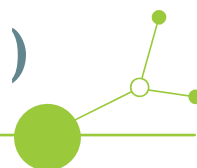


SuPeRBE Training System Syllabus (D3.2.1)



ACTIVITY 3.2

SuPeRBE Training System and e-learning platform

Date: 30.11.2025





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Executive Summary

Deliverable D3.2.1 presents the structure, methodology and components of the SuPeRBE Training System developed under Activity 3.2. The training system is a core element of the SuPeRBE project, supporting the overall objective of strengthening the capacity to act of local and regional public authorities in planning, implementing and monitoring climate adaptation measures at neighbourhood and building scales. This training system provides a comprehensive set of skills and knowledge, specifically aimed at different types of target groups (decision-makers, technical coordinators and professionals), to enable them to adopt the SuPeRBE methodology and toolkit effectively in order to improve climate resilience at urban and building scales.

Learning Outcomes (LOs) have been defined using the TRAIN4SUSTAIN Competence Quality Standard (CWA 17939/2022) to ensure transparency, comparability and transferability across Central Europe. The training curriculum is structured into 13 Macro-Areas of Expertise (MAE) and corresponding Areas of Expertise (AE) in five languages and made available on the European Skill Registry (ESR) e-learning platform.

The components of the SuPeRBE training system were tested in local pilot training courses (A3.3) during the project implementation to validate their effectiveness and suitability in relation to the needs of the target groups.

The SuPeRBE training system has been designed to be used even beyond the formal conclusion of the project in order to maximise the diffusion and the adoption of the SuPeRBE tools and methodology by the municipalities and public bodies in Central Europe, fostering the implementation of climate adaptation measures at building and neighbourhood scale.

Acronyms and definitions

Acronyms	
SuPeRBE	Sustainable Planning for Resilient Built Environment
RBTool - CE	Resilient Building Tool for Central Europe
RNTool - CE	Resilient Neighbourhood Tool for Central Europe
RBE - CE	Resilient Built Environment Assessment System for Central Europe
AE	Area of Expertise
MAE	Macro Area of Expertise
LO	Learning Outcome
CWA	CEN Workshop Agreement

Table 1: Definition of acronyms used in the document.



1. Introduction

Training and upskilling are crucial for effective climate change adaptation at the building and neighbourhood scale, especially for municipalities and public authorities. They represent the core of capacity building, ensuring that local governments can move from awareness to concrete action.

This is the assumption on which the definition of the SuPeRBE training system (A3.2) was based.

For decision- and policy- makers in public authorities, upskilling directly impacts their “capacity to act” in planning and implementing resilience measures for the built environment.

Furthermore, training must ensure that policy-makers can mainstream adaptation into existing urban planning, building regulation, and infrastructure development processes. This moves adaptation from a stand-alone topic to a fundamental and integrated aspect of governance.

Technical staff operating in public authorities and professionals (e.g., urban planners, building designers, etc.) need knowledge for assessing local climate impacts (e.g., increased heat stress, flood risk, or storm intensity) to conduct accurate vulnerability analysis at the neighbourhood and building levels. Learning about effective use of the SuPeRBE methodology and tools allows technicians and professionals to support the decision-makers in defining, implementing and monitoring climate adaptation measures and informing future investment.

Training can also contribute to breaking down silos between departments in public bodies (e.g., planning, environment, health, emergency services) and fosters the necessary coordination for holistic adaptation strategies.

The SuPeRBE training system was designed to address these needs comprehensively and in a structured manner.

2. General features of the SuPeRBE training system

The features of the SuPeRBE training system reflect its uniqueness: it was designed based on the needs and skill gaps of the partners municipalities and related stakeholders, as well as pilot municipalities involved in defining the contextualization of the SuPeRBE tools from the early stages of the project.

The interviews conducted with local authorities' representatives within Activity A3.1 “Evaluation of the capacity to act of local and regional public authorities using the SHARC model”, highlighted a significant lack of specific skills and knowledge to adequately manage climate change and its impact on the built environment. These shortcomings, which are even more evident in small and medium-sized municipalities, concern both the technical aspects (i.e., methods for assessing and analysing local climate risks) and, consequently, the “capacity to act” of decision-makers.

