ESPONTrain

Transnational Networking Activities 2013/4/

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This report presents the draft final results of Transnational Networking Activities conducted within the framework of the ESPON 2013 Programme, partly financed by the European Regional Development Fund.

The partnership behind the ESPON Programme consists of the EU Commission and the Member States of the EU27, plus Iceland, Liechtenstein, Norway and Switzerland. Each partner is represented in the ESPON Monitoring Committee.

This report does not necessarily reflect the opinion of the members of the Monitoring Committee.

Information on the ESPON Programme and projects can be found on www.espon.eu

The web site provides the possibility to download and examine the most recent documents produced by finalised and ongoing ESPON projects.

This basic report exists only in an electronic version.

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A. Executive summary

ESPONTrain ("Establishment of a transnational ESPON training programme to stimulate interest to ESPON2013 knowledge") has been a Priority 4 ESPON project aiming at making ESPON2013 knowledge operational in a coordinated and transnational way for practical use, through a specifically designed ESPON Virtual Learning Environment. The Project Consortium was comprised of ten ESPON European Contact Points (ECP) – Greece as Lead Partner and nine Project partners (Italy, Czech Republic, Romania, Bulgaria, Slovenia, Estonia, Lithuania, Cyprus, and Malta).

The main aim of the ESPONTrain Project was to develop the first ESPON educational platform making ESPON knowledge accessible and familiar to a targeted public, including postgraduate students and practitioners/stakeholders through a Virtual Learning Environment (VLE). For this purpose the ESPONTrain partners prepared and delivered a specific ESPON course design where a set of teaching material based on a number of applied research and targeted analysis ESPON Projects was developed. This ESPON VLE activity was offered to higher education institutions at postgraduate (Masters) level as well as to public and private professionals and policy makers in 10 ESPON countries.

ESPONTrain developed six thematic teaching packages (TTPs) based on eight Final Reports of ESPON Priority 1 and Priority 2 projects (see list below). In each ESPONTrain country at least three thematic packages were adapted to the VLE and taught by training experts selected at national level by the participating ECP through an open nationwide call, following a set of common criteria. The trainers came from relevant academic fields and having ESPON knowledge as well as adequate experience with teaching and e-learning.

The Virtual Learning Environment (VLE) was built around an open source Moodle platform. Using this tool, the trainees were able to study and consult the available educational material guided by the training experts, either through asynchronous or synchronous learning (teleconference meetings). Apart from studying the teaching materials, students could interact, share opinions, ask questions related to the study text as well as to the topic in general practice, test their knowledge in quizzes and confront it with the latest outcomes produced within the ESPON 2013 programme. They were also asked to carry out final assignments as part of the trainers' evaluation.

The ESPONTrain Project was highly transnational, including countries from different geographical areas (namely Northern Europe, Central Europe, Mediterranean Region and the Balkans) using the experience of different ECPs, either universities or governmental bodies, on the concerned themes and issues. Exchanges between the trainers and the coordinating ECPs were facilitated by the Lead Partner´s central Technical VLE Team.

The educational material corresponding to ESPON related major topics was developed and organized in English especially for the ESPONTrain and was validated by an editorial committee and submitted for commenting by the ESPON CU and the ESPON Monitoring Committee. The Thematic Teaching Packages (TTPs) covered the following themes and issues:

- Demography-Migration (based on the DEMIFER project)
- Energy (based on the RERISK project)
- Climate change (based on the CLIMATE project)
- Urban (based on the FOCI project)
- Rural (based on the EDORA project)
- Specific types of territories (based on the TEDI and Euroislands projects)
- Territorial cooperation and governance (based on the METROBORDER project).

Besides the above-mentioned compiled course texts, the teaching material also included PowerPoint presentations with notes, a selection of ESPON maps, key readings and references, quizzes, discussion forums, audio-visual material, suggested readings and national libraries of related policy documents. Furthermore, each student had to deliver a short assignment based on the thematic teaching package he followed and including a related case study. At the same time special forms of assessment and evaluation both of the project and the training procedure to be fulfilled by the different groups involved were developed.

A particular educational methodology and course design was developed and provided by the LP which was adapted by the participating partners. The educational cycle for each Thematic Teaching Package lasted three weeks per package and one of the main innovative activities were the on-line meetings of both trainer and trainees (two teleconference meetings of a minimum duration of 2 hours were previewed per TTP) through the ESPONTrain Platform (wiziQ virtual classroom).

The educational material was adapted to the specific training processes of the two main target groups:

- For the first group of post-graduate students and young researchers/ professionals in spatial planning and territorial development that were selected in cooperation with professional associations and bodies in each country, the focus was more on the academic approach, ESPON concepts and methodologies, and case studies.
- For the second group of policy makers and practitioners coming mainly from the public sector (i.e. ministries, general secretariats, regional and local authorities, municipalities etc), but also from the private sector dealing with territorial cohesion and development issues and strategies, the focus was on policy implications and case studies.

The trainers selected separately by each ECP were academics or “pracademics” with strong experience in territorial issues, experience in distance learning and training and a sufficient knowledge of English. The trainers had the opportunity to get familiarized with the teaching material and the ESPONTrain Virtual Learning Environment with the guidance of the LP. In addition, a short Trainers´ Manual was developed in order to provide a set of recommendations aimed at harmonizing as far as possible the teaching in the participating ESPON countries. During the

teleconferences the trainers had the opportunity to ask the LP platform team for on-line assistance for any problems, constraints or difficulties.

Regarding the overall control, the strategy implementation and the promotion of ESPONTrain were both coordinated by the Lead Partner (Greek ECP). A Steering Committee was established with a representative of the CU and the participating ECPs to ensure coordination, complementarities, to avoid overlapping activities in practice, to minimize costs and maximize the overall added-value to be produced.

The educational cycle, which was implemented in the period from September to December 2012, involved in total 120 post-graduate students and professionals. The following key facts describe the high level of activity of the participants:

- The ESPONTrain platform had 191 registered users – trainers and trainees- and the average log-in frequency per user was 29 entries.
- In total 105 virtual courses were created for the participating countries (Bulgaria didn't implement the educational cycle and Malta did not use the e-class possibility); 49 courses for the stakeholders (Malta did not join) and 56 for the students.
- A full educational cycle was offered for each group with 3 basic courses per country for 3 weeks; two weeks with meetings and the studying of the educational material, and one week devoted to the assignment). 4 additional courses per country (all-in one) were offered for 2 weeks.

The educational material, the assignments and the trainers approach was adapted to the different target groups, but the main teaching philosophy was similar. Furthermore, the trainers created an interactive education environment through the discussion forums, in which a total of 1379 questions, answers or other kind of messages were posted. More than half of the participants submitted a final assignment.

Despite the intensive character of the educational cycle, the trainers consider the response from the trainees to have been very good and the final assignments of high quality. In some cases the trainees claimed that the knowledge acquired through ESPONTrain had a direct impact on their every-day work: e.g. students making use of the ESPON HyperAtlas for their papers, civil servants at a municipality making use of some of the thematic maps for a bid, etc.

The overall impression has been that the trainees easily adjusted to the platform and the learning environment and there have been no problems. However, pilot character of the project led to a tight time schedule that proved to be quite demanding and thus difficult to follow for some of the professionals (the second target group).

The main outcomes of the ESPONTrain Project have been:

- ESPON knowledge has been shared with a targeted audience otherwise having limited or no access to it. The realized educational cycles succeeded to transfer ESPON knowledge thus increasing awareness on its main objectives to a wider public.
- It is obvious that the participation of various target groups (students, civil servants, professionals, etc) from different countries in the programme was a major strength.

- This second target group was crucial for the enhancement of the role of public sector in strategic planning, territorial development and cohesion policy taking into account the ESPON findings, a task that should be considered to be further developed.
- The implementation of ESPONTrain provided evidence that this type of dissemination activities is well received both by professionals and students.
- The development of the Virtual Learning Environment acted as a transnational tool – connecting policy makers and practitioners of Central, South Eastern Europe and the Nordic region - for education and communication based on ESPON knowledge.
- ESPONTrain introduced a European wide ESPON consultation process through the e-learning procedure, as a large group of people got involved and will keep following ESPON's work in the future.
- Finally, it is widely reported that the best part of the teaching/learning experience is the fact that ESPONTrain largely neutralized some of the skepticism surrounding the ESPON projects, clearly marked their limits and highlighted the benefits from their use in every-day planning and policy making.

ESPON research results have proven to be interesting and stimulating for its audience; although it is still generally acknowledged that the specific European geographical and territorial cohesion vocabulary, the ESPON concepts and methods as well as the ESPON maps are complex and largely inaccessible.

Nevertheless, ESPONTrain clearly demonstrates that there is indeed a large potential in ESPON education. Although the call for participation reached quite high percentage of potential trainees, it is believed that the total number of possible interested persons is certainly higher.

Besides, the ESPONTrain project has also contributed to the strategic goals of ESPON: On the one hand by forming the next academic generation in ESPON related research, and on the other hand contributing to the "European territory of tomorrow" by developing learning efforts towards higher education institutions.

It is expected that the transnational experiences will be further enhanced through the 2-day ESPONTrain transnational final conference to be held in Athens on April 3-4, 2013. The transnational conference will consist of two major parts. On the one hand, an internal part joining ECPs, ESPONTrain training experts and trainees, and a Conference open to a wider public aimed at stimulating further interest in integrating ESPON knowledge in education and implementation of territorial development and cohesion in Southern Europe and the Mediterranean. The ESPONTrain Transnational Conference will bring together academics, practitioners and stakeholders in the field of territorial development and cohesion to discuss on how the ESPON findings could further efficiently be used both by higher education and by national and regional/local authorities.

In addition, the philosophy and experiences of the ESPONTrain project will be underpinning the planned VLE activities in the latest Priority 4 Transnational Networking Activity project, and thus ensure the continuation and further expansion of the successfully implemented e-learning platform.

Finally, since a large majority (70%) of the countries involved in the ESPONTrain Project were Mediterranean and Balkan (Greece, Italy, Slovenia, Cyprus, Malta, Romania, Bulgaria) and due to the positive response of the trainees and trainers in this region, a new initiative based on the ESPONTrain VLE Project could be considered in form of an educational ESPON “pole of competence” in the Mediterranean region, which also would contribute to the extension of ESPON towards neighboring countries.

B. Report

1. Introduction

The ESPON findings and ESPON related knowledge remains in principle, “property” of a relatively restricted academic and professional environment in Europe, despite the significant and intensive efforts of the ESPON network. This is due, on the one hand, to the significant volume of the knowledge already produced within ESPON and on the other hand on its complexity. Furthermore, there is great diversity of ESPON knowledge levels as well as ESPON evidence comprehension and integration, between national environments and within the national environments themselves, that is across ESPON related disciplines in each country (geography, spatial and urban planning, environmental science, regional science and economics, environmental economics etc). This is obvious also in the composition of the ESPON TPGs where certain academic and research institutions are predominant due to their specialization in the ESPON methodologies and approaches, starting from the 2000-2006 ESPON Programme. This is of course thoroughly justified since the experience accumulated make them more efficient in carrying out ESPON research.

Thus, ESPONTrain has been designed by the Greek ECP in collaboration with 9 other ECPs so as to make ESPON2013 knowledge operational in a coordinated and transnational way for practical use at regional and local level, and try to translate Europe-wide information to the regional/local level. It has also been designed as an innovative tool to **synthesise and integrate all these efforts** produced at regional/local level, at the transnational level which is considered as an added value to the ESPON Programme in general.

