Economic Area; only the results produced by the processed data will be transferred outside the European Economic Area. The Working Package coordinator is responsible for protecting the personal and survey against unauthorised access.

Right to refuse and to withdraw

I understand that my participation is voluntary and I may refuse to participate, or may contact the consortium to remove my personal data from kept records at any time.

Individuals to contact

If I have a question about my participation in this study, I can contact the WP Leader: Mr. Erwan Mouazan (erwan.mouazan@ecovala.eu), Finland.



INTRODUCTION : WHAT IS REFLOW?

*REFLOW is a EU H2020 project, from 2019 to 2022, that seeks to understand and transform urban material flows and to co-create and test circular and regenerative solutions in urban and peri-urban areas across Europe. The vision of REFLOW is to **develop circular and regenerative cities through the re-localisation of production and the reconfiguration of material flows at different scales, leveraging Fab Labs and makerspaces as catalysts of wide collaboration and co-creation conducive to systemic, sustainable change.***

In this context, REFLOW aims to provide viable practices aligning public and private actors' interests to enable an effective and meaningful transition to circular and regenerative cities, contributing in turn to the achievement of the Sustainable Development Goals (SDGs).

*In order to provide critical examples of ways in which cities can become circular, REFLOW will explore and test new business models (Distributed Design Market model, On-Demand System, Corporate Hacking and Corporate Pyramid) within the six REFLOW Cities - **Amsterdam, Berlin, Cluj-Napoca, Milan, Paris and Vejle.***

*In order to progress towards circular cities, all involved **stakeholders need to be equipped with a set of skills and competences that support this transition.** In the project, our goal is to address these skills through a set of capacity building interventions. Capacity building refers to the training and advisory support provided to city governments, companies, organisations and citizens. To develop awareness, build up skills and competences towards the acceleration of circular cities, cities and their stakeholders can work in partnership with local actors to develop practical training and business capacity building programmes . The key objective is to enable mainstreaming circular economy understanding and supports best practices development within society.*



1. OBJECTIVE OF THE ASSESSMENT

Supporting, developing, and building capacity around circular economy opportunities is key to shifting systems. City governments can work with businesses, the community, and individuals to build capacity. Workshops, training programmes, and skills development are important tools.

Initiatives to build individual, community, and business capacity to help drive circular economy activities include: stimulating skill development, running capacity-building online and face to face workshops, developing guides and toolkits, supporting physical community innovation and repair hubs, developing tailored capacity building programmes for local businesses, entrepreneurs and training centers...

In order to tailor the training resources to the needs of active stakeholders at city level, it is necessary to first identify and assess the skills and competences needed for each stakeholder and second, prioritize the skills that should be developed further based on existing levels of competence. Finally, it is also important to grasp how individuals generally want to learn.

This assessment is organised in several sections

Section 1. *Tell us about yourself*

Section 2. *Competence self-assessment: Evaluate the importance of skills and the level of competence according to your occupation.*

Section 3. *Your learning routines*

Section 4. *Your view on capacity building resources*



SECTION 1 - TELL US ABOUT YOURSELF

1. Who are you?

First name:	
Surname:	
Organisation/Company:	
City:	
Email:	

What is your main function in relation to the transition of your city towards circular economy?

- ☐ City officer
- ☐ Business/Entrepreneur
- ☐ NGO
- ☐ Citizen/community member
- ☐ Makerspace
- ☐ Academia
- ☐ Other:

**Can you describe in a few sentences how your current activities are related to circular economy?
(function/responsibilities/activities)**

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How long have you been working on the topic?	Less than six months <input type="checkbox"/>	1 year <input type="checkbox"/>	2 to 5 years <input type="checkbox"/>	Longer <input type="checkbox"/>
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Which needs/challenges are you currently facing in your day to day activities?

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What motivates you regarding your current role? *(alignment between personal values and profession, capacity to apply competence in meaningful job, etc...)*

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SECTION 2 - COMPETENCE ASSESSMENT

The following questions aim to address the set of competences and skills one needs to have when being involved in circular economy transitions at city level.

- For each competence block, we will ask you to assess the importance of the skills according to your own need.

Very important	Important	Moderately important	Low importance	No answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- We also ask you to provide us with your level of competence associated to that particular skill.