At the same time, the characteristics of the SuPeRBE training system are well-suited to be applied to any Central European municipality.

2.1. The target groups of the SuPeRBE training system

The end users addressed by the SuPeRBE training system can be divided into two main groups, as described in Figure 1:

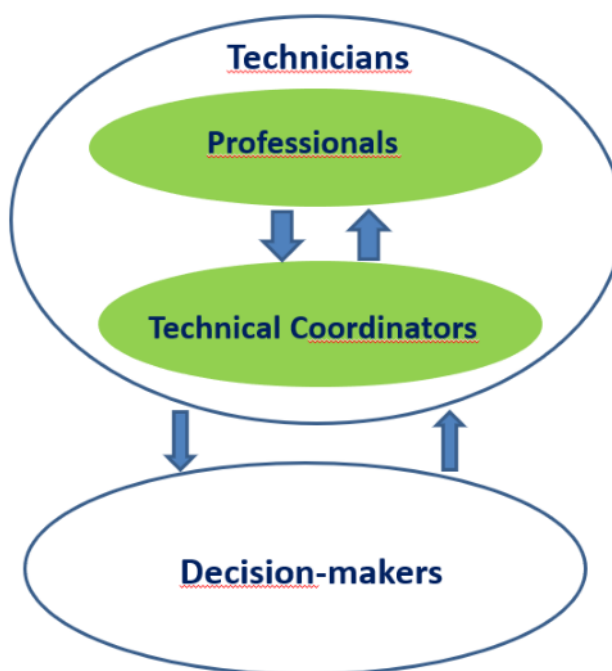


Figure 1: Target groups of the SuPeRBE training system.

To summarise the main characteristics of the target groups and their role in the training system, Table 2 provides an overview of the three categories defined in SuPeRBE and their corresponding competence levels.

Target Group	Who They Are (example)	Role in the SuPeRBE Process (example)	Required Competence Level (TRAIN4SUSTAIN CQS)
Decision Makers (DM)	Mayors, councillors, city managers, heads of departments, public authority leaders	Define strategic goals, approve adaptation measures, allocate resources, monitor adaptation plans	Level 1
Technical Coordinators (TC)	Municipal technical staff, planners in public bodies, local authority engineers responsible for integrating assessments	Act as the interface between political level and technical experts; coordinate and integrate neighbourhood and building assessments	Level 2
Professionals (PR)	Architects, engineers, GIS specialists, urban planners, consultants working at building or neighbourhood scale	Perform technical climate risk assessments (RNTool/RBTool), calculate indicators, provide input data	Level 3

Table 2. Overview of SuPeRBE target groups and required competence levels.



- **Technicians:** this group includes technical staff of municipalities and public bodies, freelance professionals, building designers, and urban planners. All of them have a technical profile and need to learn how to use SuPeRBE tools both in terms of technical and functional/operational aspects.

To make the training more tailored to the end users' features in relation to their role in climate adaptation processes, a further subdivision of this end-user group has been defined in the SuPeRBE training system.

The two sub-groups are the following:

- **Professionals (PR):** this group includes professionals (architects, engineers, geologists, etc.) operating at neighbourhood or building scale (e.g, urban planners, building designers). They need to learn how to calculate the SuPeRBE indicators of the RB/RNTool in relation to the concerned local climate risks and to apply the RBE methodology to assess risk categories. They provide the technical coordinators with specific data to be used in the decision-making process.
- **Technical coordinators (TC):** this group includes officials and technical staff of municipalities who play the key role of "interface" between the decision-making level and the Professionals performing the assessments. They have to coordinate the assessment processes by integrating the different assessment results at building and neighbourhood scale into the decision-making.
- **Decision makers (DM):** this group includes policy makers, public bodies managers, investors, and developers. They need to reinforce their capability to set up and monitor optimal resilience and adaptation measures at the building and neighbourhood scale by using the SuPeRBE decision-making methodology (A1.4).

