Curriculum:
Municipal Climate Protection Manager

Lifelong Learning Programme

1. Overview on course and topics

1.1. Duration:

Total: Time of attendance in the course: 6 days with a total of 52 Units à 45 minutes (in total 39 hours which corresponds to 6,5 hours per day or 8 to 9 units a day). In addition e-learning is provided with a total of 14 units (2 units presence time during course for the introduction of the e-learning tool and 12 units for doing e-learning exercises at home).

	Total Units	**Units per day: 8-9**
Topics	38	We recommend a good mixture of units for each course day!
Group work and E-learning	14	
Total units of attendance	**52**	
E-learning units (to be done at home)	12	
TOTAL	**64**	
Administration and breaks	12	

1.2. Topics:

The course includes 6 main topics with a total of 38 units. Each topic must be outlined with an obligatory minimum number of units. For the difference of units to the total number of 38 units you can choose topics corresponding to country-specific conditions and requirements. The country-specific issues should correspond with one of the six main topics.
For example: In Slovenia the topic renewable energy is very important and so the course organiser can decide to spend two more than the obligatory five units on Topic 2.

Topic	**Minimal Units**
1. Basic principles, scientific and political background	**5**
2. Renewable Energy and energy efficiency	**5**
3. Agriculture, alimentation and soil protection	**5**
4. Mobility, traffic and regional land-use planning	**5**
5. Project development and implementation of projects in a municipality	**5**
6. Solutions and adaptation strategies	**5**
Free Units to spend on country-specific issues	**8**

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

corresponding to one of the six main topics	
Total number of Topic Units	**38**

1.3. Group work and E-learning:

These units should be used:

- to explain the single and group works
- to give participants the possibility to exchange/ work together on their topic/ arrange meetings and next steps
- for the presentations of group work at the end of the course
- to introduce and explain the e-learning tool and course requirements for the utilisation of e-learning (at least 2 units presence time during the 1st course module)

This **proportioning** is a recommendation. The effective proportioning falls to the decision of the course organiser.

- Working and exchange in groups: about 5 units
- Group work presentations at the end of course: about 6 Units (about 30 to 45 minutes per group)
- E-learning: presentation of e-learning tool, instruction & explanation (about 2-3 units)

1.4. Administration:

These 12 units should be used for introduction, administrative things, coffee and lunch breaks. This proportioning is a recommendation. The effective proportioning falls to the decision of the course organiser.

- Greeting and Introduction in the morning (15 min per day)
- Coffee breaks (30 min per day – one break in the morning session, one break in the afternoon session)
- Lunch (45 min per day)

1.5. E-learning:

The training course for Municipal climate protection managers includes e-learning possiblities with at total of 14 units. 2 units presence time during the 1st course module are destined for the presentation, introduction and explanation of the e-learning tool (see point 1.3. above).
The e-learning tool provides the following exercises for course participants:

- Forum areas (one to indroduce themselves and one to introduce good practice examples or project ideas of their municipalities)
- Up/download areas (one for course materials/ slides of speakers, one for the presentation of group works, one for the presentation of single works and one for additional material according to the six climate relevant topics (see point 1.2.), e.g. interesting papers, google earth climate tours etc.
- News – Area: Course instructors can provide news and reminders for participants.