Level of competence

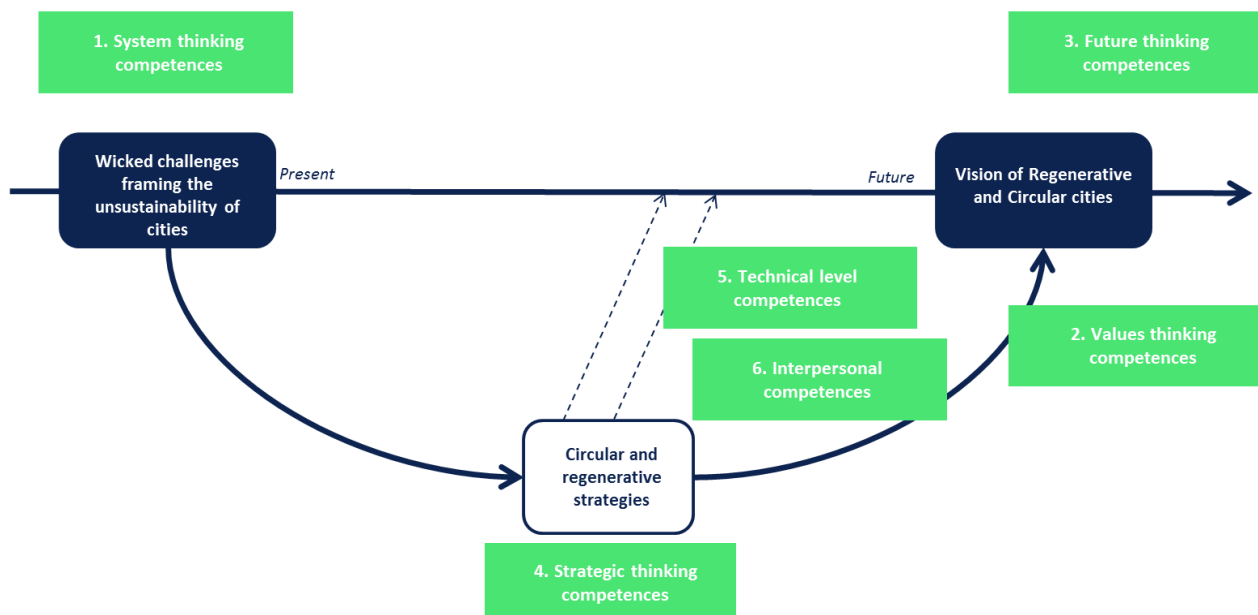
Level of competence		Description
Proficiency	P	Able to manage, supervise and advice others
Experience	E	Capability of undertaking the competence independently
Knowledge	K	Capable of contributing to the work of others but not of undertaking the competence independently
Awareness	A	Is aware of the competence but has not practiced it
Not applicable	NA	No experience, knowledge or training

Overview of competences

Making the transition to circular and regenerative cities relies on a different set of skills, competences and approaches.

These competences can be drawn from generic skills sets associated to *sustainability competences* such as systems thinking, value thinking or futures thinking competences, in combination with *contextual competences* directly connected to the phenomenon of circular and regenerative cities, and *interpersonal competences* which create the necessary conditions to develop and strengthen other competences

Figure 1 describes the overall competence framework developed in the context of the REFLOW project. Generic competences “packages” are described below.



1. Systems Thinking Competence:

Ability to analyze sustainability problems and solutions cutting across different domains and scales; considering agents, cause-effect structures, cascading effects, inertia, feedback loops, etc.

2. Values Thinking Competence:

Ability to collectively map, specify, apply, reconcile, and negotiate sustainability values, principles, goals, and targets

3. Futures Thinking Competence:

Ability to anticipate how sustainability problems and solutions might evolve over time, considering alternative development pathways for current systems and crafting coherent and plausible pictures of the future

4. Strategic Thinking Competence:



Ability to design and implement transformational (systemic) intervention and transition strategies toward sustainability

5. Technical level competence:

Level 1: Technical level 1 sets out the general knowledge, skills and competences needed to develop circular and regenerative cities

Level 2: At this level, the requisite skill sets are focused and tailored to particular roles of target groups

6. Interpersonal Competence:

Ability to work in teams, and understand, embrace, and facilitate diversity among cultures and social groups. Interpersonal competence is a basic ingredient in each of the other competencies.