2.2. Learning Outcomes and methodological approach adopted

Learning Outcomes (LOs) describe what an individual should know, understand and/or be able to do at the end of a learning process. They are focused on the learner's experience, rather than prioritising the content of the subjects that comprise the training curriculum.

LOs are increasingly used in the EU education and training context. They are used as a common language in the European Qualifications Framework (EQF), National Qualifications Frameworks (NQF) and European Credit system for Vocational Education and Training (ECVET).

The definition of the expected LOs for the SuPeRBE training system was made in accordance with the methodology of the Competence Quality Standard (CQS) developed within the H2020 TRAIN4SUSTAIN project (<https://train4sustain.eu/>). The TRAIN4SUSTAIN CQS is a tool to evaluate, score and report in a comparable and harmonised way the level of competence, skills and knowledge of workers and professionals in the sustainable building sector. It was created to promote a common understanding of sustainable skills of professionals and workers of the construction sector across Europe in order to facilitate the transnational recognition of learning outcomes and competence levels of existing qualifications and vocational training.



The TRAIN4SUSTAIN CQS served as the methodological foundation for drafting the TRAIN4SUSTAIN CEN Workshop Agreement (CWA 17939/2022), a European pre-standard issued in 2022. It was drawn up with the involvement of a wide audience of European stakeholders and international experts concerned with the topic – the document is available for consultation at https://www.cencenelec.eu/media/CEN-CENELEC/CWAs/RI/cwa17939_2022.pdf.

The TRAIN4SUSTAIN CQS defines a framework of Areas of Expertise (AE) organised in a hierarchical and modular structure. Each AE corresponds to a sustainability subject. The sustainability subjects addressed in the CQS have been defined in relation to relevant European standards and frameworks of sustainability indicators. 108 AE are included in the current TRAIN4SUSTAIN CQS version.

LOs are the elementary units of the TRAIN4SUSTAIN Competence Quality Standard. Following the principle of the European Qualification Framework, each LO is associated with a specific level of competence.

In the TRAIN4SUSTAIN CQS, the competences' scoring scale ranges from 1 to 5, where 5 is the highest degree of competence. Table 3 describes the levels of competence used in the TRAIN4SUSTAIN Competence Quality Standard.

Level of Competence	Description
1	The candidate has little knowledge and skills with respect to the thematic area. Understands basic principles and is able to take part in project team discussions
2	The candidate understands basic knowledge and has practical skills within the thematic area, is able to solve simple problems by selecting and applying basic methods, tools, materials and information.
3	The candidate has comprehensive, factual and theoretical knowledge and skills within the thematic area, is capable of solving standard problems within the field
4	The candidate has advanced knowledge involving a critical understanding of theories and principles and skills, required to solve complex and unpredictable problems in the field and is aware of the boundaries
5	The candidate has specialized knowledge and problem-solving skills, partly at the forefront of knowledge in the field, in order to develop new knowledge and procedures and to integrate knowledge from different fields

Table 3 : Competences' scoring scale in TRAIN4SUSTAIN CQS.

To ensure the greatest applicability and transferability of the competence provided, the SuPeRBE training system was developed in accordance with the methodological approach of the TRAIN4SUSTAIN CQS.

For each of the 13 AE defined in the SuPeRBE training curriculum, the corresponding expected LOs are described by adopting the TRAIN4SUSTAIN CQS methodological approach.

Each expected LO is described with the following elements:



- a) a code related to the AE;
- b) a general LO description;
- c) knowledge;
- d) skill;
- e) level of competence;
- f) concerned target groups.

An example of LOs description for the Area of Expertise 3.1 (Heavy Precipitation – Damage risk at the small urban scale) is shown in Table 4.