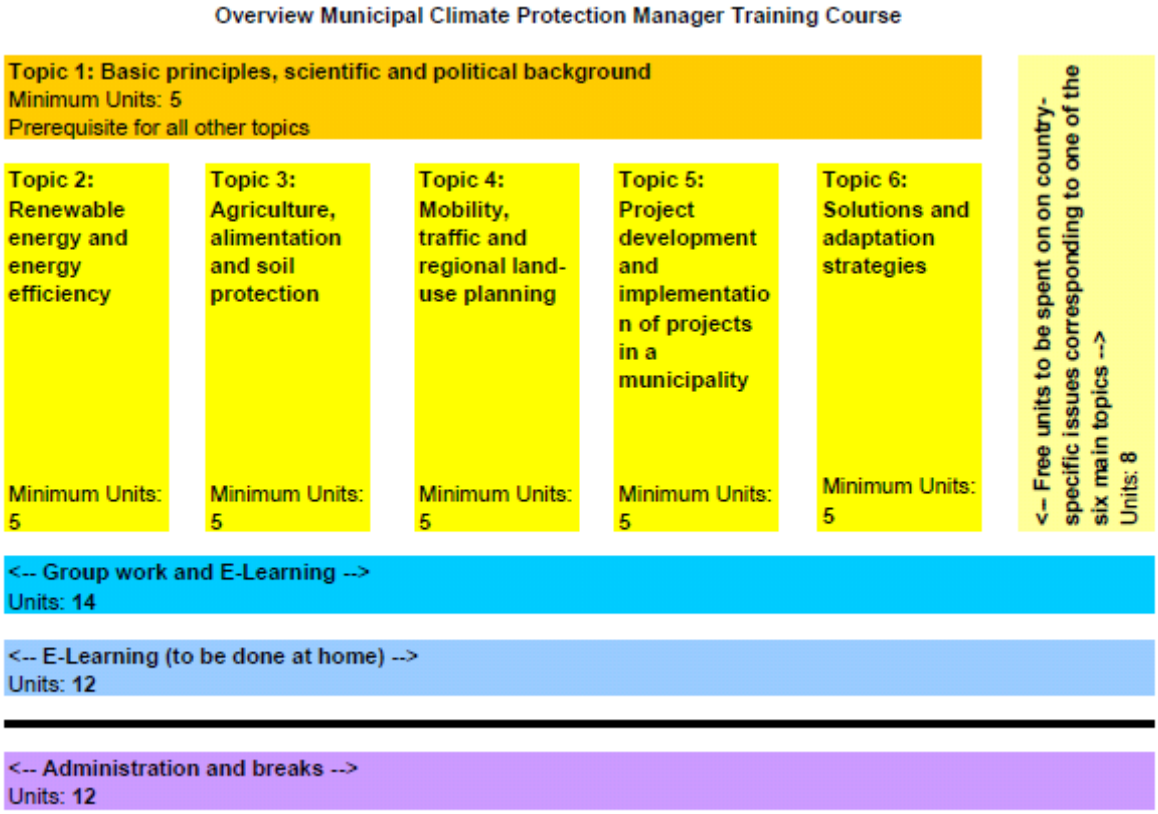
This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- (Short)Film area: For all 6 climate relevant topics (see point 1.2.) (short) films are provided.
- Quizzes (one quiz after each 2-day-module consisting of 15 questions, in total 3 quizzes per course)

These exercises can be done by participants at home via e-learning. They account for 12 units.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1.6. Diagram: Overview Training Course



Explanation of the diagram:

The course has a total of 52 presence units and 12 e-learning units (no presence time at the course). One unit is 45 minutes. **The overall TOTAL of the course is 64 units.**

The idea of the course is to spend the 52 presence units on three "modules" à two days.

The content of the course is composed of 9 elements: 6 Topics; 8 free units to spend on issues corresponding to the six main topics; explaining E-Learning (e.g. how to use the platform) and Group Work (explaining what it is, forming groups, time for the groups to plan their work) and extra time spending on administration and breaks (e.g. say hello to the participants, coffee and lunch break).

We recommend having **Topic 1** on the first two days as it **is a prerequisite for all other topics**. All other topics and the free units you can place according to your needs. If you'd like to spend more time on administration and breaks, you can take more time for it, but you still need to spend 38 units on the six topics and 14 units on group work and E-Learning. The presentation and introduction of the e-learning tool should be at least 2-3 units within the 1st course module.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1.7. Teaching Methods

An effective curriculum will include elements of active learning. Active learning is about making teaching and training learner-centred, and involving the learner in all aspects of the learning process. Learner-centred teaching starts with the learners' own needs, abilities, learning styles, existing skills and experiences. Active learning occurs when learners have opportunities to apply the skills and knowledge they are seeking to develop.

