



Executive Agency, Education, Audiovisual and Culture



Competences for sustainable city development

**Competences for a sustainable city  
development:  
Qualification scheme for Climate Adaptation in  
Construction, Architecture and Planning**

**ClimCAP**

Final Report

Public Part

## **Project information**

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## Executive Summary

Even under the most optimistic greenhouse gas reduction scenarios, the ongoing process of climate change cannot be stopped. These impacts create new hazards and vulnerabilities, putting citizens' quality of life and health at risk. Even though uncertainties remain, applicable knowledge from science and practice is necessary for decision-making and for the implementation of adaptation measures. However, the integration of scientific findings into urban development and planning practice has not yet taken place, and fixed planning procedures lack both innovative approaches and adequate knowledge to integrate effective climate change adaptation measures into planning and construction practice.

The ultimate aim of the ClimCAP project was to develop a training programme that supports the proactive development of climate change adaptation measures in cities, towns and villages through upskilling built environment professionals working on the planning, design and implementation of adaptation schemes.

The impacts of climate change give a special importance to adaptation measures in order to ensure that all regions in Europe are becoming more resilient. The practical implementation of adaptation measures mainly takes place at the regional and local levels, particularly in urban environments. In that respect responsible planners, architects, politically and economically important decision makers as well as other planning and process relevant professionals play an outstanding role. Missing qualification in terms of adaptation to climate change is a bottleneck for any implementation. ClimCAP particularly addresses these deficits by having set up a vocational training scheme for the above mentioned target groups, both from the public and the private sector.

The workload and content of this qualification scheme was set up in regard to the compatibility to existing jobs of the trainees and the knowledge gained through the projects market analysis. In this regard the project was planned to contain a significant amount of e-learning methods. Furthermore the didactical concept foresaw face-to-face meetings and excursions. Besides practical and planning relevant skills the course also included teachings of consultancy and management skills as well as conflict moderation and knowledge management. In addition, every partner of the project was asked to develop a sustainable exploitation strategy for their respective countries to put into practice beyond the eligibility period.

The marketing material for the course has been produced and distributed to the partners via the project website. This website is also targeted as a resource for information to future potential participants of the course.

The test phase of the pilot training course was a complete success in all participating partner countries. The different work packages delivered good results to the point where everything could be pieced together to create a final standard product which could be sold anywhere in the EU. Various input could be drawn from the feedback sessions and evaluation forms to get the product from its pilot state to a launch version. The developed course contributed to the EU policies by encouraging the transnational knowledge transfer leading to a more equal basis in regard to climate adaptation using the partner countries individual strengths in different fields of urban planning.

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# 1. Project Objectives

The change of the global climate has an enormous effect on the quality of life and local conditions in our cities. A relevant increase of vulnerability of cities to the impact of climate change is expected in the next decades. Some characteristics of urban climate have negative effects on the biotic and abiotic urban environment, such as the urban heat island and the impairment of urban infrastructure by floods, intense rain or dryness. These problems will be intensified by climate change.

The project submitted under “Leonardo da Vinci / Development of Innovation” is about the development of an innovative qualification scheme focusing on the planning and implementation of adequate adaptation measures to tackle the impacts of climate change. The target audience for the training offer are supposed to be particularly working in spatial planning which comprises spatial planners, architects, engineers and other relevant occupational groups in that field. Both experienced professionals and graduates seeking job opportunities are addressed by the training course.

Talking to practitioners, particularly from the field of planning, it is obvious that adaptation measures still do not play an important role in urban development and the respective planning phases. One reason for this is that the above mentioned specialists do not have sufficient knowledge in the area of adaptation to climate change. Furthermore, conflicting strategies pursued by politics and other stakeholder groups involved, particularly by the potential investors, hold back the integration of climate adaptation measures in planning and construction. Therefore, it is of utmost importance that practice-oriented skills and instruments are provided to improve relevant planning processes on regional and local level. There is already a high pressure for planners to act in the field of climate change adaptation. The adaptation measures have to start now because of the slow speed of sustainable urban renewal and the long-dated impact of today’s planning decisions.

Besides technical and planning relevant content the qualification scheme also integrates consultancy / management skills as well as aspects of conflict moderation and knowledge management. A market relevant training course was developed (in the form of a blended learning course) which should be offered EU-wide.

The project’s main objective is to enforce the successful integration of sustainable climate change adaptation measures into the planning practice in our cities. Connected to the main objective are the following project targets:

- Improvement of quality of life in urban areas
- Error prevention through a better training of planning-relevant specialists
- Improving labour market opportunities for the participants through capacity-building and training
- Learning from specific "best practice examples" for climate change adaptation in different regions in the partner countries.