Main scope of the ESPONTrain Project was to develop **for the first time in the ESPON history**, a Virtual Learning Environment which would make the education and comprehension of the ESPON knowledge familiar to a wider public starting from postgraduate students and national/regional/local stakeholders.

For this purpose the ESPONTrain partners prepared and delivered a specific ESPON course design and a set of teaching material based on some applied research and targeted analysis ESPON Projects. This ESPON VLE activity addressed a/ to higher education institutions at postgraduate (Masters) level and b/ to both public and private professionals and policy makers in 10 ESPON countries.

With the completion of the educational cycle in December 2012 ESPONTrain proved to be a useful and successful tool for postgraduate students, public servants and professionals interested in ESPON related spatial and territorial analysis and policy. Furthermore the demand for the ESPONTrain e-classes showed that this kind of initiative can be very popular amongst different target groups like students, planners, geographers, decision-makers, etc.

The overall aims of the proposed ESPONTrain Transnational Networking Activity were:

- To make ESPON2013 knowledge operational for practical use at regional and local level in a coordinated and transnational way and translate Europe-wide information to become known and useful at the regional/local level.

- To disseminate knowledge already produced by the ESPON2013 Programme and the thematic TPGs focusing both on the “Applied Research and the “Targeted Analysis” priorities.
- To stimulate, an e-learning transnational educational and training ESPON Project founded on the networking promoted by the involved ECPs.
- To transform the already produced ESPON2013 knowledge in a comprehensible and easy to deliver course with educational and training material of logical volume, maintaining however its scientific soundness.
- To set-up well structured national e-learning VLEs managed by the involved ECPs, providing information so as to enhance the comprehension of the ESPON scientific outcomes and results.
- To identify efficient target groups within the national educational environments and within policy makers in the public sector so as to be the multipliers of the dissemination and diffusion of the ESPON philosophy, ideas and results.
- To create a first transnational body of “ESPON teachers” adapted to national needs of ESPON related education.

This report highlights the **methodology**, the **strategy**, the **implementation** and the **dissemination procedures** of the ESPONTrain project.

2. Aims, Objectives and Strategy

2.1 Background of the ESPONTRAIN Methodology

The main scope of ESPONTrain was to implement an innovative distance learning method in order to get a wider group of persons involved in the ESPON concepts and themes related discussion. The main target groups that have been set are, firstly, the **postgraduate students and early career researchers** and, secondly, **the professionals (decision makers, planners, city officials, etc)** who already have a basic knowledge regarding issues of territorial analysis and policy. Apart from that, the project had a pilot character for the establishment of similar activities in the future and has been a major mean of dissemination of the work done within EPSON the last years.

The methodology has been based on previous projects of ESPON with similar goals, but also on the experience of the ECPs – especially since some of the ECPs are linked to higher education. The way the ESPONTrain Project was conceived and planned, is governed by the idea to create synergies and complementarities between the Project and the other Transnational Networking Activities, mainly INTERSTRAT and CADEC. Most of the synergies concern ESPONTrain and INTERSTRAT projects mainly because the Lead partner (Greek ECP) has successfully participated in INTERSTAT and has linked both projects with ongoing administrative reform in Greece.

2.2. Methodological Approach

2.2.1. ECPs Partnership Composition

The partnership between the ECPs has proved to be a major strength of the project. The Lead partner of the ESPONTrain project was the Greek ESPON Contact Point which is one of the most experienced ECPs with a long capitalization activity within both ESPON periods (2000-2006 and 2007-2013). Besides the Greek ECP, the consortium consisted of the ECPs from Italy, Czech Republic, Romania, Bulgaria, Slovenia, Estonia, Lithuania, Cyprus and Malta. The consortium, which geographically represents the Southern European, the Central-East European and the Nordic region, proved to be flexible and the successful implementation of the project was facilitated by the coherent management and coordination helped by the ESPON CU itself.

It is important to note that five of the ECPs are higher education Institutions (Universities) and the other five are governmental bodies (Ministries or Ministerial Institutes or Authorities). This fact allowed a more balanced approach between the academic and the operational one and the enrichment of the Project from diverse environments (higher education, public administration). Another advantage was the mix of senior and newly appointed ECPs. This led to a quite efficient co-operation within the partnership and stimulated fruitful synergies and exchanges as well as capacity building for the newly appointed ECPs.

2.2.2. Platform design and functions

In order to design and implement an effective and user friendly virtual learning environment for the needs of the ESPONTrain Project, a variety of organizational, administrative, instructional and technological components had to be created (see figure 1).

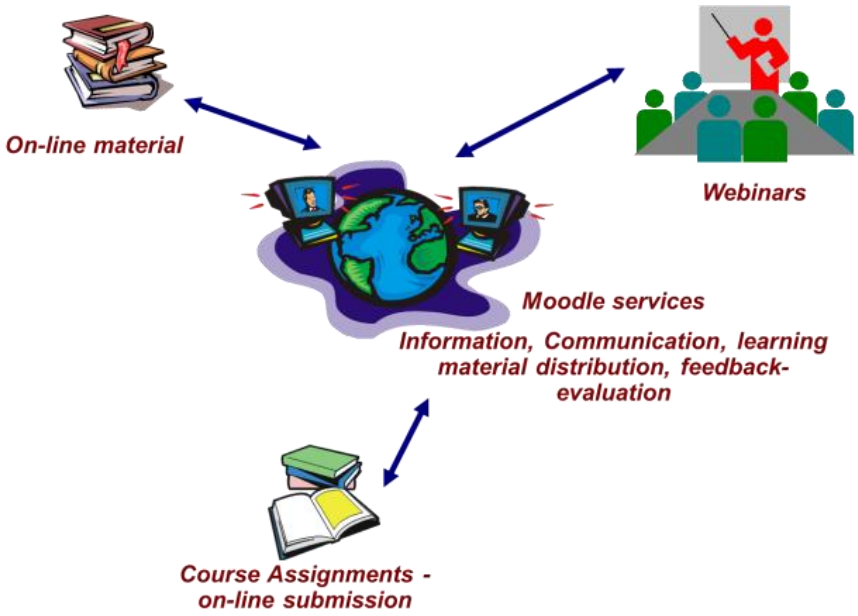


Figure 1. Components of the ESPONTrain learning environment

The cornerstone of the ESPONTrain learning environment was the Moodle Learning Management System. Moodle (abbreviation for Modular Object-Oriented Dynamic Learning Environment) is the most popular and usable open source e-learning software platform which has been customised for the needs of ESPONTrain (i.e. customisation of the theme, the course structure, and the integration of specific plug-ins). As of October 2012 it has been used in over 6 million courses. Moodle has been chosen for ESPONTrain because it helps in creating online courses with a focus on interaction and collaborative construction of content, and is in continuous evolution.

The Moodle VLE was used to provide a learner-centred, flexible, stimulating and effective environment. The web-based courseware (e.g. the flipping books, quizzes, videos, etc.) as well as tools for supporting learning activities (e.g. assignments, self-assessment, web-conferencing) had been integrated into the Moodle (version 2.4).

We created three types of ESPONTrain Moodle users:

- The *learners (trainees), who were postgraduate students and stakeholders.* They could use Moodle in order to participate without any time and place constraints to the educational process. In fact, the learners are the focal users of LMS, in the sense that these systems are being developed in order to satisfy some of their needs and resolve their problems.
- The *instructors*, being the teachers and their assistants that used Moodle in order to coach, supervise, assist and evaluate the students (e.g. notify for important issues on an electronic notice board, engage in discussions in electronic fora, communicate and exchange messages with learners, collect, assess deliverables, etc.).
- The *administrators* of the system who undertook the task of supporting all the other users of the Moodle system and safeguarding its proper operational status.

The *ECPs* also had access to the platform in order to be able to follow the educational procedure.

The ESPONTrain Moodle environment offered services for satisfying specific instructional needs and/or automating (partially or fully) instructional events. It supported the development and execution of four basic tasks via a simple, friendly and uniform user-interface :

- *Information distribution*, e.g. announcing the deadlines or information about course issues like a next webinar, glossary, etc.
- *Management of learning material*, e.g. structuring of the learning material into folders of the online library, extra uploading of the learning material for the needs of specific learners, etc.
- *Multiple communication*, e.g. asynchronous communication via web forum and synchronous communication via chat and WebIQ.
- *Class management*, e.g. on-line marking of students' assessments, tracking learners' participation, etc.

Especially for the synchronous communication between the learners & instructors in the form of webinars, WizIQ was used and integrated into Moodle (see Figure 2). WizIQ is an online tele-conferencing platform which enables learners and instructors

to come together online and attend virtual learning sessions in real time. It also allows the easy recording of the sessions and communication with live audio and video chat. Instructors can share most commonly used file types such as PDF, Word/PowerPoint/Excel documents, video and audio files during the live conferencing. WizIQ offered a simple interface enabling users to focus on learning and not on technology skills.

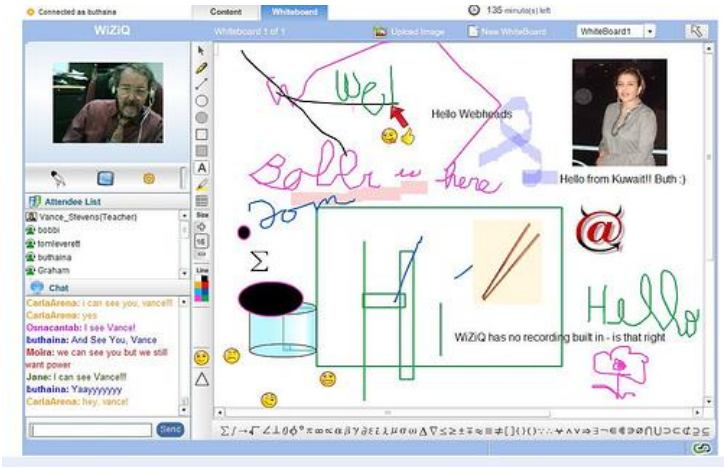


Figure 2. Sample of the WizIQ platform

Learners in this integrated Moodle-based learning environment were asked to perform synchronous and asynchronous learning activities. The duration of the learning process of each thematic teaching package (TTP) was 2 weeks with a requirement of 5 hours learners' involvement per week, plus an additional week for the submission of the assignment. Each week included activities that were divided into four or five sections, one of which was webinar that lasted for about two hours (see Figure 3).

The learners who could not attend the Webinar were able to access that session at anytime, since sessions were automatically recorded. Furthermore, topics for discussions were suggested by the instructors, in order to stimulate the discussion and active involvement of learners. These discussions took place in asynchronous web forum. Learners had to solve quizzes for practicing their level of understanding of the content of each thematic teaching package. They were also asked to submit online assignments.