For example, by using problem-solving and group activities you will provide learners with opportunities to use collaborative techniques such as discussion, questioning, trial and error and negotiation to construct knowledge and make their learning more engaging and meaningful.

Recommended techniques for engaging participants

Brainstorming is a group creativity technique by which a group tries to find a solution for a specific problem by gathering a list of ideas spontaneously contributed by its members.
http://en.wikipedia.org/wiki/Brainstorming

A **mind map** is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea.
http://en.wikipedia.org/wiki/Mind_map

With **Google Earth,** you can view climate change scenarios, interact with narrated tours, investigate deforestation and even dive into the depths of the oceans. Explore the potential impacts of climate change on our planet Earth and learn about solutions for adaptation and mitigation, in the context of the United Nation's Climate Conference.
http://www.google.com/earth/index.html
Google Earth video tour with Kofi Annan explaining the effects of climate change
http://sitescontent.google.com/google-earth-for-educators/classroom-resources/lesson-plan-library/impact-of-climate-change

Metaplan technique or simply **card technique** is a system for collecting ideas when a group of people is working together.
http://en.wikipedia.org/wiki/Metaplan

A **role-play** is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting, or through a process of structured decision-making or character development.
http://en.wikipedia.org/wiki/Role-playing_game

(Interactive) Quizzes reinforce learning and keep your learners interested.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

British Parliamentary style debate is a common form of academic debate. Speeches are usually between five and seven minutes in duration. http://en.wikipedia.org/wiki/British_Parliamentary_Style

The strategy of **jigsaw** is an efficient teaching method that also encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. Both individual and group accountability are built into the process. Jigsaws are a four-skills approach integrating reading, speaking, listening and writing. http://www.jigsaw.org/steps.htm

In a **World Café** dialogue, people participate in small intimate conversations at small tables in a relaxed atmosphere similar to a European Coffee house. As the conversation unfolds, people move between groups, cross-pollinating their ideas around questions that really matter to their lives or work.
https://www.worldcafe-europe.net/frontend/index.php

Open-space technology (**OST**) is an approach for hosting meetings, conferences, corporate-style retreats, and community summit events, focused on a specific and important purpose or task—but *beginning* without any formal agenda, beyond the overall purpose or theme. http://www.openspaceworld.org/cgi/wiki.cgi?AboutOpenSpace

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2. TOPICS

2.1. Basic principles, scientific and political background

Module size	minimum 5 units presence training
Module Aim and Description	The aims of this module are to ensure that the learners will understand the basic principles of climate change on national and international level, recognise international and national environmental programs, relevant legal basics as well as awareness raising measures to successfully develop and implement climate protection measures in their communities. The principles are developed through experts' lectures, group discussions and e-learning tools. General principles can be further illustrated by case studies. The unit provides opportunity to demonstrate key competences in communication, argumentation and reasoning climate issues.
Prior Learning / Prerequisites	none
Content Outline	• Scientific background on climate and weather, greenhouse effect • Climate and energy objectives of the EU, EU-Guidelines • Reduction aims and objectives of EU countries post 2012 • EU- Emission trading system after 2012 • Climate convention framework of the UN-FCCC • IPCC (Intergovernmental panel on climate change) scenarios • Kyoto protocol (mechanism, aims between 2008-2012, post Kyoto – current development and international discussions) • National measures in regard to the Kyoto and EU objectives and national climate strategy • National climate protection program for energy efficiency and renewable energy sources • Copenhagen, Durban accord

Core Competences and Learning Outcomes

Core Competence	**Learning Outcomes** Evidence must confirm the learner's ability to ….
Understand scientific background on climate and weather, development of climate and carbon dioxide concentration, world wide and national wide carbon emissions and their sources	Explain effects of climate change, global warming and of natural and anthropogenic greenhouse gases as well as the most important compartments of emission on international and national level
Know the legal basis, objectives and measures at international, European and national level	Recognise the range of legislation on the international, European and national level relevant for projects on climate protection
Understand basic principles of climate change, scientific proof of greenhouse effect, difference between natural and anthropogenic greenhouse gases, their potential and effects on global warming	Recognise possible areas for climate protection actions in the fields of (renewable) energy, energy efficiency, mobility, public transport, public building, nutrition, soil, farming, public procurement
Understand the different climate scenarios and models, their strengths and weaknesses and future trends	Present and explain important measures to the community
Understand the importance of combining technical, social and awareness raising measures	Utilize strategies to raise public awareness and to integrate relevant stakeholders