## 2. Project Approach

Based on a detailed market and demand analysis the consortium of six partners from five different countries developed an innovative, target group specific curriculum and based on that an innovative pilot training course. Besides modules focusing on adaptation techniques and their integration into regional and local planning the training course also comprises teaching units focusing on conflict moderation and stakeholder inclusion. The pilot were to be tested in all five consortium countries.

The focus of this project is on knowledge transfer and it is known that from a didactical point of view, such training courses have higher impact and added value if the new knowledge and skills are put into practice already during the training course. The basic idea is that complex (scientific) knowledge is not only learnt through texts or lectures, but also gets translated into practical application in an integrated way. This way, basic knowledge gets internalized better by the trainee and at the same time, the skills to apply the knowledge are trained as well. For spatial planning and design professions, this learning process needs to happen on different levels of scale and complexity.

Since the course participants are not located close to the training centre, but spread over a whole country, parts of the teaching have to use digital media for communication. This mainly comprises texts and links to useful websites. But also a substantial amount of face to face teaching and group work is necessary. Therefore, the pilot also contains four plenary two-day meetings of the course group. Most parts of the course contents can be standardized, such as the course guides/syllabi, lectures, readings and the project material (maps, etc.), once most of the material is made available in the language of the respective countries.

The ClimCAP project in the context of quality management, evaluation & optimization defines an internal process of evaluation, monitoring and assessment. The main aim of the evaluation strategy is to plan and implement quality management measures, which include both the evaluation of project activities and quality assurance, all aligned with the European Parliament's and Council's recommendations concerning the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (2009/C 155/01).

The project concept focuses on the quality aims and quality criteria both for the planned products (curriculum development and training course) and the project activities for the product realisation. A monitoring review is developed to evaluate the general development of the project and is orientated to the ClimCAP members and Steering Committee. The method of evaluation and quality assurance incorporates the background of each partner and intends to respond to the specifics problems of each task and activities. With an elaboration of the on-going monitoring reviews and of the final evaluation report the work was finished.

ClimCAP has been and will further be promoted to training organisations that will potentially be involved in the final product. Potential trainees (professionals working in construction, architecture, planning and other built environment professions) are being informed when the ClimCAP training is available. The dissemination and

exploitation strategy is not focussed only on this target group. ClimCAP responds to distinct target audiences like EU projects and influencers (throughout the two years of ClimCAP), professional institutes, universities and training organisations with a focus on planning and the built environment, potential trainees, private sector, public sector, non-profit organisations and the general public, also National Environment Ministries and National Ministries of Construction. Each partner identified relevant stakeholders in their respective countries.

Each partner was and will be responsible for disseminating ClimCAP in their own country. The lead partner for communication as well as all partners in the different countries produced a range of communications materials during the project, to provide the partners with the information and tools to disseminate ClimCAP in their own countries in a co-ordinated way. Each partner nominated a media contact from their organisation who is responsible for leading on dissemination in their country. Each partner has a “Communications Monitoring Table” which had to be completed by the partners as regularly as possible. That way all information such as the number of press releases sent, the number of events at which ClimCAP promoted, who attended the events was recorded; in addition to this number of hits to the website; examples of media coverage (press cuttings) etc.

### 3. Project Outcomes & Results

The first step for the development of an innovative qualification scheme focusing on the planning and implementation of adequate adaptation measures to tackle the impacts of climate change (main objective of the project) was a detailed market and demand analysis. The results of a status analysis report, interviews with potential trainers as well as questionnaires for potential trainees for each partner country provided concrete information about the potential target groups, the required topics and the form of the training course.

The potential target group consists of diverse professionals in the field of urban planning, urban design, landscape architecture and architecture. The training needs to cover the fields of general knowledge about urban climate, how to analyse urban climate in order to create a basis for urban planning and design, planning skills for urban climate adaptation on a large scale and design skills for urban climate adaptations on smaller scale levels. This also involves integration with other issues in urban planning and design. The ClimCAP project was set up to provide such knowledge because Europe wide there are hardly any courses about urban climate adaptation. This lack became apparent when university courses in different countries were examined on their contents. So, professionals do not have the necessary knowledge from their previous study. Also, there is a great lack of such applicable urban climate knowledge within the field of professional education. Obviously, the need for a training of professionals on urban climate adaptation through an accredited course is necessary. The market analysis indicated that the training needs to be combinable with the working loads of professionals and their negotiations with their supervisors. The summary of the outcome of this process leads to a training course period that will cover three months with a study load of 150 hours in total (equal to about 12 hours a week).