3.	Risk Assessment at small urban scale – Heavy precipitation				
3.1	Buildings – Risk Category A1.1 - Damage Risk for residential buildings				
a) LO Code	b) LO Description	c) Knowledge	d) Skill	e) Requested for level of competence	f) Target group (DM, TC, PR)
3.1.1	Understanding the risk category “Damage risk for residential buildings” (A1.1), in relation to the heavy precipitation hazard	Minimal knowledge of: - Heavy precipitation intensity and frequency; -Relevance of a risk assessment methodology.	Discussing the basics of Heavy precipitation risk and the relevance of each vulnerability indicator.	1	DM, TC, PR
3.1.2	Applying the risk category “Damage risk for residential buildings” (A1.1) and the related assessment criteria for the concerned territory	Basic knowledge of: -Vulnerability indicators scoring processes. -Benchmark categorization.	Applying risk assessment criteria indicators for buildings risk assessment at the urban scale in the concerned territory	2	TC, PR
3.1.3	Calculating the indicators for assessing the risk category “Damage risk for residential buildings” (A1.1)	Medium knowledge of: -Geospatial analysis in the context of flash flooding.	Performing step-by-step calculations of the indicators using technical drawing, GIS for geoprocessing and CAD for urban area delineation and calculations.	3	PR

Table 4: Example of an LO description.

Taking into account the SuPeRBE training overall objective and the characteristics of the target groups, the LOs of the SuPeRBE training curriculum refer to the first **3 levels** of the TRAIN4SUSTAIN CQS, assuming that:



- Level 1 corresponds to the minimum level of competence to be achieved by decision-makers;
- Level 2 corresponds to the minimum level of competence to be achieved by technical coordinators;
- Level 3 corresponds to the minimum level of competence to be achieved by professionals.

It is important to point out that, as established by the TRAIN4SUSTAIN CQS methodology, to reach a certain level of competence in an Area of Expertise, the learner must have acquired **all** the Learning Outcomes of that level and all the LOs belonging to the **lower levels** of competence. For example, if an architect, belonging to the target group “professional”, would like to reach a competence level equal to Level 3, all the LOs of levels 1, 2 and 3 must be acquired.

3. The components of the SuPeRBE training system

3.1. Areas of Expertise

The SuPeRBE Training content is structured in 13 Macro-Areas of Expertise (MAE), each composed of multiple Areas of Expertise (AE).

Based on the methodological approach described in paragraph 2.2, for each AE, the competences provided by the SuPeRBE Training are described through at least three LOs in relation to the three target groups.

In Table 5, the 13 SuPeRBE MAE are listed.

n.	Title
MAE 1.	Climate Change and Built Environment
MAE 2.	Resilient Built Environment (RBE) Assessment System
MAE 3.	Risk Assessment at small urban scale - Heavy precipitation
MAE 4.	Risk Assessment at small urban scale - Flooding
MAE 5.	Risk Assessment at small urban scale - Extreme heat
MAE 6.	Risk Assessment at small urban scale - Drought
MAE 7.	Risk Assessment at small urban scale - Storm
MAE 8.	Risk Assessment at small urban scale - Wildfire
MAE 9.	Risk Assessment at small urban scale - Mass movement
MAE 10.	Risk Assessment at building scale
MAE 11.	Decision Making for climate adaptation
12.	Digital tools for climate adaptation



13.

Policy instruments for climate adaptation

Table 5: Macro Areas of Expertise.

Each of the above MAE is made up of different AE detailed as follows in Table 6.

MAE 1.	Climate Change and Built Environment
AE 1.1	Fundamentals of climate change
AE 1.2	Policies and governance for climate adaptation
AE 1.3	Methods and tools for climate risk assessment and management
AE 1.4	Climate adaptation strategies and solutions
MAE 2.	Resilient Built Environment (RBE) Assessment System
AE 2.1	Resilient Built Environment (RBE) Method
AE 2.2	Resilient Building Tool for Central Europe (RBTool-CE)
AE 2.3	Resilient Neighbourhood Tool for Central Europe (RNTool-CE)
MAE 3.	Risk Assessment at small urban scale - Heavy precipitation
AE 3.1	Buildings
AE 3.2	Transport
AE 3.3	Energy
AE 3.4	Water
AE 3.5	Health
AE 3.6	Emergency Services
AE 3.7	Tourism
MAE 4.	Risk Assessment at small urban scale - Flooding
AE 4.1	Buildings
AE 4.2	Transport
AE 4.3	Water
AE 4.4	Health
AE 4.5	Emergency Services
MAE 5.	Risk Assessment at small urban scale - Extreme heat
AE 5.1	Buildings
AE 5.2	Transport
AE 5.3	Energy
AE 5.4	Environment & Biodiversity
AE 5.5	Health