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Know about different methods for stabilisation and adaptation, their chances and risks (e.g. IPCC report), predicted costs for mitigation and adaptation scenarios	Successfully implement climate protection measures in the municipality
Understand basic concepts of geo-engineering (pros and cons), ecological footprint	Analyse the ecological footprint of the community and propose measures for a better climate protection

2.2. Renewable energy and energy efficiency

Module size	minimum 5 units presence training
Module Aim and Description	The aims of this module are to ensure that the learners will recognise the European Law and regulations, national and local programs for renewable energy and energy efficiency, relevant legal basics as well as awareness raising measures to successfully develop and implement renewable energy, energy efficiency and energy saving measures in their communities. The principles are developed through experts' lectures, group discussions and e-learning tools. Best practice examples can be further illustrated by case studies, field trips and excursions. The unit provides opportunity to demonstrate key competences in communication, reasoning energy issues, problem solving and implementation of renewable energy and efficiency measures.
Prior Learning / Prerequisites	Topic 2.1.: Basic principles, scientific and political background
Content Outline	• Renewable Energy objectives of the EU, EU-Guidelines • National program for energy efficiency and renewable energy sources • Aims of the National Ministry of Environment or other national institutions • Standards and quality of the programmes • Local measures and dissemination activities in regard to renewable energy, energy efficiency and energy saving • Different kinds of renewable energies and associated renewable energy supply • Renewable Electricity production and supply • Renewable energy, energy efficiency and energy saving measures in regard to (public) building activity • Architectural Background on renovation and new construction of (public) buildings • Construction practices, isolation measures and materials • Heating and water supply possibilities for (public) buildings • Public lightening • Energy index and energy balance of (public) buildings • Energy sensitive life styles • Energy saving and efficiency measures at home • Cooperation partners • Networking activities with economic, civil society and regional representatives • Financial aid, support schemes and public grants for municipalities • Consulting and support structures for municipalities • Presentation of existing success-stories or best practice examples in municipalities

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Core Competences and Learning Outcomes

Core Competence	**Learning Outcomes** Evidence must confirm the learner's ability to ….
Understand scientific background on renewable energy, different kinds of renewable energies, energy efficiency, energy saving measures and energy supply	Explain advantages of renewable energies, renewable energy supply as well as effects of efficiency and saving measures
Know the legal basis, renewable energy targets, objectives and measures at European and national level	Recognise the range of legislation on European and national level and national programmes relevant for projects on renewable energies, energy efficiency and saving measures
Understand basic principles of renewable energy, energy efficiency and energy saving measures in regard to (public) building activity on different levels	Recognise possible areas for energy actions in regard to renewable energy, energy efficiency and saving in the fields of construction, renovation and isolation of (public) buildings, energy and electricity supply, heating possibilities, water supply and public lightening and present measures to the community
Know about renewable electricity, renewable electricity production and supply, strengths and weaknesses, future trends	Present and explain important methods and measures of renewable electricity production and -supply to the community
Know about different methods for energy sensitive life styles, energy saving and efficiency measures at home	Present energy sensitive life styles and methods for energy saving and efficiency and raise public awareness in the municipality
Know networking activities with economy, civil society and regional representatives	Utilize networking strategies to integrate relevant stakeholders
Understand basic concepts of financial aid, support schemes and public grants for municipalities	Present and explain them to decision makers and integrate financial aid and support schemes in the project or business plan
Understand the importance of combining technical, social and awareness raising measures	Utilize strategies to raise public awareness and to integrate relevant stakeholders
Know existing success-stories or best practice examples in municipalities	Successfully implement renewable energy, energy efficiency and saving measures in the municipality