A proper and professional training course on climate adaptation in construction, architecture and planning, needs an excellent curriculum and profound content. Strict prerequisites concerning teachers/trainers are very important as they have a large influence on the actual learning process.

Before new content had been produced for the training course an availability check for existing content in the partner organisations was necessary. Based on the outcomes of the market analysis and further discussions with the ClimCAP group during the meetings, the following main topics have been identified as core elements of the future training:

1. Basic theoretical knowledge on effects of climate change in urban areas
2. Knowledge about concrete urban adaptation measures
3. Implementation skills
4. Knowledge on legal framework and other regulations
5. Knowledge on the management and financial aspects
6. Soft skills

In preparation for the curriculum structure of the training course seven relevant categories of content material had been generated (Training modules, (Software-) Tools, Print media, Educational films, Field trips, Best practice examples, Contacts). The availability check showed that there is a lack of available content related to the topics 4 and 5 (legal framework, management and financial aspects). The partner consortium had to fill this gap by producing new content related to these topics for the training course. The availability check of content can be found on the ClimCAP website.

The structure of the learning environment needs to be in line with the didactical concept and should offer:

1. Theoretical content to the students;
2. Applications of the theoretical content by excursions and experts from the field;
3. Application of new knowledge in assignments and practice and develop both knowledge, skills and competences.

This structure asks for a blended learning environment, including a physical learning environment and an online learning environment where theoretical content is offered (face-to-face meetings and online). The next step is to explore practical examples (incorporated in the face-to-face lessons and in excursions) and introduction by experts. In level 3 of the learning environment, the students practice with assignments. These practical assignments should provide rising task classes, i.e. sequences of easy to difficult tasks and decreasing tutoring.

The following learning materials are needed:

- Content to provide the students theoretical and scientific basic knowledge. For this content presentations for the face-to-face meetings are produced as well as further reading materials provided.
- Examples from the field excursions and introductions by experts from the field
- A variety of assignments which take into account the development from the simplest versions of the same task and proceed with more complex types of the tasks.

### **The pilot training course**

In general the pilot training was a complete success in all participating partner countries. The different work packages delivered good results to the point where everything could be pieced together to create a final standard product which could be sold anywhere in the EU. The market analysis showed that there was a different national framework in place when it came to problem awareness, main actors and employment fields and regional climate topics. But the general format, a blended learning scenario with excursions and face-to-face meetings worked out great.

All partners used online methods such as newsletters and e-bulletins, website advertisement combined with various social media entries and tags to support more classic ways of marketing via print brochures and flyers. Additionally all partners

used their own well established roots in the national expert communities and their networks to further promote the new program and its pilot course. Furthermore the program was presented at various conferences, exhibitions, fairs, local meetings and seminar and advertised via roll-ups.

Of over 100 received applications project wide, only around 70 could be enrolled by the partners to the pilot. A selection procedure was performed on all applications. The selection was performed and based on the stated prerequisites. The background of the participants varied on several aspects, some were students but the majority were professionals with years of experience in urban planning, in environment and sustainable development and architecture.

The pilot course contained 4 modules, each focusing on different climate topics stated by the curriculum. These modules were taught to the participants during the face-to-face group sessions and further learned and practiced during (online)-homework assignments. All the elements of the programme combined together make the blending learning environment. The three key elements of this blended learning environment are:

1. The 4 face to face meetings including excursions;
2. The homework and especially the design exercises;
3. The digital learning environment (blackboard).

By design it was clearly stated the programme would take around 150 hours, spread out over 12 weeks, roughly 12 hours a week. Due to national summer holidays a break of six weeks was part of the programme. Almost all participants could meet this commitment, only very few dropped out due to health conditions, time management issues and personal circumstances.

Various input could be drawn from the feedback sessions and evaluation forms to get the product from its pilot state to a launch version. First and foremost the regional climate topics need more room in the appropriate modules. It became quite obvious that all participants want salvageable results and knowledge for their daily business which should lead to a stronger national focus on certain areas backed by the excursions.

In addition the timeframes in the final product need to be adjusted to give the trainees more time for the blended learning phases and to cut down on optional content which some mistakenly took as mandatory. However the evaluation forms also showed some cases of “knowledge-hunger” among the trainees, which might cause the whole thing to be a walk on a fine line to find just the “right” amount and “right” way of presenting optional content in future courses. Furthermore some partners added that they might need to adjust some parts of the course because their regional data isn’t sufficient to generate tests and scenarios for their students.