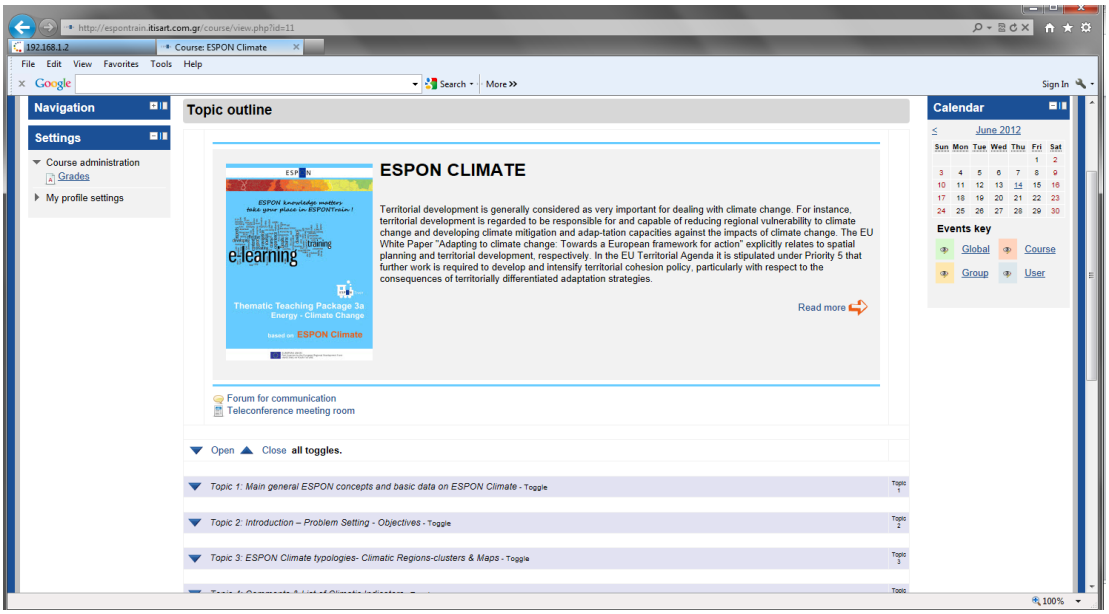
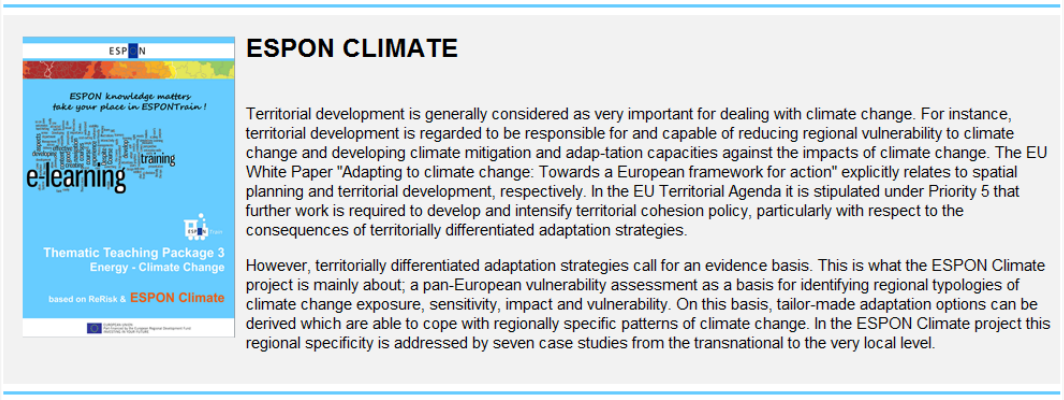


Figure 3. A snapshot of ESPONTrain Moodle course structure

The learning content created and uploaded to the Moodle-based learning environment consists of:

1. Course description, study guide and announcements concerning deadlines and webinars



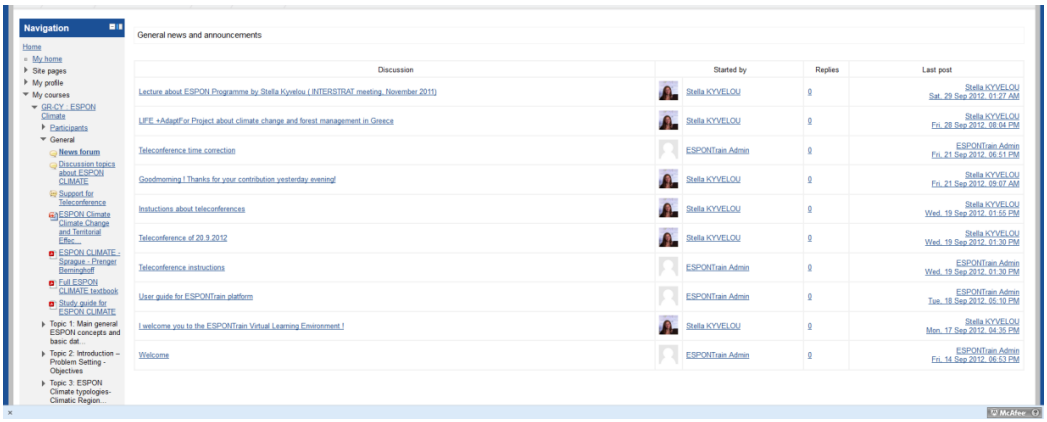


Figure 4. Indicative screen shots of the ESPONTrain VLE

2. Flipping books for each thematic pack.

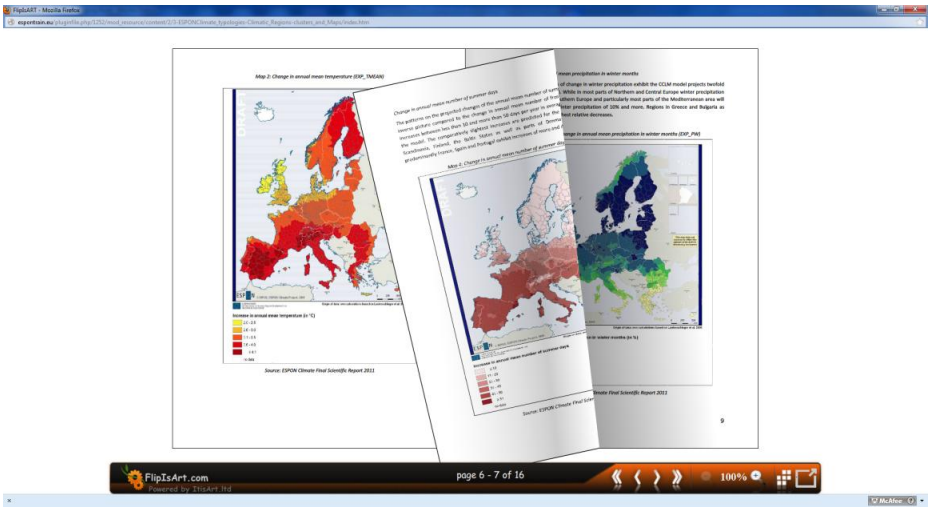


Figure 5. Sample of a flipping book

3. Self-assessment quizzes (see figure 4)

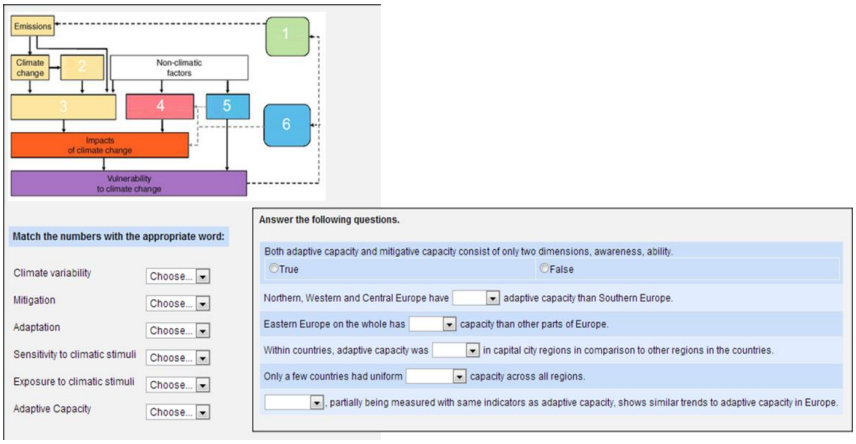


Figure 6. Sample of the online quizzes

4. On-line library with links to resources

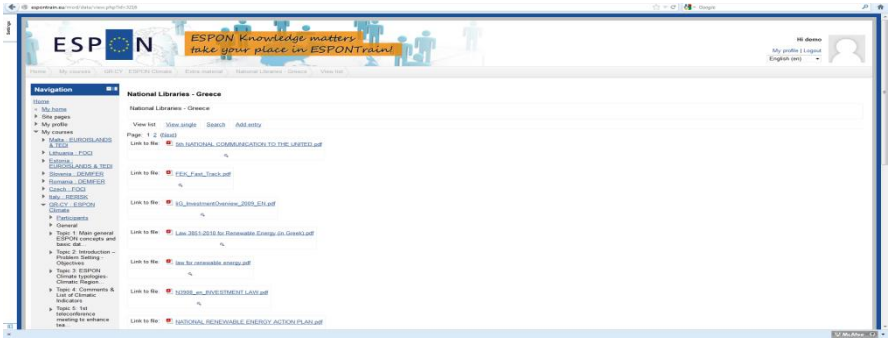


Figure 7. Screenshot of indicative national library

2.2.3. Teaching Material

The teaching material was developed on the outcomes of the research which has been delivered within the ESPON 2007-2013 programme during the last few years. The topics that have been chosen are related to the main themes of territorial development. The Teaching Packages covered the most important applied research/targeted analysis areas of the ESPON 2013 Programme, namely :

1. Demographic-Migratory issues (DEMIFER);
2. Energy related issues (RERISK);
3. ESPON Climate change related issues (ESPON CLIMATE);
4. Urban issues (FOCI);
5. Rural issues (EDORA), Specific territories issues (TEDI, Euroislands) and
6. Territorial cooperation and governance building issues (METROBORDER).

The drafting of the material has been developed **in a decentralized way** with assistance provided by the Steering Committee and external experts and, in some cases, from the respective ESPON TPGs Leaders**.** The main difficulty was to transform the ESPON reports (which are quite technical and extended) into educational material and to avoid discrepancies between the ESPON final reports and the corresponding educational Packages. A main and an assistant editor were appointed for each Thematic Teaching Package from the participating ECPs. The editors were assisted by an Editorial Committee which was formed by professors and experts from the participating ECPs and other external experts in order to ensure a good quality of the educational material. The committee took into account that no everybody understands the specific European geographical and territorial cohesion vocabulary and is capable of reading complex ESPON maps. The formation of the Editorial Committee as well as the Main and assistant Editors of each thematic teaching package was approved by the Steering Committee at the Athens ESPONTrain kick-off meeting.

For practical reasons, taking into account that the final reports were not completed at the moment of the formation of the thematic teaching packages, the projects SGPDT and TERCO were finally excluded, in agreement with the ESPON Coordination Unit.

The educational material has been reviewed by the ESPONTrain Project Partners again after comments and amendments made by the ESPON Experts, the TPGs Lead Partners and the MC.

The final amended form of the educational material was uploaded by the LP on the ESPONTrain VLE, adapted to the ESPONTrain Course design and Teaching methodology already elaborated by the LP, for the specific needs of the Project.

Both, course design/teaching methodology and adaptation of the material to it have been quite heavy tasks and very important for the VLE functionality and they were all carried out by the LP and then shared with all the participating ECPs.

2.2.4. Educational groups

The ESPONTrain Project was implemented in every participating country in 2 successive training cycles of ESPON learning seminars. The initial goal was to involve in every ESPONTrain cycle about 200 attendees (20 participants av. per

ECP) across the partnership. This goal has been met to some extent. A selection procedure was established for both trainers and trainees :

- Training staff (2–3 trainers per ECP country) was procured and selected by the Editorial committee, following a proposal by the local (national) members. The trainers held a major role in the projects as they guided the trainees in the education/training procedure.
- Trainees were selected in each participating country by the local (national) editorial committee members after an open national wide call by each ECP. The selection criteria were defined by the national committee and approved by the Steering Committee.

The project focused on two distinctive target groups:

- The first consisted of post-graduate students and young researchers/professionals in spatial planning and territorial development. The selection of the young professionals was made in cooperation with professional associations and bodies in each country. This target group was crucial for a more efficient **penetration of ESPON in the higher educational environment.**

- The second one consisted of policy makers and practitioners coming –mostly- from the public sector (i.e. ministries, general secretariats, regional and local authorities, municipalities etc), but also from the private sector dealing with territorial cohesion and development issues and strategies. This target group was crucial for the **enhancement of the role of public sector in ESPON related strategic planning** and territorial development and cohesion policy making.