2.3. Agriculture, alimentation and soil protection

Module size	minimum 5 units presence training
Module Aim and Description	The aims of this module are to ensure that the learners will understand the basic principles of soil protection and climate change, recognise chances and risks of agro fuels, understand the relation between alimentation, climate and climate protection on local and global level, as well as implement successful measures for ecological and fair public procurement. The principles are developed through experts' lectures, group discussions and e-learning tools. General principles can be further illustrated by case studies, best practice examples, field trips and excursions. The unit provides opportunity to demonstrate key competences in communication, reasoning agriculture, alimentation and soil protection issues, problem solving and implementation of soil protection and public procurement measures.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Prior Learning / Prerequisites	Topic 2.1.: Basic principles, scientific and political background
Content Outline	• Correlation between soil protection and climate change • Soil: different types, natural functions, humus composition • Green maturing: functions and advantages • Compost: functions and advantages • Agriculture and greenhouse gas emissions • Chemical and synthetic fertilizers versus organic fertilizers • Livestock breeding and fodder – environmentally friendly solutions • Trend of land consumption and sealing, possible countermeasures • European Soil and Climate Alliance, national offers and activities • Ecological and fair public procurement on national and regional level, legal background, duties of local authorities • Background on international agriculture context and food production on global level • Organic products: advantages, chances, risks, labels • Principles of fair trade • Emission calculating systems on food • Background on agro fuels, import levels, threats and risks • Mandatory admixture levels of agro fuels in the EU and on national level

Core Competences and Learning Outcomes

Core Competence	**Learning Outcomes** Evidence must confirm the learner's ability to ….
Know the European Soil and Climate Alliance and relevant national offers and activities.	Recognize the national offers and activities and get in contact with the relevant authorities and the services given to municipalities in order to raise awareness on al local scale.
Understand the correlation between soil and climate.	Explain the relevance of soil for climate change and climate protection.
Know different types and compositions of soil, natural functions of soil, capacities and functions of soil creatures, humus composition, livestock breeding and fodder – environmentally friendly solutions, augmentation of land consumption and sealing and possible measures for reduction.	Explain the background on agro fuels, types of crops, agricultural settings, mandatory admixture levels of agro fuels in the EU and on national level, import levels of agro fuels. Argue threats and risks of agro fuels to rain forests, indigenous people, chances of the use of agro fuels e.g. for agricultural farms.
Know the legal background of ecological and fair public procurement, main features of the public procurement law and the duties of local authorities, difficulties when including green and social aspects into public procurement law, possibilities of consideration of green and social aspects, ecological and fair public procurement on national level.	Develop recommendations and action plans for the public procurement including green and social aspects with the stakeholders in the municipality.
Understand the principles of fair trade, main geographic regions for production of goods, how goods are produced (situations for workers etc.) and the fair trade model.	Argue about the correlation between the food production in developing countries and its consumption in western countries. Explain the working conditions and situation of workers in developing countries and the correlation of product consumption in western countries. Develop recommendations and action plans for public procurement including fair (trade) aspects with the stakeholders in the municipality.
Know the demand for energy for food production and the emissions resulting from food production on a global level	Explain the background of international and global agriculture context, demand for energy and emissions resulting from food production on a global level and the consequences.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

	Question critically emission calculation systems for food and the global context of food production. Argue about advantages and disadvantages of food production in a global context for climate and consumer. Develop recommendations for reducing greenhouse gases in agriculture Propose environmentally friendly solutions for Livestock breeding and fodder for farms in communities