SYSTEMS THINKING COMPETENCES

Based on your role and responsibilities, please appreciate the importance of the following competences whereby “No answer”=Neutral

We also ask you to provide us with the level of competence associated to that particular skill: **Proficiency (P)** **Experience (E)**, **Knowledge (K)**, **Awareness (A)**, **Not applicable (NA)**.

KNOWLEDGE:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Has knowledge of important sustainability aspects in urban development , such as population, economy and growth, resources, climate, environment and health as well as biodiversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Has knowledge of the social, environmental and economic impacts of urban development .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Has understanding of cities and their design as complex systems in which different contexts, structures and changes mutually affect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A

						AN
Has thorough knowledge and understanding of different societal interests and roles of actors in relation to sustainable urban development as well as the possibilities and challenges characterizing the interplay between different actors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
SKILLS:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Can carry out investigations of sustainability aspects in an urban context in which the methodological approach takes into account the complex relations of cities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can identify, analyse and assess relevant problems and impacts related to sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can understand, apply and critically reflect on relevant quantitative as well as qualitative economic, social, environmental and/or technical methods of analysis and identify the interests connected to these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN

Can independently collect relevant data in relation to the challenges and problems of the project, and assess the quality and reliability of this data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can structure and manage the complex combination of specific challenges related to sustainable urban development at the organisational level in his/her work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can understand different types of organisations (both institutional and bottom-up); map important stakeholders and initiate a relevant dialogue with these.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can identify, analyse and assess project-related problems and impacts related to sustainability in a societal perspective, including understand the interplay between the local, regional and national levels .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
COMPETENCES:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Can manage interdisciplinary cooperation in relation to economic, social and environmental assessment at city level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E



K
A
AN

Values thinking competences

Based on your role and responsibilities, please appreciate the importance of the following competences whereby “No answer”=Neutral

We also ask you to provide us with the level of competence associated to that particular skill: **Proficiency (P)** **Experience (E)**, **Knowledge (K)**, **Awareness (A)**, **Not applicable (NA)**.

KNOWLEDGE:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Has a thorough understanding of the concepts of justice, equity, social–ecological integrity, and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Has a thorough understanding of how these concepts vary across and within cultures , and how integrating these concepts contributes to solving sustainability problems.						
SKILLS	Very important	Important	Moderately important	Low importance	No answer	Competence level
Can use methods such as visioning, multi-criteria assessment, and risk assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
COMPETENCES	Very important	Important	Moderately important	Low importance	No answer	Competence level



Ability to collaborate with stakeholders to **specify, negotiate, and apply sustainability values,** principles, objectives, and goals.

Future thinking competences

Based on your role and responsibilities, please appreciate the importance of the following competences whereby “No answer”=Neutral

We also ask you to provide us with the level of competence associated to that particular skill: **Proficiency (P)** **Experience (E)**, **Knowledge (K)**, **Awareness (A)**, **Not applicable (NA)**.

KNOWLEDGE:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Has understanding of the concepts of sustainability and circular economy in a local and global context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Has knowledge of different models for the development and design of cities with a sustainability and circularity approach and the impacts of these models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Has a thorough understanding of the different types of futures, i.e., possible futures (based on notions of plausibility), probable futures (those determined “likely” to occur), and desirable futures (value-laden; based on sustainability principles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Has thorough knowledge of important side effects of the most common strategies for the promotion of consideration of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P

sustainability in urban development							E K A AN
SKILLS:	Very important	Important	Moderately important	Low importance	No answer		Competence level
Can reflect critically on the relations between growth, innovation and sustainability in the context of city development							P E K A AN
Has the ability to discern which time scales are relevant to a problem and its possible solutions.							P E K A AN
COMPETENCES:	Very important	Important	Moderately important	Low importance	No answer		Competence level
Has an understanding of the corresponding ways to build these different futures using methods like scenario construction, forecasting and backcasting, and sustainability visioning.							P E K A AN

Technical competences

Based on your role and responsibilities, please appreciate the importance of the following competences whereby “No answer”=Neutral

We also ask you to provide us with the level of competence associated to that particular skill: **Proficiency (P)** **Experience (E)**, **Knowledge (K)**, **Awareness (A)**, **Not applicable (NA)**.