2.2.5. Communication Strategy

This activity was relevant to the overall dissemination actions that have been implemented throughout the project's lifespan for the best diffusion and capitalization of the ESPON results.

A Communication Plan which identified the ESPONTrain stakeholders on a local/regional/national/European level interested in the e-learning activity has been developed. Actually, all the ECPs involved, being either universities or ministries, already had a quite developed network of potential participants that was enlarged through several actions, such as events, calls of interest, mailing, etc.

All these actions were designed and encouraged by our Communication Plan that described all promotional activities which are necessary for the project's main activities, subsequent impacts and results promotion.

A logo and a motto (*"ESPON knowledge matters : take your place in ESPONTrain !"*) as well as a number of press releases, newsletters, brochures, leaflets and posters for the promotion of the educational cycles and the e-learning Platform have been developed mainly in electronic form, since this is the overall philosophy of the project and in some cases in hard-copy form. The electronic documents has been circulated via e-mailing to the identified within action A.10 groups of persons interested in thee-learning cycles and policy makers on a local/regional/national/European level. The material has been also promoted through the ECPs websites, the ESPON website,

the Platform, the Social Media ; however, the hard-copy material has been diffused at the events. The material has been developed in English language while its translation in partners' native languages has been optional **after a discussion and agreement among the partners.**

Several actions have been developed in order to communicate the ESPONTrain project:

1. An open call for trainees was realized per country and ECPs proceeded to whatever was most appropriate (press release, announcement, event) in order to attract participants.
2. At least one open call for trainers has been realized per country, in order to attract competent "ESPON teachers"
3. Social media like a Facebook page and a Twitter page have been developed to disseminate the ESPONTrain Project content and its progress.
4. The Project has been also disseminated via the ECPs websites.

Futhermore, newsletters entitled "ESPONTrain Bulletins" served as internal documents-updates on important issues in order to keep all the partners and the CU informed on the project's ongoing activities.

3. Activities

3.1. Educational material (thematic teaching packages) and course design development phase

The thematic teaching packages were designed in a decentralized way, with the contribution of all project partners and implemented to the ESPONTrain VLE so as to adapt to a unified course design whose structure was initiated by the LP assisted by an external expert and was confirmed and validated by all partners.

3.2. Selection of trainers and trainees

3.2.1 Trainers' Selection and "Training of the Trainers"

3.2.1.1 Selection of trainers

Each country (ECP) was responsible for appointing the **trainers** to be involved as tutors in the e-learning seminars. The trainers have been selected according to a pre-agreed among partners **set of criteria**, prepared by the Slovenian ECP assisted by the LP, mainly focusing on their experience in ESPON programmes and distance learning. The trainers that have been chosen are either academics or experienced practitioners or pracademicians with a particular know-how in spatial and territorial issues. The selection process took into account their familiarity to the information and communication technologies. Sufficient knowledge of English was also another prerequisite for their selection. The number of trainers that were selected in each country did not exceed the number of 6 persons**.**

A shortlist of potential Trainers was maintained by each ECP like a **Trainers´ Support System** (TSS), while **special on-line seminars** were organized to train the trainers.

During the teleconference seminars organized by the LP assisted by an external expert team, each trainer had the opportunity to try out the tools, upload files, adjust settings and have conversations with the other trainers. During the training but also

during the courses, the VLE administrator was on-line in order to assist in case of technical problems or constraints.

The trainers had the opportunity to get familiarized both with the educational material organized in thematic packages and the operation of the VLE. Several special familiarization training courses (tutorials) were delivered by the web administrators which included demonstrations of the platform. Apart from that, meetings and seminars were organized at a local level, e.g. a “Training the Trainers” Seminar organised in Athens by the LP especially for the Greek trainers that have undertaken both Greek and Cypriot groups of trainees.

The group of trainers that was appointed after national procurements is presented in Annex V.

3.2.1.2 Selection of Trainees

As already mentioned above, the trainees were selected amongst two distinct groups : the postgraduate students and young researchers/professionals, coming from the fields of Geography, Spatial Planning, Regional and Urban Development, Engineering, Environmental Economics etc. and the policy makers, government officials local/regional authorities’ staff, involved in the aforementioned fields and disciplines.

In each country a different group was, more or less, prioritized. Five of the participating countries (Greece, Italy, Romania, Lithuania, Estonia) where the ECPs come from the higher education environment focused on the 1st group while the other 5 participating countries (Czech Republic, Bulgaria, Slovenia, Malta and Cyprus) where the ECPs come from the governmental sector focused on the second group. The specific conditions that were taken into account for the final choice of the trainees differ for each country, since the particular circumstances are not the same. Before the selection, there has been a call for participants among the members of the two groups. The participants were selected at the national level, according to a set of criteria developed by the ESPONTrain TPG.

The reason why the particular action of selection was national has to do with reducing the cost and the time consumption and increasing the effectiveness. A main challenge was to create small groups that would have the potential to follow the teleconferences and create a dynamic teaching environment.

3.3. Presentation and Assessment of the VLE

3.3.1. VLE design

The Lead Partner was responsible for developing the ESPONTrain learning platform which has been available through the web. Hence, the LP prepared the Technical and Functional Requirements and Specifications for the preparation of the Platform after discussing them with all the project partners. The platform was common for all the partners, ensuring the uniformity of the results during the dissemination phase.

Figure 8. Screenshot of the ESPONTrain VLE home page

The Platform has been active since August 2012 at http://espontrain.eu. The Lead Partner organized a transnational on-line seminar to demonstrate the ESPONTrain Platform and train the trainers on the usage of the e-learning Platform (i.e. how to contact the students, how to upload material, how to answer users' questions etc.). After the workshop, recommendations on training method and training practice have been reported and disseminated to all the trainers in the form of a brief Trainers Manual.

The e-Learning programmes have been implemented via a user-friendly software (educational platform) adjusted to the Distance Learning Principles. The educational platform on use was a portal through which the electronic classrooms have been managed and through which the users had access in them. Each e-classroom is similar to a traditional teaching classroom. The user can access the e-classroom with his personal code number and within it he can browse the teaching material, the news, the e-mail account and the assessment tests. The educational material for each programme is being gradually disposed, per teaching unit, through the electronic classrooms. During the enrolment of each programme the user can find in a relevant link the necessary links for the smooth implementation of the educational process news/ announcements, such as, the Timetable for the submission of the tests, which includes the dates for the disposal of the teaching units and the

deadlines for the taking of the relevant tests, the Study Guide per teaching unit, which assists the trainee in the better management of his study, etc.

3.3.2. Teleconferences/Assignments

During the educational cycle the trainers were able to create an interactive environment through the discussion forums. In total 1379 questions, answers or other kind of messages were posted at the forum discussions. Apart from that, more than half of the participants submitted a final assignment. Apart from that the Platform had a high average usage : 584 AvG view flipping books/pdf: 35 per item, 2008 files, 62 linked pages, 4887 Announcement Labels, 416 Quizzes, 36 Chat rooms, 276 discussion fora, 126 Wiziq Live Classes with a total duration for all sessions, from all countries being 5.040 min (250 hs).

A list of indicative submitted Assignments per country and TTP is presented at the Annex IV.

3.3.3. Participation

The ESPONTrain VLE had 191 registered users –trainers and trainees- and the average log-in times per user were 29 times. In total 106 courses were created for the participating countries (Bulgaria didn't implement the educational cycle). The courses for the stakeholders were 49 (Malta did not join) and for the students 56 in total. A full educational cycle was offered for each group with 3 basic courses per country for 2+1 weeks (where the first and second week has been focusing on the meetings and the educational material while the third week was devoted to the assignment) and 4 additional courses per country (all-in one) for 2 weeks. The material, the assignments and the approach of the trainers was differentiated for each group, although the main teaching philosophy was the same.

Country	Number of Users	Students	Stakeholders	Teachers	National
Lithuania	27	8	15	2	2
Estonia	26	11	10	3	2
Slovenia	39	16	15	6	2
Bulgaria	-	-	-	-	-
Romania	12	5	3	3	1
Czech Rep.	25	4	15	3	3
Italy	18	8	6	2	2
Malta	11	7	-	2	2
Greece – Cyprus	42	19	15	4	4

Table 1. Number of users per country

Course	Discussion Threads	Num of Users
GR-CY : FOCI	29	23
Slovenia : DEMIFER stakeholders	25	21
Malta : ESPON ESPON Climate	27	9
Romania : DEMIFER	18	12
Lithuania : ESPON ESPON Climate	27	10
Italy : ESPON ESPON Climate	27	10
Estonia : ESPON ESPON Climate	27	14
GR-CY : ESPON ESPON Climate	48	33

Table 2. Number of Threads/Users

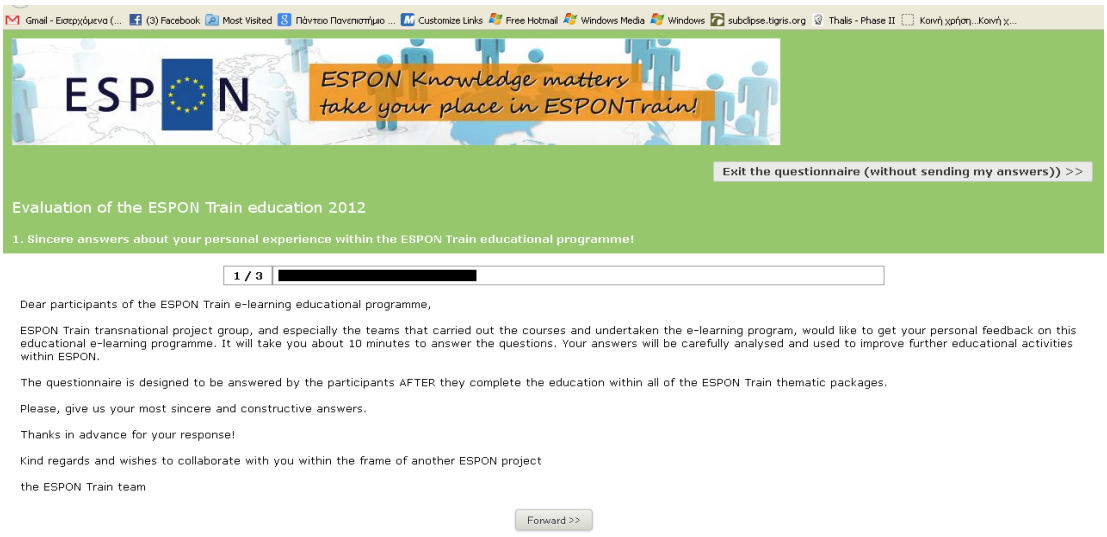


Figure 9. Screenshot of the evaluation questionnaire

The evaluation questionnaire is accessible through a link on the project's VLE (http://www.surveymonkey.com/s/ESPON_Train)

Out of 79 participants who have responded to the questionnaire up to now, the majority (30.9%) found the overall experience within the ESPONTrain VLE (Virtual Learning Environment) good, 27.3% very good, 16.4% excellent, 12.7% sufficient and only 9.1% insufficient, while 3.6% did not answer the question.