AE 5.6	Emergency services
AE 5.7	Tourism
MAE 6.	Risk Assessment at small urban scale - Drought
AE 6.1	Water
AE 6.2	Environment & Biodiversity
AE 6.3	Health
AE 6.4	Emergency services
MAE 7.	Risk Assessment at small urban scale - Storm
AE 7.1	Buildings
AE 7.2	Transport
AE 7.3	Health
AE 7.4	Emergency services
MAE 8.	Risk Assessment at small urban scale- Wild fire
AE 8.1	Emergency Services
MAE 9.	Risk Assessment at small urban scale- Mass movement
AE 9.1	Buildings
AE 9.2	Transport
AE 9.3	Emergency Services
AE 9.4	Tourism
MAE 10.	Risk Assessment at building scale
AE 10.1	Heavy precipitation – building scale
AE 10.2	Floods – building scale
AE 10.3	Extreme heat – building scale
AE 10.4	Droughts – building scale
AE 10.5	Storms – building scale
AE 10.6	Wild-fire – building scale
AE 10.7	Mass Movement – building scale
MAE 11.	Decision Making for climate adaptation
AE 11.1	Decision Making for climate adaptation at building and small urban scale
MAE 12.	Digital tools for climate adaptation
AE 12.1	SuPeRBE Platform
MAE 13.	Policy instruments for climate adaptation
AE 13.1	Tactical climate adaptation planning



AE 13.2	Climate resilient spatial planning
AE 13.3	Climate adaptation in Strategic Environmental Assessment
AE 13.4	Climate adaptation in Urban Health

Table 6: Areas of Expertise (AE) of the SuPeRBE training curriculum.

The contents of MAE concerning the “Risk Assessment at small urban scale (from MAE 3 to MAE 9), as well as those concerning the “Risk Assessment at building scale” (MAE 10), have been defined through a selection process, which accompanied the contextualization of the RBTool and RNTool Generic Frameworks.

Starting from the SuPeRBE Generic Frameworks for both the small urban scale (RNTool-CE) and the building scale (RBTool-CEI), the local partner administrations, supported by the technical partners, selected the hazards, urban sectors, and risk categories considered most relevant for their territories.

This selection process led to the definition of a set of "Key Risk Categories" (KRCs) deemed crucial. These KRCs represent the contents developed in the training for the AE devoted to the climate risk assessment.

For the RNTool, specifically, each MAE is devoted to a specific climate hazard among those selected as the most relevant from the SuPeRBE Generic Framework. For each of these hazards, the related AE represent the different affected urban sectors. Indeed, each AE explores and explains the characteristics and assessment methods of the related "risk categories", i.e., the specific types of risk that arise from the correlation between that specific climate hazard and an exposed element within an specific urban system.

Table 7 summarises the 14 RNTool KRCs explained in the MAE devoted to the risk assessment at a small urban scale.

A Heavy precipitation	
A1 BUILDINGS	
A1.1	Damage risk for residential buildings
A1.2	Damage risk for public buildings
A4 WATER	
A4.3	Damage risk for sewage systém
B Floods	
B1 BUILDINGS	
B1.1	Damage risk for residential buildings
B1.2	Damage risk for public buildings
B2 TRANSPORT	
B2.2	Damage risk for road transport network
B2.5	Damage risk for bicycle and pedestrian paths
B8 HEALTH	
B8.1	Health risk for population
B9 EMERGENCY SERVICES	
B9.1	Efficiency risk for civil protection service



C Extreme heat
C8 HEALTH
C8.1 Health risk for population
C9 EMERGENCY SERVICES
C9.4 Efficiency risk for emergency medical services
D Droughts
D4 WATER
D4.2 Damage risk for water supply network
D7 ENVIRONMENT & BIODIVERSITY
D7.1 Damage risk for Urban green spaces
D7.3 Damage risk for Street Trees

Table 7: RNTool Key Risk Categories (KRCs) included in the SuPeRBE training curriculum.

