

ADULT TRAINING ITINERARY

AUTHORS:

UNIVERSITY OF LJUBLJANA (SLOVENIA)

REVIEW:

LOW CARBON ECONOMY (SPAIN)

INEUROPA S.R.L. (ITALY)

UNIVERZA JAUME I (SPAIN)

CENTER ZA TRAJNOSTNI RAZVOJ

PODEŽELJA KRANJ (SLOVENIA)

ARCES ASSOCIATION (ITALY)

2025



A vertical strip of decorative cookies with intricate floral and leaf patterns, arranged on parchment paper. The cookies are golden-brown with white icing decorations. The patterns include flowers, leaves, and stems, some resembling wheat or similar agricultural motifs. The cookies are arranged in a grid-like fashion, with some overlapping.

TRAINING PURPOSE

To empower rural communities to learn, adapt, and collaborate by providing skills, knowledge, and participatory tools for developing effective climate change adaptation strategies tailored to local needs.

This goal includes:

- strengthening local resilience by enhancing communities' capacity to understand climate risks, manage vulnerabilities, and implement adaptive measures;
- supporting inclusive decision-making through participatory methods that give voice to diverse stakeholders and ensure that adaptation actions reflect collective priorities;
- promoting sustainable rural development by aligning adaptation solutions with environmental stewardship, economic vitality, and social well-being; and
- building networks for long-term cooperation that connect local actors, regions, and European partners to exchange knowledge, scale good practices, and sustain collaboration beyond the training itself.

TARGET GROUPS

LOCAL AUTHORITIES & MUNICIPAL STAFF (PLANNERS, ENVIRONMENTAL DEPARTMENTS, RURAL DEVELOPMENT OFFICERS)

LOCAL ACTION GROUPS (LAGs) & RURAL DEVELOPMENT ORGANISATIONS

FARMERS, LAND MANAGERS & AGRICULTURAL ADVISORS

LOCAL BUSINESSES LINKED TO TOURISM, CRAFTS, AGRICULTURE, ENERGY, MOBILITY, HOUSING, ETC.

ADULT EDUCATORS, TRAINERS & NGOS

COMMUNITY GROUPS & CIVIC ASSOCIATIONS

YOUTH REPRESENTATIVES INVOLVED IN COMMUNITY PLANNING

EDUCATIONAL GAPS, TRAINING NEEDS

Based on active participation of rural localities and rural communities in Italy, Spain and Slovenia, the SURF project managed to identify specific educational gaps and training needs which have potential to empower rural localities and rural communities in climate change adaptation.

Poverty related to climate change identification on local level

- *Educational gap.* Although there is a huge amount of information and events related to climate change, we identified the poverty related to climate change knowledge on local level.
- *Training need.* **Storytelling on climate change.** There is a need to create physical spaces and virtual platforms, where rural people could meet and report on their perception of climate change which is directly affecting their life and work. Here, an active support of public administration, NGOs and researchers is needed.
- *Result.* **Local climate change library - what have we done** (potential formats: booklet, online story maps, podcasts, videos, art events, etc.).

Need for critical climate change discussion on local level

- *Educational gap.* After collecting localised information on identification of climate change, a more in-depth discussion among different rural actors and rural stakeholders is to be developed on local level. Climate change mitigation asks for joint re-thinking.

- *Training need.* **Dialogue with climate change.** Workshops on active rural participation in climate change mitigation have to be shaped according to the needs of different groups (public administration, farmers, NGOs, rural youth, rural entrepreneurs, rural schools, etc.) who need to listen to each other and start to work on dialogue for proper discussion on climate change mitigation and adaptation.
- *Result.* **Local climate change atlas – who is who, where are we, what are our strengths** (potential formats: booklet, online story maps, podcasts, videos, art events, etc.).

Local climate change networks as interfaces for local climate change adaptation strategies

- *Educational gap.* After the creation of local data on climate change (local climate change library), and mapping the role of local actors and stakeholders (local climate change atlas), a coordinated action (a network) is needed to jointly develop further actions and process related to local climate change adaptation strategies.
- *Training need.* Up to three actions are to be selected where several rural actors and rural stakeholders join the experience, knowledge and vision related to climate change adaptation while developing common action plan.
- *Result.* **Local climate change network for adaptation strategies – where is our future focus** (potential formats: participative activation of rural inhabitants (local entrepreneurs, small-scale farmers, etc.) in specific climate change initiative (promote local economies, enhance social cohesion, collaborative resource management, etc.), climate change festival, joint project application on solving particular climate change risk evident in locality, monitoring and evaluation of climate change adaptation, etc.).

CORE THEMES



A. Understanding Rural Climate Risks

- Main identified hazards: prolonged droughts, floods/heavy rainfall.
- Secondary threats: heatwaves, storms, wildfire risk, temperature increase.
- Cascading impacts: erosion, water security issues, biodiversity loss, yield instability, infrastructure damage.
- Cross-cutting vulnerabilities: depopulation, fragmented governance, lack of skills.