The majority of the participants claimed that TTPs improved their knowledge on European territorial questions as follows:

	Absolutely YES	More YES than NO	More NO than YES	Absolutely NO	RatingCount
DEMIFER - thematic package has improved my knowledge of the European territorial questions	52.2% (24)	45.7% (21)	2.2% (1)	0.0% (0)	46
EDORA - thematic package has improved my knowledge of the European territorial questions	55.3% (26)	34.0% (16)	8.5% (4)	2.1% (1)	47
ESPON Climate - thematic package has improved my knowledge of the European territorial questions	68.0% (34)	24.0% (12)	6.0% (3)	2.0% (1)	50
FOCI - thematic package has improved my knowledge of the European territorial questions	58.3% (28)	39.6% (19)	2.1% (1)	0.0% (0)	48
RERISK - thematic package has improved my knowledge of the European territorial questions	51.1% (23)	44.4% (20)	2.2% (1)	2.2% (1)	45
EUROISLANDS & TEDI - thematic package has improved my knowledge of the European territorial questions	58.3% (28)	29.2% (14)	6.3% (3)	6.3% (3)	48

METROBORDER - thematic package has improved my knowledge of the European territorial questions	46.8% (22)	44.7% (21)	8.5% (4)	0.0% (0)	47
This educative formula is satisfactory	26.9% (14)	59.6% (31)	13.5% (7)	0.0% (0)	52
I plan to include contents from this education into my activities	44.2% (23)	34.6% (18)	21.2% (11)	0.0% (0)	52
I plan to improve my job position through this education	25.9% (14)	38.9% (21)	33.3% (18)	1.9% (1)	54
I plan to implement and upgrade the knowledge achieved by this educational programme	45.3% (24)	47.2% (25)	7.5% (4)	0.0% (0)	53

Table 3. Indicative part of the ESPONTrain's evaluation questionnaire

To the question "what should stay in the programme?" it seems that all the participants enjoyed the selection of TTPs and the material used. It seems, though, that the participants' expectation vary from the ones who wanted a more intense programme with more assignments to those who preferred a more loose one, with no deadlines for the submission of assignments. A few participants also noted the importance of having on-site meetings. This expectation will be partially fulfilled through the ESPONTrain final conference to be held on April 3-4 2013, where a number of trainers and trainees is expected to be involved, in order to exchange their experience and broaden their European spatial perspective.

In general, participants found the content rich, comprehensive and coherent. Concerning the question of whether the topics covered in thematic packages were interesting for participants' working activity or not, 44.4% responded absolutely yes, 38.9% more yes than no, 14.8% more no than yes and 1.9% absolutely no. Furthermore, the majority of students plans to implement and upgrade the knowledge achieved by this educational programme (45,3% absolutely yes and 47,2% more yes than no) and just 7,5% appears to be negative (more no than yes).

The overall impression both from the evaluation and the trainers is that despite the difficulties (time constraint, lack of classroom dynamics, difficulties related to new

technologies, etc.) the training cycles have met the expectation of the trainees since the VLE allowed them to exchange views with the trainer and the group, receive additional information and generally be part of a unique training programme.

3.4. Implementation, Outcomes and Achievements per Country

3.4.1. Greece

The LP ensured coordination of the ESPONTrain activities. In this framework, the **meetings** that were organized by the LP during the project are the following:

- Kick-off meeting, Athens, 11th of March 2011;
- 2nd project meeting, Rome, 25th of May 2011;
- 3rd project meeting, Athens, 9th of November 2011 ;
- 1st unofficial Project Meeting in Budapest, 22nd of June 2011;
- ESPONTrain Steering Committee Teleconference Meeting, Monday 19th of March 2012;
- 2nd unofficial Project Meeting, Aalborg, 14th of June 2012;
- 4th Project meeting**,** Paphos, 6th of December 2012;
- Trainers Seminar, Friday 10th of February 2012 and 23rd of November 2012;
- Trainers Seminar, Friday 10th February 2012, 23 November 2012 and other dates ;
- Finally, the ESPONTrain's final transnational conference will be held in Greece on April, 3rd and 4th 2013.

As far as the implementation of the Project is concerned, we can report the following: The LP has undertaken the whole ESPONTrain course design of the VLE design and implementation as well as the upload of all the educational materials coming from the project partners. Greece has undertaken education for both Greek and Cypriot trainees, since it has been impossible for Cyprus, due mainly to budgetary constraints to recruit trainers from Cyprus. The educational cycles were successfully completed and a large number of participants conducted their assignments. The e-learning courses were set for the two different target groups (post-graduate students and stakeholders) in separate time-schedules with the overall duration of four months between September 2012 and December 2012.

The courses included seven thematic teaching modules: ESPON Climate, EUROISLANDS & TEDI and FOCI (mandatory) and EDORA, DEMIFER, ReRisk and METROBORDER. The first three courses were mandatory while the other courses were voluntary which means that no assignment was required. The mandatory courses comprised 2 teleconferences per teaching module and individual work with the textbooks, multimedia, quizzes, discussions and assignments took place. The participation was satisfactory leading to interesting discussion and feedback. The student group consisted of a core of very motivated participants who delivered final assignments of high quality. Some of the outcomes of the TTPs referred directly to case studies in Greece and Cyprus (for example the case studies of Euroislands and the case study of TEDI) and these were particularly interesting for the participants. Each course modules lasted 3 weeks as planned, which by some participants was considered as quite intensive. The time to study the learning material, solve quizzes for self-assessment, read suggested extra material, attend a tele-conferencing session and participate to online discussions and prepare the final assignments was quite strict and in a few cases the trainers decided to allow late assignment uploads.

The courses contributed to making ESPON results accessible to both target groups that were at the center of ESPONTrain. The experience developed from the on-line discussions pinpointed the fact that these kind of initiatives can be very useful. According to the trainers, despite the difficulties in getting familiar with this environment and the short time of the education cycle, the response from the trainees has been very good and the final assignments were of high quality. In some cases the trainees claimed that the ESPONTrain TTPs had a direct impact on their every-day work. Generally, the overall impression was that the trainees were easily adjusted to the platform and the learning environment and there have been no problems, besides the heavy time schedule which was difficult to be followed by some of the professionals. The teleconference meetings were able to enhance team consciousness and fruitful exchange between the trainees.

Since each ECP was responsible for its own dissemination and capitalization strategy, the Greek ECP achieved to create the pre-conditions amongst the potential participants and the two groups of trainees to create an attractive seminar programme. The strong interest which was expressed through the ESPONTrain seminar in Greece and Cyprus for the Targeted Analysis Projects of ESPON is a clear evidence that these kind of initiatives are intriguing for a large part of young graduates and policy-makers.

Two different scenarios were followed regarding the implementation of the training cycles: a/ The TTP was taught on a full basis and an assignment was delivered. b/ The TTP was taught in a shorter version and time period and no assignments were requested.

To sum up, regarding the Students group in Greece and Cyprus, there were 19 participants, ESPON Climate, FOCI, Euroislands & Tedi were fully taught and assignments were delivered. The other TTPs (DEMIFER, EDORA, RERISK, Metroborder) were taught on a short basis without assignments. Regarding the Stakeholders group in Greece and Cyprus there were 7 participants, ESPON Climate, FOCI and Euroislands & Tedi were fully taught and there were assignments delivered. The other TTPs (DEMIFER, EDORA, RERISK, Metroborder) were taught on a short basis without assignments.

3.4.2. Italy

The project's implementation is considered to be successful. Trainees (8 students and 7 stakeholders) participated actively to all courses (ESPON Climate, ReRisk and Metroborder were taught in their full version, while a shorter approach was followed for the remaining ones) and submitted their final assignments in English. Trainers followed an academic approach for the first target group, while a more technical one was preferred for the second one. The percentage of students present at the weekly virtual classroom meeting was very high. Students also had the opportunity to contact their trainers via email.

All the participants in the Italian Target Group have really appreciated the ESPONTrain Project as well as the TTPs taught. Many of them in the past had worked with the ESPON Programme documents but they have had a lot of problems when needed to apply the ESPON results at local or regional scale. They suggested a wider use of documents as those produced by ESPONTrain in order to disseminate the results and the tools developed by the Programme, in order to further transfer research methodologies and to enable their application on different territories.

3.4.3. Czech Republic

On 16th November 2011 the Institute for Spatial Development (UUR) organized a Round table for representatives of Czech universities, where the director of UUR (Mr Robert Veselý) asked all attendants to participate in ESPONTrain project. In the beginning of 2012 an official letter focused on ESPONTrain participation was sent to Czech universities and policy makers. Selection of students met all requirements set by ESPONTrain Lead Partner. Taking into account these requirements finally 20 students were chosen – four post graduate students and sixteen policy makers[1] (see Annexes). The trainers were expected to meet following conditions: a/to come from academic or research community b/ to have suitable teaching skills and qualifications c/ to have previous experiences in ESPON projects and e-learning. Especially due to the third condition (very limited number of ESPON projects with Czech participation) the selection was reduced to only few experts and the three finally chosen were involved in the POLYCE, ESPON TOWN.

Regarding the students' group in Czech Republic there were 4 participants, DEMIFER, FOCI and Metroborder were fully taught and there were no assignments delivered. The other TTPs (RERISK, Edora, Euroislands & Tedi) were taught on a short basis without assignments.

Regarding the Stakeholders group in Czech Republik there were 15 participants, DEMIFER, FOCI and Metroborder were fully taught and there no assignments delivered. The other TTPs (ESPON Climate, RERISK, Euroislands & Tedi and Edora) were taught on a short basis without assignments.

3.4.4. Romania

The ESPON TRAIN project was implemented by the UAIC University of Iasi (Romania), an institution also in charge of the management of the Romanian ECP. The period of implementation superposed with the pick of the economic crisis and restructuration of the public sector, in this country, largely affecting the priorities and strategies at all institutions and levels of territorial planning. Implementing the project in this dynamic and unpredictable period was a challenge and a major opportunity to learn.

The first phase of the implementation involved the preparation of the training package, in our case, the course focusing on the ESPON DEMIFER project. Demography and migration are connected with the economic regional trends by subtle links that ESPON DEMIFER studied with a high success. The dimension of the project was a real constraint to this task. The project had numerous interesting annexes: methodology of research, case studies and an Atlas. The synthesis of the project and the selection of maps, examples, and relevant data was a difficult and time consuming task.

The strategy followed during the teaching period had a double logic : **familiarizing** students and stakeholders with the **complexity** of the teaching platform and **developing their taste** for the ESPON studies. For both categories, it was not the first time that they entered in contact with an e-learning platform; it was however (according to their informal feed-back) an impressive experience. The time scheduled

[1] One of the policy makers decided to skip the ESPONTrain participation during the course.

for the teaching process was a bit too short to fully explore and manage all the facilities implemented in the e-learning platform. A more advanced and sophisticated platform would probably limit the interaction and induce a feeling of dislocation with no positive results for teaching or learning.

The second objective for the trainers was to disseminate the information from the teaching packages and to help the trainees explore by their own the constellation of the ESPON projects. Stakeholders and students were already familiarized with the ESPON results. The trainer's stake was to let them understand why the project should be perceived as a conceptual system with impact and relevance for policy design and scientific research. In this case, using common tools (ESPON DB 2013, HyperAtlas and the maps from the projects) was the main strategy used to make ESPON intelligible. The teaching materials contain information from different fields of research – spatial economy, climatology, urban studies or demography. It is obvious that **this variety is not easy to manage** and a plus of information and clarifications was needed.

For students, the use of the courses was doubled by an introduction to the ESPON DB 2013 collection of indicators. As all the students have PhD thesis in relation with territorial planning of urban systems, the FOCI project was certainly helpful. An insight in the different methodologies used by this particular project was also provided. In the case of the stakeholders, the discussions touched more the sphere of the data projection in the future. Almost all the projects contain scenarios (i. e. DEMIFER, ESPON Climate) of evolution. Their **major question was how reliable these scenarios are for strategic decision in the planning process**. The second issues centered on the possibility to downgrade the scenarios to more refined scales of territorial analysis (from NUTS2 to NUTS 3 and from NUTS3 to LAU2 or FUA).