For RBTool, a single MAE (i.e., MAE10) deals with the risk assessment at the building scale in relation to the 7 selected hazards for the Central European context. Each AE is devoted to a specific climate hazard among the selected one and explores the risk assessment of the building elements considered most relevant.

The RBTool KRCs addressed in the MAE 10 are listed in Table 8.

A	Heavy Precipitation
A4	Facade
A4.2	Façade openings
A5	Roof
A5.2	Weatherproofing
A13	Landscaping
A13.1	Paving and other hard surfacing
B	Floods
B4	Facade
B4.2	Façade openings
B8	Energy system
B8.3	Electricity generation and distribution
B10	Sanitary systems
B10.4	Drainage systems
B14	Location
B14.1	Proximity
C	Extreme Heat
C4	Façade
C4.1	External wall systems, cladding and shading devices



C4.2	Façade openings
C5	Roof
C5.1	Roof structure
C15	Occupants
C15.1	Comfort
D	Droughts
D6	Fittings and furnishings
D6.1	Sanitary fittings
D10	Sanitary systems
D10.1	Cold water distribution
E	Storms
E4	Facade
A4.2	Façade openings
E5	Roof
E5.1	Structure
F	Wildfire
F4	Facade
F4.1	External wall systems, cladding and shading devices
F11	Other systems
F11.2	Firefighting installations
F13	Landscaping
F13.2	Fencing, railing and walls
F14	Location
F14.1	Proximity
G	Mass Movement
G2	Load bearing structural frame
G2.3	External walls
G14	Location
G14.1	Proximity

Table 8: RBTTool Key Risk Categories (KRCs) addressed in MAE10.

According to the methodological approach described in paragraph 2.2, the AE listed above are aimed at all three target groups (DM, TC, and PR) of training. For each AE, diversified knowledge and skills are provided in relation to the level of competence deemed necessary for each target group.



The description of the expected LOs in relation to the different AE for the different target groups clearly represents this approach.

The complete list of LOs composing each AE is included in Annex A.

3.2. Training material

The SuPeRBE training material was developed by the project's technical partners in parallel with the implementation and fine tuning of the SuPeRBE tools.

For each AE, specific training materials provide the relevant knowledge and skills tailored to the level of competence needed by the concerned target group.

An "incremental" approach was adopted in developing the training material in relation to the three requested levels of competence. This implied, for example, that, for a certain AE, the training material addressing the Level of competence 3 was developed starting from that of Level 2 by adding further contents and/or explaining in greater detail the content provided for Level 2 (see Figure 2).

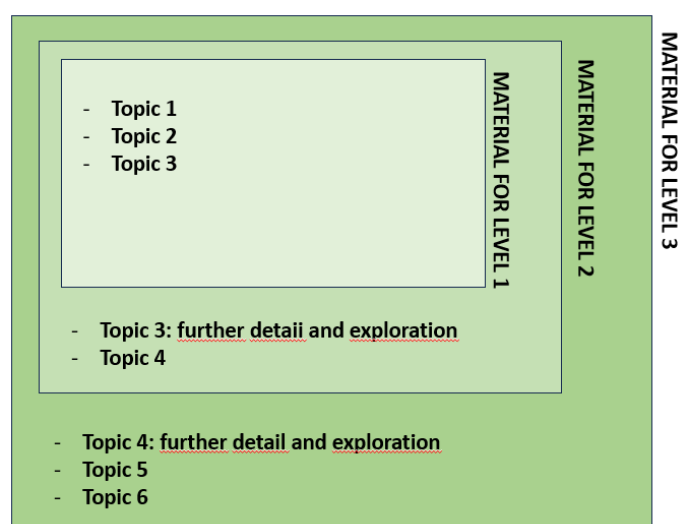


Figure 2: Example of the incremental approach adopted for the SuPeRBE training material.

For each AE described in paragraph 3.1, different types of training material have been developed:

- ppt/pdf presentations
- video presentations
- practical exercises and examples
- self-assessment tests
- user's manuals
- booklets
- handouts.