B. Climate Change Adaptation in Rural Areas



- Adaptation principles and frameworks
- Climate-smart agriculture
- Water management, soil stewardship, forest and landscape management
- Nature-based solutions
- Sustainable local development

C. Participatory Community Diagnostics

- Identifying local risks & vulnerabilities
- Using local knowledge
- Community-driven problem identification
- Inclusive stakeholder engagement



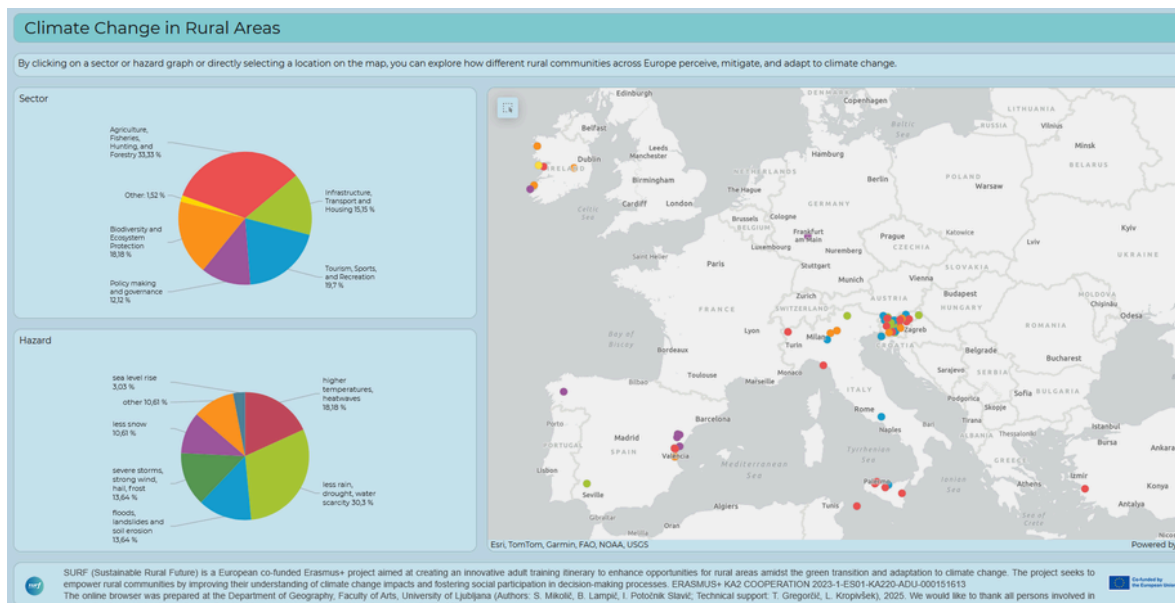


D. Designing Adaptation Initiatives

- Identifying opportunities and solutions
- Matching measures with community capacities
- Using participatory planning for decision-making
- Evaluating feasibility, impact and priorities

E. Learning from Good Practices & Interregional Connections

- Transferable solutions from SURF partner regions
- Shared responses to common rural risks
- Peer learning and scaling successful practices.



SURF online good practices browser.

TRAINING APPROACH

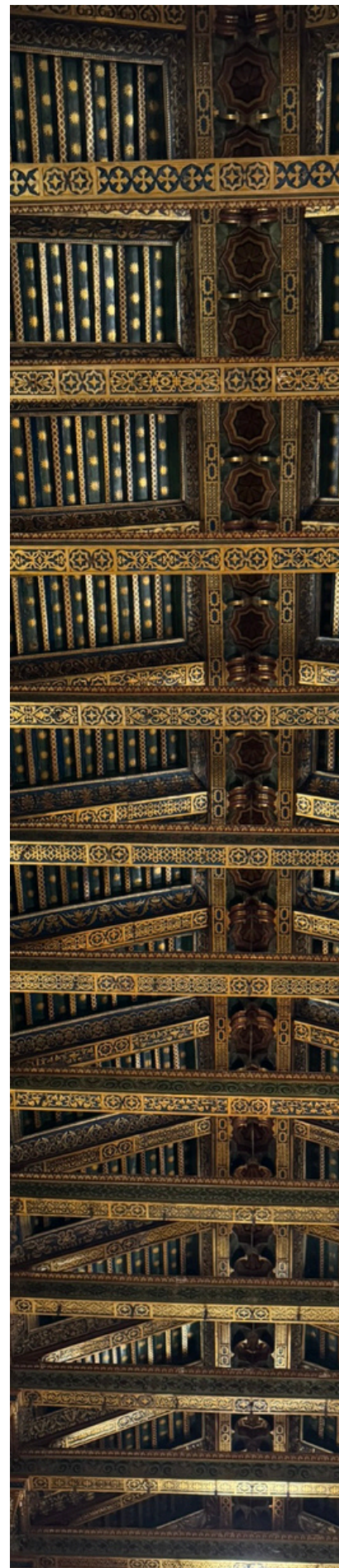
Participatory Action Research (PAR) method where community members and stakeholders collaboratively identify problems, analyse causes, and co-create practical solutions leading directly to action.



[LINK to online course in PAR approach](#)

REQUIRED MATERIALS

- SURF Climate Change Handbook with risk assessment templates, etc. [LINK](#)
- SURF Good Practices Guide [LINK](#)
- SURF Online Browser of Good Practices [LINK](#)
- Community mapping materials (maps, markers, flipcharts, etc.)





LEARNING OUTCOMES

- Understand main climate hazards and vulnerabilities relevant for rural areas.
- Identify local risks and challenges using participatory diagnostics.
- Apply social research and PAR techniques to engage communities in adaptation planning.
- Transform identified challenges into concrete adaptation initiatives appropriate for their local context.
- Recognise good practices and examples transferable from other European rural regions.
- Strengthen collaboration and governance across sectors and community groups.
- Develop elements of a Local Climate Adaptation Action Plan, including actions, responsibilities, and timelines.

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