2.4. Mobility, traffic and regional land-use planning

Module size	minimum 5 units presence training
Module Aim and Description	The aim of this module is that participants get an understanding of the effects of traffic-based emissions and regional land-use planning on climate chance. Further aim is that the participants will be able to develop solution strategies for traffic problems in their region and learn how to reduce traffic-based emissions and promote sustainable forms of mobility and regional land-use planning. The principles are developed through experts' lectures, group discussions and the use of an e-learning platform. General principles can be further illustrated by case studies and by the presentation of best practice examples (e.g. a representative of a municipality that is very active in the fields of sustainable mobility presents the participants the strategy of his/her municipality). The unit provides opportunity to demonstrate key competences in developing problem solving strategies.
Prior Learning / Prerequisites	Topic 2.1.: Basic principles, scientific and political background
Content Outline	• Scientific background on the effects of traffic-based emissions on climate and human health and statistical data regarding traffic-based emissions • Traffic concepts, with special regard on background information and statistical data on the so called modal share* (daily used means of transport and distances covered) and on mobility forms with a positive climate balance (f.e. walking and cycling) • Urban and regional land-use planning and its effects on traffic, on additional municipal costs (f.e. wastewater system, street lighting, electricity, maintenance of municipal streets) and on the municipal and global energy demand • Social aspects of traffic planning • Possibilities for municipalities to get active and develop and implement strategies to reduce traffic-based emissions and promote sustainable forms of mobility and regional land-use planning

* sometimes the "modal share" is also described as modal split

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Core Competences and Learning Outcomes

Core Competence	**Learning Outcomes** Evidence must confirm the learner's ability to ….
Understand the scientific background on the effects of traffic-based emissions and know about statistical data regarding traffic-based emissions	Explain the effects of traffic-based emissions on climate and human health and use basic statistical data for argumentation.
Understand basic principles of different traffic concepts with special regard to modal share and mobility forms with a positive climate balance	Explain different traffic concepts, especially the modal share.
Understand the correlation of reducing traffic-based emissions and sustainable forms of mobility (f.e. promoting public transport, cycling, walking and new forms of non-individual mobility)	Recognise the positive effects of promoting sustainable forms of mobility. Explain the advantages of sustainable forms of mobility to municipal and regional decision makers.
Understand basic principles of urban and regional land-use planning and its effects on traffic, on additional municipal costs (expels s. content outline) and on the municipal and global energy demand	Recognise the relation between land use and increase in energy consumption and additional municipal costs. Recognise the effects of different forms of housing schemes on traffic, energy consumption and municipal costs. Recognise the problems of land consumption for building and traffic activities. Develop sustainable solutions for municipal challenges concerning housing and traffic.
Understand the social aspects of traffic planning	Explain the aspects of diverse traffic concepts and traffic planning on different groups of society. Develop concepts that include all groups of society and enable them to take part in sustainable forms of mobility.
Know about the possibilities of the development and implementation of sustainable strategies to reduce traffic-based emissions	Integrate relevant stakeholders in the development of strategies and the successful implementation of measures in the municipality. Develop recommendations and successfully implement strategies which reduce traffic-based emissions in the region and start promoting sustainable forms of mobility and regional land-use planning.

2.5. Project development and implementation of projects in a municipality

Module size	minimum 5 units presence training
Module Aim and Description	The aims of this module are to ensure that the learners will be capable of developing, planning and implementing climate protection projects in municipalities or on local level (in different fields like renewable energy, energy efficiency, mobility, soil etc.). Furthermore learners should know about the principles of marketing, communication psychology and communication measures as well as awareness raising, campaigning and PR strategies with a strong focus on municipalities. The principles are developed through experts' lectures, learning by doing examples, case studies and e-learning tools. The unit provides opportunity to demonstrate key competences in project management and communication.
Prior Learning / Prerequisites	Topic 2.1.: Basic principles, scientific and political background

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Content Outline	• Basics of project management (project/ business plan, aims, target group, steps and milestones, budgeting and financing of projects) • Involvement of stakeholders • Risks, success and failure factors • Research with focus on environmental projects • Principles of marketing: motives and needs, awareness raising and communication. • PR strategies • Communication strategies • Campaigning strategies • Argumentation strategies • Nature of advertisements (practical examples are given through the analysis of advertisements) • Theory on environmental friendly attitude and awareness raising • Moral norms and influencing factors • Life style concepts • Empowerment • Networking strategies • Phases for transformation in groups of society • Implementation of transformation processes