The kind of material can vary based on the concerned AE. A minimum configuration, including at least a presentation and a self-assessment test for each Area of Expertise, has been provided. Each presentation also includes suggestions for additional material, reference documents, and publications that learners can use to delve deeper into the relevant topics.



To maximise the spread out at the local level and facilitate the use of the training material in the various involved territories, the training material was translated from English into four other languages (Croatian, Czech, German and Italian).

Furthermore, to ensure that the training material fully matches the needs and characteristics of each pilot area, some of the training material was also contextualized in the national versions: for examples, the materials related to the climate risk assessment for RNTool and RBTool in the "common" English version refer to the Key Risk Categories of the SuPeRBE Generic Frameworks, while the national versions include only those Key Risk Categories adopted by the pilot municipalities during the contextualization process. Similarly, each territory could integrate the training materials by including specific "non-key" risk categories in the "national" set of training materials.

The training material was tested and continuously reviewed throughout the implementation of the pilot courses.

All SuPeRBE training material has been developed to be "user-friendly" and can be easily adopted both in online self-learning courses or in traditional "in-person" courses.

SuPeRBE training materials are available and downloadable from the open public training material area <https://superbe.felicity.tools/Training>.

3.3. E-learning platform and e-courses

Three SuPeRBE e-courses were created in relation to the target groups addressed and the AE described in paragraph 3.1.

Based on the methodological approach explained in paragraph 2.2, the composition of the three training courses was determined by considering, for each AE, the LOs related to the specific target group. Based on this assumption, the course for decision makers refers to LOs Level 1 LO, the course for technical coordinators refers to LOs Levels 1 and 2, and the course for professionals refers to LOs Level 1, 2 and 3.

Therefore, in general, the three courses addressing the three different target groups refer to the same thematic areas, but each thematic area is explored and explained with different levels of detail. This is a key feature of the SuPeRBE Training System, as it confirms the extent to which the three identified roles are closely interrelated in the process of defining, implementing, and monitoring climate adaptation plans. The competence to be acquired by decision-makers, technical coordinators, and professionals must be strongly interconnected, even though each role requires different levels of knowledge and expertise to adequately perform their specific functions.

The three SuPeRBE courses are available online on the open-access e-learning platform named European Skill Registry (<https://skillsregistry.eu/>) developed in the frame of the Horizon TRAIN4SUSTAIN project – see Figure 3.

The SuPeRBE e-courses can be freely accessed by registering to ESR platform and enrolling in the course corresponding to the concerned role (Decision-Maker/Technical Coordinator/Professional).



The screenshot displays the SuPeRBE e-courses interface on the ESR platform. The top navigation bar includes the 'SKILLS REGISTRY' logo and icons for Home, Schemes, Education, Search, Messages, My Account, EN, and a shopping cart. The left sidebar features a 'Learning path' section with a list of courses: 'EUB SuperHub training', 'Module 1 on the EUB SuperHub project KPIs', 'Module 2 on the EUB SuperHub certification and E-Passport', '1.1 Fundamentals of climate change', 'SuPeRBE e-Course for Decision-Makers', 'SuPeRBE e-course for Professional', and 'SuPeRBE e-course for Technical Coordinators'. Below this is a 'Recent conversations' section with entries for Paola Borgaro, Melinda Lantos, and Geonardo Ltd. The main content area has a search bar with 'superbe' entered and tabs for EXPERTS, PROJECTS, and COURSES. A 'CQS filter' section includes a 'Location' dropdown, an 'E-learning' checkbox, and a 'Search' button. The 'Recommended Courses' section lists 'Certificatore Energetico', 'Technician for programming and management of the building process, BIM and green oriented', and 'Course for ENA193_3-WindPlantsMan. (SP)'. The 'Recommended Projects' section has an 'Update your passport' button. The 'Relevant Qualification Schemes' section lists 'Mobility management (IT)', 'House painter (HU)', and 'Road builder and main. (HU)'. The 'FAQ' section includes questions like 'What is the Skills Passport?', 'How does the Skills Passport differ from a traditional diploma or qualification certificate?', 'Can the Skills Passport be used for job applications and career advancement?', and 'How can I obtain a Skills Passport?'. The main content area also features three e-courses: 'SuPeRBE e-course for Decision-Makers', 'SuPeRBE e-course for Technical Coordinators', and 'SuPeRBE e-course for Professional'. Each course has a description, a progress bar, and options to add to watchlist, share, or send.