The impact of the ESPON TRAIN project is not necessarily measurable in terms of how much quantity of information was absorbed by the trainees or transmitted by the trainers. Probably, it would be more important to follow in time the spin-off resulted from this teaching/learning experience and the increasing returns, in terms of data and information used from ESPON source. From the point of view of persons involved in the training process, the best part of the teaching/learning experience is **the fact that ESPON TRAIN largely evacuated the scepticism surrounding the ESPON projects,** clearly marked their limits and highlighted the benefits.

To sum up, regarding the Students group in Romania there were 5 participants, DEMIFER, Edora and FOCI were fully taught.The other TTPs (RERISK, Metroborder, Euroislands & Tedi) were taught on a short basis without assignments. Regarding the Stakeholders group in Romania there were 3 participants, DEMIFER, EDORA and FOCI were fully taught and there were no assignments delivered. The other TTPs (ESPON Climate, RERISK, Euroislands & TEDI and Metroborder) were taught on a short basis without assignments.

3.4.5. Bulgaria

Bulgaria has participated in the communication plan of the Project and to some dissemination activities (e.g in the Rome Conference) but there was no educational activity in Bulgaria during the implementation of the programme due to bureaucratic reasons. Nevertheless, Bulgaria has requested to implement an educational cycle during February – March 2013. Thus the reporting of this activity will be included in the ESPONTrain Final Report.

3.4.6. Slovenia

In Slovenia, the ESPONTrain Project was realized by the Slovenian National ESPON Contact Point, in cooperation with the University of Ljubljana, which carried out the courses. The courses were delivered by experienced teachers from different faculties (Faculty of Civil and Geodetic Engineering, Faculty of Architecture, Biotechnical Faculty, Faculty of Arts – Department of Geography), who are also experts in their respective fields. Most of them have a sound knowledge of the ESPON Programme, as they have previously participated in one or more of its projects. Generally, the Slovenian participants of the ESPONTrain educational programme praised the programme, as it provided great insight into the ESPON Programme and its projects. The technical realisation of the programme was subject to most criticism. Nevertheless, despite the criticism, the course was very successful, since all the planned activities, including the teleconferences, were carried out.

Slovenia's contribution in elaborating the educational material was very limited in their field of responsibility and this task burdened the main editor that was the Lituanian ECP.

3.4.7. Estonia

The Estonian ECP was very active and efficient in ESPONTrain. The first part of the project implementation for the Estonian project partners involved the development of the overall ESPONTrain e-learning methodologies and concepts for the e-learning platform, taking part in several respective discussions during the project meetings, where different visions of the outputs of the educational material and study methods were presented. The next step was the elaboration of the educational materials for the EUROISLANDS & TEDI e-learning module. The final stage of the first part of project implementation was the identification of the training staff and trainees for the course. Three tutors from the University of Tartu were selected to guide the trainees throughout the education procedure all highly qualified in regional planning, European studies and e-learning.

The courses succeeded to attract 5 master and postgraduate level students and 7 policy makers and practitioners related to the fields of spatial planning and territorial development, public administration and economy. The e-learning course was set for the two different target groups separately with the overall duration of three months between September 2012 and January 2013. The studies included seven thematic teaching modules developed by the ESPONTrain TPG.The first three were mandatory for the trainees to complete in order to pass the course as these topics were viewed as the most relevant in the Estonian spatial development context. The latter four modules were voluntary. The courses consisted of virtual lectures and seminars and individual work with the textbooks, multimedia, quizzes, discussions and assignments. The course was exemplified by the Estonian cases and practices of territorial development.

3.4.8 Lithuania

Despite the low popularity of distance learning in Lithuania, the ESPONTrain implementation was considered to be successful. Project partner - Research Institute of Territorial Planning of Vilnius Gediminas Technical University (VGTU) has widely disseminated information about ESPONTrain using number of newsletters, brochures, and leaflets. Lithuanian ECP selected 6 students from Vilnius Gediminas Technical University, Kaunas University of Technology and Klaipeda University and 2

young researchers and 15 professionals from regional/spatial planning institutions, urban development and policy makers, government representatives. Besides, both trainers are Professors at Vilnius Gediminas Technical University. Educational cycles have been implemented through real-time video conferencing and self studying opportunity on ESPONTrain e-learning platform. By the Schedule of the VLE educational cycles Lithuanian trainers have delivered 16 teleconferences through two educational cycles. It was decided that 3TTPs should be taught in full version and 3 other TTPS in short version. According to the ESPONTrain educational cycles implementation results in Lithuania 8 students of 7 participated in the 1st educational cycle and 12 of 15 stakeholders participated in the 2nd educational cycle. In both educational cycles 19 out of 23 participants, who expressed their intention, have actually participated in ESPONTrain, in Lithuania. According to students and stakeholders the most interesting tasks were case studies and the adaptation of ESPON project scenarios and ideas at local or regional level territories and solutions to relevant problems.

3.4.9 Malta

The Maltese ECP took on this task, as part of a long-term strategy to analyse the understanding of and implementation of spatial planning in the Maltese Islands. Whilst one must appreciate that continent-wide programmes as is ESPON and their subsequent projects aim to encompass the entire territory, small states such as Malta that are double insulated through various impinging factors may not take up the wider-dimension in their strategic plan. This said, the ESPON projects have managed to filter down into the national and local levels so as to allow administrators an understanding of the wider spatial planning concepts and have led to some interesting drivers towards change inclusive of a "Strategic Plan for the Environment and Development", (SPED) which provides a strategic spatial policy framework for both the environment and development up to 2020. This is a major step from the previous concept of *development planning* as against *an integrated spatial planning concept*.

The ESPONTrain project's input was deemed timely since it helped to direct the trainees towards the study of project outputs that could be compared to the SPED and to offer insights into the workings. The different entities involved in the process were contacted in the initial stages of the project which allowed the project team to assess whether to take on external organisations as part of the trainees. Since Malta has only one planning agency at national level and no agencies at the district or local levels, the main participants were chosen from the **pool of experts involved in the SPED**.

The training targets were aimed at **understanding the ESPON outcomes in comparison to the SPED outcomes** and also to thematic aspects pertaining to the initial SPED studies. This ensures that the project outputs can be implemented within the concept of the new plan. In addition, trainees were asked to review topics based on their area of expertise as based on the initial studies pertaining to the SPED, inclusive of demography, housing, transport, amongst others. Such a process endured ownership of the training process as based on an integrated planning system which: (i) ensures the sustainable management of land and sea resources together with the protection of the environment; and (ii) guides the development and use of land and sea space.

The project outputs were deemed helpful as an aid to widen the concept of spatial planning in Malta and have served as a refreshing exercise in different training processes.

A more extended reporting on national activities is presented in Annex I.

3.5. Dissemination and Communication

Within the project implementation the following **dissemination and publicity activities** were undertaken:

1. Promotion through the ECPs website (for instance presentation on the LP Website http://www.espon2013.panteion.gr/?q=el/header_3)
2. Launching of ESPONTrain group on Facebook and a Twitter Account.
3. An ESPONTrain Info day was held in Greece during the ESPON INTERSTRAT meeting, in the presence of a great number of stakeholders and students
4. The other ESPONTrain info day was held in Italy and has raised awareness and promoted transnationality of the ESPONTrain project during the National event *Geography and Geographies in Italy and in Europe Rome, 26-27 may 2011*, while several countries developed smaller national events.
5. An ESPONTrain logo and motto was developed for ESPONTrain call for participants via internet (Facebook and other social and professional media) and Circulation of electronic posters, leaflets and other promotional material marked with the ESPONTrain logo. Apart from that a video spot in English announced the ESPONTrain Project and the call for participants. This video announcement was posted to various websites (National Contact Points Websites, relevant Universities' Websites, Facebook, Twitter, Linkedin).

Figure 10. ESPONTrain Logo

Furthermore, the dissemination material that was produced by the project's and ECPs' websites also contributed to the capitalization of the project's results.

The project was also communicated through several regional, national and European events such as:

- During the 1st and 2nd INTERSTRAT interactive events held at Panteion University, in Athens, on the 10th of march and the 8th of November 2012.

- During the Geography and Geographies in Italy and in Europe, organised by the Italian ECP Rome, 26-27 may 2011 (Workshop organized by the Italian ECP with the participation/moderation of the Bulgarian ECP)
- During the ESPON Seminar in Krakow, 30 November 2011 (special session on the TNAs progress, coordinated by Peter Billing)
- During the TERCO final meeting (27.4.2012), hosted by the Greek ECP, the LP of the ESPONTrain project presented shortly ESPONTrain and discussed eventual synergies among the projects.
- During the E-learning Expo (www.elearningexpo.gr) held in "Eugenides Foundation" in Athens on the 7th of October 2012 (presentation given by the Project coordinator to a wider public)
- During an event organised within the framework of the Cypriot presidency, by the Association of Town Planners of Cyprus in Paphos, Cyprus, 7 December 2012 (presentation given by the Project coordinator)
- During the National Urban Forum, 14th of October 2012, in Lithuania
- During the National Conference "Civil Engineering and Geodesy", 21st of October 2012, in Lithuania
- The LP also prepared a poster that was published on the ESPON event in Paphos, on December 2012 .
- An ESPONTrain Project page has been created on the FB and on Twitter.
- An info-video has been produced and posted on social media.

4. Lessons and Conclusions

The implementation of the ESPONTrain Project provided evidence that this type of dissemination activities are received well both by professionals and students and are particularly effective. ESPONTrain project has been based on capitalization of the ESPON results since its main aim was to promote ESPON knowledge to the target groups of post-graduate students / young researchers and public sector servants (policy makers) activated in spatial planning, social cohesion, sustainable development and general spatial issues. This is being achieved both by the development of the ESPONTrain Virtual Learning Environment which acts as a transnational tool for communication and education on ESPON knowledge as well as by the two educational cycles which succeeded to transfer ESPON knowledge and increase awareness on its main objectives to a wider public.

The overall aims of the proposed ESPONTrain Transnational Networking Activity were (according to the approved proposal) to:

- Make ESPON2013 knowledge operational for practical use at regional and local level in a coordinated and transnational way and translate Europe-wide information to become known and useful at the regional/local level.

- Disseminate knowledge already produced by the ESPON2013 Programme and the thematic TPGs focusing both on the “Applied Research and the “Targeted Analysis” priorities.
- Stimulate, for this purpose, a *transnational educational and training ESPON Project* which should be facilitated by both an e-learning procedure and a relevant networking promoted by the ECPs.
- Transform the already produced ESPON2013 knowledge in comprehensible and easy to teach educational and training material, maintaining however its scientific soundness.
- Set-up a well structured national e-learning platform managed by the involved ECPs, providing information and enhance the comprehension of the ESPON scientific results..
- Identify efficient target groups within the national educational environments and within policy makers in the public sector so as to be the multipliers of the dissemination and diffusion of the ESPON philosophy, ideas and results.

These aims have been achieved to a great extent. The successful capitalisation of the ESPON results to a wider public must continue in the future through similar targeted activities in order to achieve further awareness raising and involvement of policy makers, practitioners, scientists and the wider public. The main added value and conclusion can be seen in:

- Consulting current issues with experts
- Connecting the academic and practical part of the public
- Sharing ideas and experiences
- Transmitting new outcomes of ESPON programme
- Increasing awareness and stimulating interest of ESPON programme implying in using ESPON in the future
- Transferring ESPON knowledge into practice
- Post graduate students: possible use of ESPON outcomes in their future career
- Policy makers: enhancing development of a particular territory by using ESPON evidence
- Creating web pages: well-arranged, available from all parts of the world and prepared for further extension
- Multiplier effect of ESPONTrain courses – trainers were discussing main outcomes of other ESPON projects they were involved in (POLYCE, ESPON TOWN).