All partners agreed that the market success of the product will mainly rely on the regional/national will to pay for the course. Especially UK mentioned that the full course would most likely be hard to sell due to the selfemployed nature of the trainees and the usual otherwise low marketprices (for inferior products) in this knowledge field.

## Qualitative Final Evaluation of the Project

In general is possible to say that all partners had a fruitful and pleasant cooperation which each other. The four project meetings contributed significantly to the success of the project. Face-to-face meetings are very important for the cooperation between the different partners. Without these meetings, communication in the project would have been much more difficult.

In all cases the partners are indicated that the pilot was evaluated (in general) very positive by the trainees and external expert and trainers. In summary, the basic structure of the course with a combination of face-to-face meetings, e-learning phases and homework has proved itself and was very well accepted by the participants. The digital learning environment "Blackboard" has been well accepted and used by teachers as well as by the participants. Regarding the structures we could say that they give the possibility to be adapted for each partner to their own reality. Regarding the contents, some topics are detected that could be necessary to include, for example the problem of sea level rise, increasing worldwide. Regarding the material, all partners give appositive view of the produced, but considering that are necessary future adaptations of each reality.

Basically all partners say that whole project team with all the partners developed an excellent course in the field of lifelong learning. In addition the theme is central to the future development of urban and territorial transformations and the development of efficient adaptation to climate change. The consortium partners are potentials for further cooperation.

The shared Dropbox area was working quite well. The project website wasn't really useful, other channels were working much better to reach the target group, and as each partner has a website, that are for a good use.

The diversity of the different pilot trainings were interesting, the flexibility in the project was good, as the educational system and style is very different in Hungary, so we emphasized the team work aspect to offer the most powerful personal development as well.

The project work was very pleasant. By a good participation and cooperation of all project partners the project objectives were achieved. During the production of the course material and the execution of the pilot course the partners learned a lot from each other. Besides the actual target of the project, the training course, the attention and the awareness of all partners for the importance of the subject "adaptation to climate change in European cities" was increased. This leads to a number of new project ideas for the future. The resulting product, the vocational training course, is very appropriate to continue to provide this training module in the future.

The only point of criticism was the time schedule, which was a bit to close. The preparation and the execution of the pilot course have been to close together.

### **Positive aspects:**

- The involvement of partners from different disciplines has been helpful at the time of the discussions.
- The results are considered positive, especially the structure of the course, with its potential for local adaptation, materials, as a basis for future editions, the papers developed.

- The designed Clim-CAP course will be useful in future editions.

**Suggestions:**

- In this kind of projects a better balance between universities and other institutions is recommended.
- Considering the specificity and importance of the topic, the creation of a consortium with greater territorial diversity could be well, to consider specific issues in different regions.

**Communication and dissemination**

The communications activities undertaken for the ClimCAP project were different between the first and second year of implementation. To ensure that the project had the opportunity to be publicised and disseminated as much as possible during the first year (while the training curriculum was being developed) a series of 'key messages' were developed for the different target groups and included in the communications plan. During the second year, partners developed brochures and articles in their partner languages that focused on the pilot training programmes and the content being developed. This approach ensured the project first focused on communicating the need for the ClimCAP training, the followed this by promoting the free ClimCAP training as a pilot course that could be used to develop the required competencies.

The ClimCAP project website can be found under [www.climcap.eu](http://www.climcap.eu).

Each partners' websites are linked to the ClimCAP project website and vice versa. Contacts to all ClimCAP partner organisations can be found on this website. Final versions of all public reports can be found on the website. Now that the project has ended the ClimCAP website will be an ongoing tool for the longevity and legacy of the project, and for any future training.

The creation of a ClimCAP project brand included the development of the logo and design templates for slides, documents, press releases, roll-up banners and promotional materials which were successfully used by all partners and the templates stored on the ClimCAP website.

A ClimCAP project brochure was produced and disseminated in both hard copy and electronic format. At partner level, four brochures were produced and disseminated to over 2061 people during the project by the partners in the partner languages. These information brochures and leaflets were very useful tools in introducing external organisations and potential trainees to the project.

Promotional material was also produced for use at ClimCAP meetings, during the pilot training, to promote future training and for external events. These included roll-up banners, ClimCAP mugs, and ClimCAP 2016 calendars which were all printed using the project brand (ClimCAP logo, and LLP logo).