Core Competences and Learning Outcomes

Core Competence	**Learning Outcomes** Evidence must confirm the learner's ability to ….
Knowledge about project development of projects in municipalities/ on local level.	Identify demand for climate protection projects in municipalities or on local level and successfully develop corresponding climate protection projects
Knowledge about project implementation of projects in municipalities/ on local level.	Successfully implement projects on local level in different fields of climate protection
Knowledge about project management of projects in municipalities/ on local level.	Successfully accomplish and supervise the project until its end
Understand the principles of Marketing, PR, communication, awareness raising and campaigning strategies in regard to climate protection projects in municipalities/ on local level.	Recognise the range of strategies and choose an appropriate set of measures for implementation
Understand the phases for transformation processes in groups of society.	Successfully involve different stakeholders in municipalities and foster identification leading to climate friendly attitudes

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2.6. Solutions and adaptation strategies

Module size	minimum 5 units presence training
Module Aim and Description	The aims of this module are to ensure that the learners will understand the effects of climate change on national and international economics and will be able to develop vulnerability concepts and adaptation strategies for municipalities. The principles are developed through experts' lectures and group works. General principles can be further illustrated by case studies. The unit provides opportunity to demonstrate key competences in problem solving and social competences.
Prior Learning / Prerequisites	Topic 2.1.: Basic principles, scientific and political background
Content Outline	- Background on economic science, global conflict on energy and economics (crude oil and gas), the European energy crises, climate change as biggest failure of markets, threats due to climate change, climate politics after Copenhagen, Kyoto aims and national situation, global developments such as: growing number of aged population, migration cycles, inequalities of income in population, the poorest 80% of population; strategies of technical innovation, EU strategies 2020, G-20 aims for 2050, compatible energy systems, post-carbon-society, challenges for the national situation, global perspectives and national and regional realities; education, politics and economics; - Vulnerability and adaptation to climate change on national level - International and EU strategies: emission trading scheme and legal framework, EU aims 2020, CO2 management - National strategies: national grant schemes for climate protective measures, national emission trading register - Regional strategies: support and grant schemes for climate protective measures in municipalities, regional consulting offers

Core Competences and Learning Outcomes

Core Competence	**Learning Outcomes** Evidence must confirm the learner's ability to ….
Understand the background on economic science, global conflict on energy and economics (crude oil and gas), the European energy crises, climate change as biggest failure of markets, threats due to climate change, climate politics after Copenhagen, Kyoto aims and national situation and global developments.	Argue and discuss within the municipalities about EU strategies 2020, G-20 aims for 2050, global perspectives and national realities, compatible energy systems, post-carbon-society, challenges for the national situation. Work with best practice examples and checklists for developing measures.
Know the capacities and criteria for adaptation strategies to climate change in different sectors, for example: water, agricultures, transport and infrastructure, land use, heating etc.	Plan a concept for adaptation strategies on municipal level Find contacts/partners for further adaptation to realize projects in the municipalities.
Understand the background and legal framework of the emission trading scheme, the climate and energy politics and its interaction and the allocation of global CO2 Emissions.	Explain, discuss and argue critically the idea of the emission trading scheme, the operational CO2 management and the EU aims.
Know the European and national Climate alliance and other climate	Successfully involve mayors, regional decision makers and different stakeholders in municipalities in the process to become a member

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

protection networks.	of the Climate Alliance.
Know national and regional strategies, support and grant schemes for climate protective measures.	Utilize national and regional strategies to establish climate protective measures in municipalities. Use financial support and grant schemes and other possibilities of financing the activities in municipalities.

3. Specification of group and individual work

3.1. Group work:

One lecture should be used for the implementation of the group work. The group topics to be worked on are presented to the participants. The participants form groups of 3-4 people who should meet the criteria set out below. Participants should have time during course to exchange, work together and discuss the topic they have chosen within their group. In order to make regional networking possible and easier, the working groups should be composed of participants coming from the same region/federal province. The aim of this group work is that participants discuss the subject matters presented in the lectures and elaborate adequate solutions for their municipality/city. By working in a group participants learn to work independently and in a self-organised way; together they have to work on the content and the visual format of their group presentation. On the last day of the training course, each participant has to do a presentation on the results and explain them to the other participants and the organisers of the training course.
All presentations will be uploaded on the E-learning platform after the training course; participants get access to all presentations and may download them.