The main achievements of the implementation of the programme were the following:

- The VLE solution that has been chosen proved to be effective and user-friendly
- Despite of the limitations of the budget of the project the quality the teaching services has been high.

- There was an increase of the awareness of the ESPON results to the specific target groups
- It introduced both the trainers and the trainees to the complexity of the questions dealing with territorial development and cohesion, as well as on territorial evidence in Europe.
- It has stimulated, through advanced ICT educational methods (e-learning), both academic and professional interest in the ESPON Programme and its usefulness for territorial cohesion and development in Europe.
- It has trained post-graduate students (master degree and young researchers/professionals as well as policy makers, (mainly from the public sector) on the up-to date ESPON findings and applications (Hyperatlas, Database) emanating from the applied research and targeted analysis projects.
- It succeeded in raising awareness about and to promote the use of ESPON findings by higher education in Europe and bridge gaps between the participating ESPON states post-graduate education on territorial development and cohesion, as well as gaps related to the formation of the next academic and professional community between the ESPON countries. These gaps will be identified more precisely during the kick-off.
- It succeeded to bridge gaps related to ESPON knowledge between territorial development related disciplines (human and economic geography, regional and economic planning, social science, political science, territorial and place marketing, environmental management, GIS science etc).
- The participants, through their evaluation, confirmed the importance of this training for their job or their studies.
- It was able to promote efficiently a transnational exchange of experience, concepts, evidence and tools for learning and organising territorial research between the ESPON countries.
- It built a consensus among the ECPs, as far as their networking and cooperation/coordination capacities are concerned and their contribution to the capitalisation and dissemination of the ESPON results. The partnership between the ECPs prove to be very fruitfull.
- Finally it is important to note that ESPONTrain introduced an Europe wide ESPON consultation process through the e-learning procedure, as a large group of people got involved and will keep following ESPON's work in the future.

The main difficulties and constraints were the following:

- The main difficulty was connected to the transformation of the ESPON reports (which are quite technical and extended) into educational material in such a short time. Creating the teaching material proved to be a very demanding task. We think that there is a lot to do by ESPON in the future so as the ESPON reports take into account this parameter (to be easily transferable in educational material) from the very early stage of their elaboration.

- It has been very difficult but also challenging to encourage trainees to be active throughout the teaching courses since many of them (especially the professionals) are not used to being involved in such demanding tasks.
- More time was necessary to prepare the trainers for their tasks.
- The interest of potential participants, particularly from the stakeholders group was limited given the restricted time and their low connection to the information society, therefore special emphasis was given to the promotion of the ESPONTrain Course at the first stages.
- Many professionals complained about the time schedule and in many cases there were extra teleconferences scheduled or changes of time.
- A factor that didn't allow the active participation of several trainees was connected to their technological equipment (e.g., low Internet connection, no camera or microphone on their pc, etc.).

The strategy that we followed ensured that the ESPONTrain actions received attention and had a wide coverage regarding the capitalisation of the ESPON results. The planned activities were coherent to the idea of supporting the ECPs for exchanging experience, awareness raising, empowerment and capitalization of the ESPON results. The actions contributed to the quality of the ESPON priorities by providing factual feedback based on national information. During this period of time the capitalization of the ESPON results is expected to be achieved through the project activities.

C. Annexes

Annex I: Implementation, Outcomes and Achievements per Country

Annex II: Indicative Study Guide - TTP ESPON Climate

Annex III: Guidelines for the definition of target groups and training staff

Annex IV: Indicative list of presented assignments

Annex V: ESPONTrain Thematic Teaching Packages

Annex VI: List of Trainers in the ESPONTrain countries

Annex VII: Blunder checks delivered by the ESPONTrain project

Annex I: Implementation, Outcomes and Achievements per Country

Greece

The LP ensured coordination of the ESPONTrain activities. In this framework, the **meetings** that were organized by the LP during the project are the following:

Kick-off meeting, Athens, 11 March 2011

Kick-off meeting was the official start of ESPONTrain Project. The overall purpose was to present the strategy, main objectives, tools, methodology, schedule and the financial conditions of the project. This interactive meeting got together representatives from almost all ESPON Contact Points and allowed them to discuss relevant questions. Each ECP had an opportunity to express its individual opinion and interest on i.e. feasibility of current activity from a national perspective.

During the kick-off an extensive presentation of the Moodle VLE possibilities has been presented by the VLE Team and taken into account by all partners, in order to design the educational material corresponding to each of them.

Furthermore, communication issues and financial details were thoroughly discussed.

Project meetings

This coordination activity was to bring the project consortium together for getting decisions on the project's implementation. Besides it succeeded in keeping all partners aware of the tasks already achieved and of future schedules.

In general there have been implemented four Project Meetings. Due to budget limitation only two official meetings (Rome, Athens) have been carried out, while in addition two unofficial have been organized on the occasion of ECPs participation in ESPON Open and Internal Seminars (Aalborg, Paphos). Furthermore, a virtual meeting has also taken place via the Moodle Platform.

Trainers' Seminar, Friday 10th of February 2012 and 23rd of November 2012

These meetings aimed at helping the trainers getting familiar with the ESPONTrain VLE. All tools and applications of the VLE were thoroughly presented ad participants (trainers and ECP representatives) had the opportunity to test it and ask further questions. Furthermore, ESPONTrain platform experts, apart from the available supporting material here attached gave the opportunity to all trainers to create by themselves virtual classrooms in order to further practice and deepen their knowledge in the ESPONTrain VLE's use.

2nd project meeting, Rome, 25 May, 2011

The main purpose of this meeting was to specify the teaching material elaboration, the structure of e-learning, requirements on 1st financial reporting and the selection of ESPONTrain trainers. As well as in Kick-off meeting this meeting was organized as an interactive discussion, where current representatives from ECPs discussed the feasibility of each activity on a national scale. Communication and financial issues were thoroughly discussed.

3rd project meeting, Athens, 9 November 2011

This Project Meeting was focusing on teaching material presentations and the preparation of ESPONTrain platform with emphasis to the wizIQ and all the tools to be implemented for the specific needs of the ESPONTrain. In this context, the following issues were discussed:

- Teaching material template and its design (Estonian model)
- E-learning form
- Number of hours dedicated to two teaching cycles

- Financial matters relating to reporting, etc.

Questions were raised by national ECPs that extended the discussion of the feasibility problems with regard to national specificities. At the end of the meeting representatives from ECPs presented relevant teaching packages.

ESPONTrain Steering Committee Teleconference Meeting, Monday 19 th March 2012

The purpose of this meeting was mainly to define our next steps following the feedback received from the CU, in order to finalise the TTPs and start the educational cycles asap. An update concerning the final format of the platform, course design, questions that should be created for both target groups, the trainees evaluation, the cycles evaluation and other issues related to the educational procedure were being discussed.

1st unofficial Project Meeting in Budapest, 22nd of June 2011

A brief meeting has taken place in Budapest where mainly issues about the elaboration of the educational material have been discussed.

2nd unofficial Project Meetin, Aalborg, 14th June 2012

This meeting was extremely useful for the organization of the educational cycles. After presenting the updated version of the ESPONTrain's VLE, issues related to the implementation of the educational cycles were being thoroughly discussed. To be more specific, among others the trainers qualifications, the timeline of the educational cycles and their evaluation and other relative issues were discussed.

4th Project meeting, Paphos, 6th of December 2012

This project meeting was mainly dedicated to the following steps that should be taken on behalf of the ESPONTrain TNA and particularly the ESPONTrain reports and final conference.

The first results (and lessons learned) of the educational cycles in all countries have been thoroughly presented by the LP VLE Expert.

The evaluation of the educational cycles, an update concerning the project's deadlines and further demands/suggestions related to the ESPONTrain educational cycles and VLE did also take an important part of the agenda.

Trainers Seminar, Friday 10th February 2012, 23 November 2012 and other dates

Several seminars were organized in order to help the trainers get familiarized with the platform. Trainers did also have the opportunity to organize a virtual session and test the VLE by themselves.

Finally, the **ESPONTrain final transnational conference** will be held in Athens-Greece on April, 3rd and 4th, ,2013.

As far as the implementation of the educational cycles in Greece is concerned, we can report the following :

The implementation of the ESPONTrain educational cycles was generally considered successful. Greece has undertaken education for both Greek and Cypriot trainees, since it has been impossible for Cyprus, due mainly to budgetary constraints to recruit trainers from Cyprus. The LP has also undertaken the specific course design of the VLE and uploading of all the educational materials coming from the project partners. In Greece, the selection of the trainers was finalized at the beginning of 2012 and Prof. Stella Kyvelou (Scientific responsible and Director of the ECP, who had a supervising role in training), Nektaria Marava, Efstratios Manos and Dr Nicholas Karachalis were selected. The training cycles and the teleconference meetings were implemented without any serious problems or changes. There were no major problems reported (some problems with sound or video-streaming quality appeared but this was due to the equipment of the participating trainees).

The educational cycles were successfully completed and a large number of participants conducted their assignments. The e-learning courses were set for the two different target groups (post-graduate students and stakeholders) in separate time-schedules with the overall duration of four months between September 2012 and December 2012. The courses included seven thematic teaching modules: ESPON Climate, EUROISLANDS & TEDI and FOCI (mandatory) and EDORA, DEMIFER, ReRisk and METROBORDER (voluntary). The first three courses were mandatory as these programmes were relevant to the Greek and Cypriot reality and referred to familiar case studies. The other courses were voluntary which means that no assignment was required.

The mandatory courses comprised 2 teleconferences per teaching module and individual work with the textbooks, multimedia, quizzes, discussions and assignments took place. The participation was satisfactory leading to interesting discussion and feedback. The student group consisted of a core of very motivated participants who delivered final assignments of high quality. Some of the outcomes of the TTPs referred directly to case studies in Greece and Cyprus (for example the case studies of Euroislands and the case study of TEDI) and these were particularly interesting for the participants. Each course modules lasted 3 weeks as planned, which by some participants was considered as quite intensive. The time to study the learning material, solve quizzes for self-assessment, read suggested extra material, attend a tele-conferencing session and participate to online discussions and prepare the final assignments was quite strict and in a few cases the trainers decided to allow late assignment uploads.

The courses contributed to making ESPON results accessible to both target groups that were at the center of ESPONTrain. The experience developed from the on-line discussions pinpointed the fact that these kind of initiatives can be very useful. According to the trainers, despite the difficulties in getting familiar with this environment and the short time of the education cycle, the response from the trainees has been very good and the final assignments were of high quality. In some cases the trainees claimed that the ESPONTrain TTPs had a direct impact on their every-day work: e.g. students made use of the ESPON Atlas for their papers, a civil servant at a municipality made use of some of the thematic maps for a bid, etc. Generally, the overall impression was that the trainees easily adjusted to the platform and the learning environment and there have been no problems (besides the heavy time schedule which was difficult to be followed by some of the professionals). The teleconference meetings were able to enhance team consciousness and fruitful exchange between the trainees.

Since each ECP is responsible for its own dissemination and capitalization strategy, the Greek ECP achieved to create the pre-conditions amongst the potential participants and the two groups of trainees to create an attractive seminar programme. The strong interest which was expressed through the ESPONTrain seminar in Greece and Cyprus for the Targeted Analysis Projects of ESPON is a clear evidence that these kind of initiatives are intriguing for a large part of young graduates and policy-makers.