KNOWLEDGE:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Has knowledge of project-related quantitative and qualitative economic, sociological, environmental and/or technical methods of analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Has thorough knowledge of selected types of tools and systems for the promotion of sustainability at city and organizational level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Has knowledge of planning processes related to sustainable urban development, including the influence of political, economic and other interests in relation to power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Has knowledge of political approaches which influence sustainability in urban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P

development							E K A AN
Has knowledge of governance models in relation to multi-stakeholders decision-making processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		P E K A AN
Has knowledge of methods of experimentations and prototyping in relation to the social development and conditions of life of the city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		P E K A AN
Has knowledge of economic impact assessment in the public and private sectors; social and environmental impact assessment, as well as the interaction between assessment, implementation and public regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		P E K A AN
Has knowledge of innovative business models and their significance for sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		P E K A

						AN
Has knowledge of new technological approaches to the promotion of sustainable innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
SKILLS:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Can analyse and assess selected tools and approaches to embedding the sustainability efforts into the multiple layers of a city, from mapping and documentation to securing continuous improvements through motivation, participation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can use the selected tools and approaches as the basis for developing proposals for sustainability-related improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can, by the use of various tools, assess the effects of initiatives seen in relation to sustainable urban development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN

Can analyse and critically reflect on policies, strategies and plans for urban development in terms of their impacts and potentials for urban development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can understand, apply and critically reflect on relevant quantitative as well as qualitative economic, sociological, environmental and/or technical methods of analysis and identify the interests connected to these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can independently collect data in relation to relevant societal problems and assess the quality and reliability of this data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can assess and combine different approaches to promoting sustainability and circular economy in an urban context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
COMPETENCES:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Can understand and reflect on theory, assessment methods and analytical tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E

within the relevant fields.							K A AN
Can continually adjust and adapt different tools and systems to the present challenges of a city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		P E K A AN
Can combine and use relevant theories, understandings, methods and analyses in such a way that these form a synthesis aimed at the formulation of concrete strategies and plans for the work of the city with sustainable solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		P E K A AN
Can independently assess economic, social and environmental impacts in relation to sustainable urban development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		P E K A AN

Interpersonal competences

Based on your role and responsibilities, please appreciate the importance of the following competences whereby “No answer”=Neutral

We also ask you to provide us with the level of competence associated to that particular skill: **Proficiency (P) Experience (E), Knowledge (K), Awareness (A), Not applicable (NA).**

KNOWLEDGE:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Has a thorough understanding of the role of individuals (citizens) in the transition to circular cities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
SKILLS:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Is able to, independently, develop and introduce new concepts and methods of analysis in relation to problems relevant to his/her own professional competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can communicate knowledge of policies, planning and governance to specialists as well as non-specialists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A

						AN
Can communicate the result of projects to a selected target audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can independently initiate and participate in interdisciplinary planning tasks and cooperation at multi-organisational level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
Can analyse and understand the potentials and challenges in the development of cooperation relations, including public-private partnerships, networks, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN
COMPETENCES:	Very important	Important	Moderately important	Low importance	No answer	Competence level
Can independently initiate and participate in interdisciplinary planning tasks and cooperation across social levels, nationalities and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P E K A AN

Is able to develop professionally on a continuous basis through the acquisition of new knowledge of policy, planning and governance.

☐
☐
☐
☐
☐

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SECTION 3. YOUR LEARNING ROUTINES

Through which medium do you prefer acquiring new knowledge? (several answers possible)

- ☐ Online – self pace
- ☐ Online – scheduled learning (ie: MOOC)
- ☐ Offline: short workshop with a facilitator
- ☐ Offline: longer course with trainer (i.e: university courses)

Duration of training you normally take?

- ☐ Half and hour here and there
- ☐ Less than a day
- ☐ Day
- ☐ Longer training (semester, year)

Which technology do you normally use when learning

- ☐ Computer
- ☐ Smart phone
- ☐ Tablet
- ☐ Non-technology-based learning

SECTION 4- WHICH LEARNING RESOURCES WOULD YOU PREFER ACCESSING IN RELATION TO YOUR WORK?

	Very important	Important	Moderately important	Low importance	No answer
Theoretical content (articles, reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspirational short content (videos, best practices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Database of circular policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Database of circular business cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to guidance (handbooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical toolkits ready to be implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short Webinars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Longer extensive E-course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: Please add any other comment, recommendation or suggestion, that you consider interesting in relation with skills associated to circular economy transition