## 4. Partnerships

It is very important that any organisation that participated in the project had a strong profile in the area of climate change / adaptation to climate change or in urban planning /architecture. The partnership consisted of training centres, planning relevant institutions and topic relevant departments of universities.

The partnership of the project:

- Ruhr-University Bochum, Climatology (D) - Lead Partner
- Town and Country Planning Association (GB)
- Akademie der Ruhr-Universität (D)
- Wageningen Academy and Wageningen University (NL)
- Energiaklub (Climate Policy Institute and Applied Communications) (HU)
- Technical University of Catalonia (ES)

Associated partners from national / regional associations and federations (mainly associations of cities and regions as well as professional associations of planners and architects) have been integrated during the project's implementation.

Working together, experienced partners from five EU countries will share resources and expertise on known climate change adaptation impacts and existing training materials and modules, in order to devise a new qualification scheme. Research has identified that there is a gap in knowledge transfer and communication between those responsible for spatial design and planning in urban areas and the leading-edge research and solutions available across Europe.

For the setting up of the training course the ClimCAP project combines knowledge from existing adaptation measures in different countries (e.g. extreme heat events in Spain, flooding events in the Netherlands) with necessary adaptation in the future. The partners and the qualification scheme will strongly benefit from these different best practice experiences.

Each work package of the ClimCAP project was led by one partner. This partner was responsible for the co-ordination of tasks and activities towards the WP objectives, the smooth running and co-ordination with other work packages and the monitoring of the tasks progress with respect to task goals, milestones, and adequacy of results.

Apart from the actual goal of the project, the training course, the collaboration resulted in cooperation between the partners beyond the project duration. An additional benefit is the knowledge transfer between the project partners and to the partner's connections in their particular country. Multi- or bilaterat cooperations in future projects are planned.

## 5. Plans for the Future

For **Final Report**: emphasise the exploitation of results beyond the project's lifetime. For example, this may concern aspects on commercialisation, intellectual property rights, copyrights, etc. as far as they are not confidential. Sustainability of the project's outcomes is a key element of this section.

The main project's outcome is a marketable blended learning course dealing with climate adaptation in regional and local planning. In the long run an European-wide dissemination of the training course is planned to maximise the project's impact. At the heart of the ClimCAP project is the transfer and putting into practice of knowledge and skills for effective climate change adaptation, aimed at planners, architects, and other professionals who work to plan, design, build and maintain our cities, towns and villages.

As part of the Business / Exploitation Plan all partners described their ideas on how to make further use of the project outcomes. The following subchapters specify the partners' individual marketing and possible business strategies.

### **A) Germany - “Ruhr-Universität Bochum (RUB) and “Akademie der Ruhr-Universität” (AKA)**

The demand for an innovative EU-accredited training qualification product like ClimCAP exists especially with local municipalities as well as various institutions in Germany. Approaching professionals from the built environment sector, e.g. planners, the training course will mainly target architects. The overall target market for the ClimCAP training product entails a broader cluster of professionals working in the public sector concerned with the sustainability in general and particularly in public or private offices for climate change.

The general business plan strategies comprise the distribution of information through networks. These include corresponding platforms as well as the RUB and AKA homepage. Further advertisement of the product will be conducted by getting in touch with appropriate institutions and cities, informing them about ClimCAP. Another dissemination measure that supports the spread of information are brochures and newsletter that are sent to the aforementioned multipliers. Within the German market the RUB together with AKA will offer the program as a full course.

### **B) Netherlands - “Wageningen Academy” (WBS)**

For Wageningen Academy ClimCAP can be a supporting measure to raise awareness among different multipliers that the professionals who work to plan, design, build and maintain the built environments of our cities, towns and villages need to integrate climate change adaptation to build resilience. In the event of a successful pilot training course there might be long-term chances to establish this training in the Dutch market for approximately 15 professionals per year. The expected costs of the training however can be a threat to the long-term implementation of ClimCAP. The Wageningen Academy proposes therefore a

concept that splits the different modules in several courses or develop a concept that also serves a wider target group. The approach solves the cost aspect is, however, less preferable from a didactic point of view.

The general business plan strategy of the Wageningen Academy involves a series of phases and measures. The course is developed with prominent professionals in the field in advance to ensure the quality of the curriculum and content will meet the demands among professionals. Another method that can be carried out is a small market research. Furthermore, Wageningen Academy engages an estimation of the overall training need and develops a cost breakdown including a realistic course fee and a realistic estimation of the number of participants.