Formation of groups: Groups of 3-4 people each
Subject matters: 3 subject matters are offered
Results: During Module 3 (=Day 5 & Day 6), the participants will present the results to the other participants by means of a PowerPoint presentation.
Duration of presentation: approximately 15 minutes in total (all members of a group) - followed by question session

<u>Examples for subject matters:</u>

- Subject matter 1: The climate-friendly municipality
  Describe the individual steps a municipality has to take to become a climate-friendly community. Please consider all sectors (mobility, energy, industry and commerce, agriculture, procurement, urban and regional planning...) in your description.
- Subject matter 2: Increasing energy efficiency in a municipality by motivating the citizens
  Describe an ideal participation process in a municipality that aims at promoting local sustainable energy sources and implementing energy saving measures.
- Subject matter 3: Climate protection measures in a municipality - list of priorities
  Develop a list of priorities that could be used for implementing climate protection actions in the municipality. Please explain each priority with regard to criteria like efficiency factor, applicability, securing the future of the site, long-term perspectives or publicity effect. Please consider all measures required to adapt to climate change on a municipal level.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

3.2. Individual work:

In addition to the group work, each participant has to compose a course paper that has to be handed in before the 3rd Module. The paper is reviewed and assessed by experts or employees of the course organiser (if they are experts); each participant will receive an e-mail containing feedback on their paper before the training course ends. If the paper is incomplete or flawed, all errors will be pointed out by the reviewer; missing information has to be provided by the participant. This means that an updated version of the paper is required. Reviewers will not make use of grade points like schools do; there are many different cases and situations that require objective evaluation and grade points are too vague to meet the requirements of such evaluation.
All course papers will be uploaded to the website and accessible to all participants. (It will be clarified in advance if anyone objects to the publication of their work):

Content of individual work:

Describe current challenges of climate protection on the basis of an actual project/case in your municipality. Work out solutions/suggestions for local implementation.
Proposed structure:

1. Title of project

2. Municipality where the project should/could be implemented

3. What are the real issues involved in the project? Why is this project needed?

4. Objective of project? What should be achieved with this project? What are observable and verifiable results of the project?

5. Target groups Which groupings need to be won over and mobilised?
How to arouse different groupings' interest?

6. What resources are required?
- financial
- staff

7. Rough time frame and milestones of the project

8. What are potential objections to the project? How to best justify the project against such objections? (E.g. Cause-effect relationships, data review, development scenarios etc.)

9. Potential solutions for a local/practical implementation.

Format - Guidelines:

Cover	Title of project
Name of author	
Volume:	8-10 pages (including pictures, if any)
Heading:	Arial 12, Font colour black
Text font:	Arial 11 Font colour black,
Header:	left: First and SECOND NAME right: Page number
Bibliography	SECOND NAME, First name: *Title*, YYYY
Submission:	until xxxxx → via e-mail to xxxxxxxxx
	Please send your work as .pdf file if it is larger than 5 MB.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

4. Presentation of group works and certification ceremony

At the end of the training each group should present their work in a 45 minutes session to the other attendees as well as the training organisation. The working group presentation should be available to all participants on the E-learning platform.
Participants get experience how to present topics of municipal matters. They are informed about other steps of other groups und hear their solutions. Within the discussion at the end of the presentation they get feedback from the other participants and to consolidate their arguments within the discussion.

All participants get their **certificate** after successful participation. The certification ceremony should be realised in a formal setting and in presence of the scientific patronage of the training, official bodies (like ministerial representatives), cooperating organisations etc. The involvement of a maximum of stakeholder shows the high quality standard of the training.
Photos can be used for marketing matters and for awareness rising within their municipality.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.