Figure 3: Screenshot of the SuPeRBE e-courses available on the ESR platform.

When entering the e-course, the user can select the desired language from the 5 available and thus access the various thematic modules that compose the e-course, each corresponding to one of the SuPeRBE AE presented in paragraph 3.1. The related training material are available and downloadable. For each training module, the user has the opportunity to evaluate the learning progress using the self-assessment tests provided in the training material area (closed-ended questions test) to check the acquisition of the expected knowledge and skills for any AE;



The SuPeRBE online courses can be taken in "asynchronous" mode: no timetables and calendars are fixed. This feature provides users with maximum flexibility and customization in taking the course. Any user can learn at his/her own pace.

The duration of the e-courses varies in relation to the concerned target group, and it is estimated as follows:

- 8-12 hours for decision-makers;
- 20-24 hours for technical coordinators;
- 28-36 hours for professionals.

Finally, it should be underlined that the added value of the SuPeRBE e-learning platform lies in the opportunities it offers in terms of continuous training even after the formal conclusion of the project to support a larger number of cities in the Central European region in implementing climate adaptation plans.

3.4. The SuPeRBE Skill Passport

The SuPeRBE Skill Passport is a descriptive document issued to all participants in the pilot training courses. Its purpose is to summarise the LOs that the SuPeRBE training system provides, following the structure and terminology of the TRAIN4SUSTAIN Competence Quality Standard (CWA 17939/2022), and to document the training modules completed by each participant during the training course.

The Passport is not a certification of the competences acquired by each individual participant. It does not attest or verify that learners have achieved the LOs, nor does it involve evaluation or examination by the project partners.

Instead, it serves as a transparent reference document that describes the skills and knowledge offered by the SuPeRBE courses, facilitating comparison and recognition of climate adaptation competencies across Central Europe.

Participants who wish to obtain formal validation or certification of the competences they have personally acquired may do so through independent organisations authorised for this purpose in their country.

4. Validation of the SuPeRBE training system

4.1. Pilot courses and stakeholders' involvement

Considering the participatory process that accompanied the implementation of the project's crucial phases, the validation of the SuPeRBE training system by the relevant local stakeholders is considered crucial. In this sense, two most significant moments in collecting feedback for its validation have been planned:

- a. during the third Local Advisory Group (LAG) meeting to be held in each pilot territory in the final phase of the project, a specific session will be dedicated to presenting and analysing the training system and collecting feedback and recommendations to ensure its compliance with expectations and needs by the local stakeholders.



- b. at the end of the pilot training courses (due in Period 4) - currently in progress in the different partner countries - that are addressing both the pilot teams and a wider audience comprising local decision-makers, technical coordinators, and professionals. These courses are organised through two or more training workshops, typically held in hybrid mode, providing a general introduction to the overall SuPeRBE training content. The workshops' participants can then continue and complete the SuPeRBE training on the e-learning platform at their own pace.

Two dedicated online questionnaires have been prepared to systematically collect feedback from participants in workshops and e-courses, in order to evaluate and validate the SuPeRBE training system. The main aspects investigated through the questionnaires are:

- compliance of declared training objectives with achieved LOs
- effectiveness of the training methodology
- clarity and adequacy of the training material
- applicability of the acquired skills in professional contexts

The results of the validation of the SuPeRBE training system will be reported in the two deliverables naturally incorporate these activities: LAGs (A2.1) and the Pilot courses implementation (A3.3). This ensures that validation findings are presented in the correct chronological order and within the work packages where validation activities are operationally carried out. Should the Programme require integration directly into D3.2.1 at the end of the project, the consortium is available to update this deliverable accordingly.

Annexes

Annex A: Learning Outcomes composing the SuPeRBE Training System