### **C) Spain - “Universitat Politècnica de Catalunya” (UPC)**

The up skilling of built environment professionals by integrating scientific findings of climate adaptation into urban development and planning practice has not yet taken place in Spain. The demand for a training product like ClimCAP, as well as publicity for the topic, must to be investigated in the country. The overall target market for the ClimCAP training product approaches professionals in the public sector concerned with sustainability in general and also employees and self-employed individuals in public or private offices for climate change. The UPC considers regional limitations (i.e. no eLearning aspects, no site visits and lesser face to face meetings) as non-existent since the necessary platforms and sources for the implementation of academic activities are already present. If there are modifications of the training course needed the UPC will be able to react once the final structure and the content is certain.

The UPC has more than one overall/ general business plan strategy prepared. Each strategy is contingent on varying prerequisites such as the course being official or non-official and is defined accordingly. As a result the UPC currently does not see one specific business plan strategy. Bringing ClimCAP to the Spanish market comes to pass through the distribution of information via mailing lists to alumni as well as professional associations. Further dissemination occurs with the help of press releases, publications and the presentation of transpired activities in educational fairs and international exhibitions.

### **D) Hungary - “Energiaklub” (EK)**

Due to the current extreme weather conditions and the funds available for adaptation measures raised the interest of adaptation trainings in Hungary. EK sees three different channels to stimulate requests for a qualification product that offers professionals the practical skills and knowledge required to plan effective climate change adaptation measures.

A first strategy aims to promote ClimCAP at universities who take on the training qualification program as courses. A second concept embeds rural development action groups that could participate in the training. Furthermore municipalities could attend the training. EK sees the main target groups for the ClimCAP training product in municipality employees, architects, landscape architects and urban planners as

well as in rural development action groups of towns above 50.000 inhabitants. Accordingly, the overall target market consists of rural development action groups, municipalities and universities. EK plans to offer ClimCAP training as a 'package' to the Hungarian market. The courses will be for a particular region, a local authority or even topic based. Possible options include for example the broad topics of temperature and water.

### **E) United Kingdom - “Town and Country Planning Association” (TCPA)**

The integration of innovative approaches and adequate knowledge in respect of climate change adaptation measures at the local level is widely lacking in the UK. Planners are mainly focused on the growth agenda; have experienced large-scale reductions of staff resource; have no budgets for training and do not have adaptation or climate change as a priority. Therefore, the TCPA has to stimulate the demand for up skilling planners to cope with the challenges of climate change by devising courses which can be directly linked to the growth agenda – i.e. practical, economic and linked to making the case for climate change adaptation initiatives in relation to the potential for cost-savings. The main target group for the ClimCAP training are planners in both the public and the private sector, in local authorities or consultancies, urban designers and landscape architects.

In order for the ClimCAP training to be effective after the end of the project, and to add value to the professional climate change training, the TCPA will further develop interchangeable modules which are linked to the key priorities for planners – whether in the private or the public sector. The TCPA will explore and develop training opportunities with local authorities to unite different departments (such as energy, natural resources, transport and health) with planning and development management to create a holistic approach to the challenges of climate change and to collectively identify adaptation solutions based on the ClimCAP project.

The TCPA would also take the same approach for planning consultants and also develop some courses in partnership with the private sector. In conclusion, it is the TCPA's intention to include the ClimCAP training modules in the 2016 Business Plan, to be run commercially throughout the UK.

## 6. Contribution to EU policies

Climate adaptation is a future-oriented, demanding task for professionals and decision makers in urban and regional planning. The content of the ClimCAP vocational training course contains input concerning climate adaptation from different EU countries and thus contributes significantly to different levels of adaptation strategies. The project's main objective is to enforce the successful integration of sustainable climate change adaptation measures into the planning practice in our cities. This contributes to the EU White Paper 'Adapting to Climate Change' aiming to reduce the vulnerability to the impact of climate change.

ClimCAP focused on the transnational development and practical application of innovative urban planning strategies within the given spatial planning systems. Different topographical and climate conditions in the partner countries have been taken into consideration. The course, as well as the partners developing this course, benefited from the individual strengths of the respective countries in different fields of climate adaptation. As a result this leads to an equalised level field of knowledge in the regard of adaptation strategies and sustainable city development.

With regard to existing national / regional / local approaches and project results and with a procedural integration of relevant stakeholders in the partner countries the transfer of adaptation and innovation approaches on a transnational level is a necessity which has been fulfilled by the ClimCAP project. Further cooperation between the different partners will continue the work successfully started during the project.