Two different scenarios were followed regarding the implementation of the training cycles: a. The TTP was taught on a full basis and an assignment was delivered b. The TTP is taught within a shorter version and time period and no assignments were requested.

Statistics:

To sum up, regarding the Students group in Greece and Cyprus there were 19 participants, ESPON Climate, FOCI και Euroislands & Tedi were fully taught and there were 9, 4 and 8 assignments delivered. The other TTPs (DEMIFER, Edora, RERISK, Metroborder) were taught on a short basis without assignments.

In total, for the 7 TTPs (DEMIFER, Euroislands & TEDI, Edora, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by the trainees, in hours and minutes, was : 05:05 for DEMIFER, 19:45 for EDORA, 149:21 for ESPON ESPON

Climate, 51:09 for FOCI, 06:09 for RERISK, 59:47 for EUROISLANDS&TEDI and 13:34 for METROBORDER.

Regarding the Stakeholders' group in Greece and Cyprus there were 7 participants, ESPON Climate, FOCI and Euroislands & Tedi were fully taught and there were 1,2 and 3 assignments delivered. The other TTPs (DEMIFER, EDORA, RERISK, Metroborder) were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & Tedi, EDORA, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by all the trainees (in hours and minutes) was : 03:19 for DEMIFER, 05:10 for EDORA, 33:58 for ESPON Climate, 07:16 for FOCI, 06:44 for RERISK, 16:28 for EUROISLANDS&TEDI and 02:24 for METROBORDER.

Italy

The Italian Partner has developed the educational material about "Energy - Climate change" and "Territorial cooperation - Governance building". In particular, the Italian Partner has been fully responsible for a synthesis of ESPON ReRISK Project and ESPON METROBORDER project and suggested other research materials (videos, ppt presentations etc) uploaded on the platform, by the LP. The synthesis attempted to render the Target Groups familiar with the methodologies and the tools developed in the ESPON Programme. The Target Groups were composed by students and stakeholders with no previous experience on ESPON projects. So, the Italian ECP developed the related TTPs taking into consideration that the majority of ESPONTrain trainees is not aware of the ESPON programme findings and tried to highlight the potential use of the ESPON projects, tools and methodologies.

The Italian Partner prepared and published a Call for "Expression of Interest" in order to attract potential Trainees. The call was presented in particular to the eligible participants (young researchers in geography) during the National Event "Geography and Geographies in Italy and in Europe".

People interested in the Call sent to the Italian ESPONTrain Scientific Committee their curriculum vitae and an abstract, as suggested in the Expression of Interest, on the following themes: a.European Structural fund; b.Territorial and Spatial Planning; c. Climate change; d.Concepts in Economic Geography;

On the basis of the ESPON Train criteria discussed among partners during the kick off meeting (Athens) and the Project Meeting (Rome), the Italian Scientific Committee selected 10 trainees and, explained them (by direct contact) the objectives and the added value of the ESPON Train Project. Most of the students is involved in Geography PhD course or is starting a master degree, via e-learning too.

The second group of trainees (stakeholders) has been selected between more than 300 contacts of the Italian ECP (mailing list) following the criteria set by ESPON Train project TPG.

The Italian ESPONTrain Scientific Committee selected those who would participate as trainees in the ESPONTrain Project among the stakeholders particularly interested in the last two years to understand the ESPON Programme and its framework, methodology and data production. The majority of them works in Public authorities responsible for territorial development at national, regional and local level and in Regional Research Institutes and others are involved in the URBACT Project. Unfortunately, a delay occurred in the project reduced the initial total number (20 members) of the Target Group.

The trainers have been selected from the ECP Italian Staff. Both trainers chosen are Professors of the University of Rome "Tor Vergata": Maria Prezioso, ECP Italy, is a geographer and Isabella Carbonaro is a Professor of Economic Statistics with great experience in territorial indicators. Maria Prezioso was responsible for the stakeholders (Group 2) while Isabella Carbonaro was responsible for the students (Group 1).

Both trainers participated in some ESPON Projects of Priority 1 during the ESPON 2000-2006 Programme. They are aware of e-learning applications since they have designed and organized an e-learning master degree (Master in Economics and European Planning of Sustainable Territorial development - MEPE)

It has been decided to use an academic approach as far as students were concerned. During the course cycle (two months) weekly synchronous learning meetings have been envisaged in the platform: the trainers gave a literature review and an illustration of the methodology of the projects analyzed.

The students produced a final assignment in English language. They have chosen a territory and have applied on it the methodologies developed in the relevant ESPON Project. The aim was to make students familiar both with ESPON methodologies and territorial indicators. The trainers suggested developing some new indicators more suitable to the territorial scale analyzed in the final assignment.

The percentage of students present at the weekly meeting by virtual classroom was very high. In addition, the trainers answered to further questions by e-mail.

The educational approach of trainers for the Stakeholders target group was not academic. Trainers in fact introduced case studies, at national and supranational scales, and pointed out similarities and differences with other European territorial development programmes.

The participation of stakeholders to the weekly meetings by the virtual classroom was lower than the students' participation but however all stakeholders have shown interest in the project and produced the final assignments in English.

The weekly meetings, both for students and stakeholders, were structured in two parts: during the first part the Target Group was invited to express questions emerged from the study of the Thematic Package and to explain the chosen territory of their final assignment ; the second part was structured as a lesson. The trainers stressed the importance of the weekly meetings and strongly suggested to trainees to read the course material before the meeting so as to facilitate the discussion.

All the participants in the Italian Target Group have really appreciated the ESPONTrain Project as well as the syntheses produced. Many of them had worked in the past with the ESPON Programme documents but they have had a lot of problems whenever it was needed to apply the ESPON results at local or regional scale. **They suggested a wider use of the synthetic reports as those produced by ESPONTrain** in order to disseminate the results and the tools developed by the Programme so as to transfer broadly research methodologies and enable their application on different territories.

Statistics:

Regarding the Students' group, in Italy there were 8 participants. The projects ESPON Climate, RERISK and Metroborder were fully taught and there were 6, 7 and 6 assignments delivered, while the remaining TTPs (DEMIFER, Edora, FOCI και Euroislands & Tedi) were taught in their short version without assignments. In total, for the 7 TTPs (DEMIFER, Euroislands & Tedi Edora, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by all the trainees for the full training time (in hours and minutes) was : 19:10 for DEMIFER, 35:52 for Edora, 41:16 for ESPON Climate, 12:14 for FOCI, 51:39 for RERISK, 09:40 for EUROISLANDS&TEDI and 29:34 for METROBORDER.

Regarding the Stakeholders group, there were 7 participants. Simultaneously with the students group, ESPON Climate, RERISK and Metroborder were fully taught, while the other TTPs (DEMIFER, Edora, RERISK, Euroislands & Tedi) were taught in their short version without any assignments. This group delivered per project 3,6 and 4 assignments. For all the 7 TTPs (DEMIFER, Euroislands & Tedi Edora, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by all the trainees

for the full training time (in hours and minutes) was: 07:24 for DEMIFER, 11:28 for Edora, 31:37 for, 08:59 for FOCI, 32:28 for RERISK, 07:55 for EUROISLANDS&TEDI and 34:34 for METROBORDER.

Czech Republic

On 16th November 2011 the Institute for Spatial Development (UUR) organized a Round table for representatives of Czech universities, where the director of UUR (Mr Robert Veselý) asked all attendants to participate in ESPONTrain project. In the beginning of 2012 an official letter focused on ESPONTrain participation was sent to Czech universities and policy makers, particularly to:

- nine Czech universities
- fourteen regions of the Czech Republic
- three relevant ministries and
- four development departments/city authorities of four Czech largest cities (Prague Brno, Ostrava, Plzen).

Selection of students met all requirements set by ESPONTrain Lead Partner:

- Post graduate students
- from relevant fields (Geography, Regional planning, Spatial Planning Regional and Urban Development, Engineering, Environmental Economics, Regional economics, Spatial economics)
- hold/have started a master degree in one of above fields with a focus on territorial analysis and assessments, policy development, territorial monitoring, scenarios etc.
- Policy makers, government officials, local/regional authorities
- working in one of *relevant fields* (spatial planning and development, regional planning and development, urban planning and development, territorial development, other related fields
- active in the above mentioned fields as a *policy maker* in public sector (at national/regional/local level) or as a *senior official* working in a ministry/governmental office/general secretariat/regional or local authority
- *planner* working in planning institution in the private or public sector
- *researcher* in researcher institution

Taking into account these requirements finally 20 students were chosen – four post graduate students and sixteen policy makers[2] (see Annexes).

The trainers were expected to meet following conditions:

- to come from academic or research community
- to have suitable teaching skills and qualifications
- to have previous experiences in ESPON projects and e-learning.

[2] One of the policy makers decided to skip the ESPONTrain participation during the course.

Especially due to the third condition (very limited number of ESPON projects with Czech participation) the selection was reduced to only few experts from whose three were finally chosen:

- Mgr. Ondřej Mulíček (involved in POLYCE, ESPON TOWN)
- Prof. Karel Maier (involved in POLYCE, ESPON TOWN)
- Doc. Luděk Sýkora (involved in POLYCE, ESPON TOWN)

1st educational ESPONTrain cycle implementation for Policy makers[3]

The entire work has been divided into two parts:

- Professional part: was carried out by chosen trainers
- Coordination part: was managed by UUR via phone calls and e-mails with trainers and trainees.

As agreed with the Lead Partner each PP should have selected three thematic packages for the full version teaching. In case of the Institute for Spatial Development those three thematic packages were following:

- FOCI (trainer: Ondřej Mulíček)
- METROBORDER (trainer: Karel Maier)
- DEMIFER (trainer: Luděk Sýkora)

Time devoted to each project was 14 days including two teleconferences managed by current trainer:

- Teleconferences for FOCI project (1 + 2 participants)
- The main focus: introduction of the trainer/trainees and ESPONTrain platform, topics arising from the text, specifications of Final Assignment, definition of FUA
- Teleconferences for METROBORDER project (2 + 0 participants)
- The main focus: introduction of the trainer/trainees, description of ESPON 2006 and ESPON 2013, information on POLYCE and ESPON TOWN projects, topics arising from the text, specifications of Final Assignment, development potentials related to Ostrava, Brno and Vienna (background of students)
- Teleconferences for DEMIFER project (0 + 0 participants)

2nd educational ESPONTrain cycle implementation for Post Graduate students and young researches/professionals[4]

The conditions were the same as in the first cycle – each project took 14 days and included two teleconferences:

Teleconferences for FOCI project (0 + 1 participants)

[3] The first cycle was finally designed for post graduate students as a tested group; policy makers were involved in the second cycle. As mentioned above in total four Czech post graduate students attended this course.

[4] The second cycle was finally designed for policy makers as a target group. As mentioned above in total fifteen Czech policy makers attended this course.

The main focus: introduction of the trainer/trainees, FOCI objectives and expectations, topics arising from the text, specifications of Final Assignment, information on POLYCE and ESPON TOWN projects, development of FUA in the next 50 years, development of Liberec and Brno cities (comparison) + development problems (suburbanisation, migration, environmental protection)

Teleconferences for METROBORDER project (2 + 2 participants)

The main focus: introduction of the trainer/trainees, information on POLYCE and ESPON TOWN projects, topics arising from the text, specifications of Final Assignment, components of spatial cohesion, examples of Euroregions and transnational cooperation (Liberec – Poland, Ostrava – Katowice)

Teleconferences for DEMIFER project (2 + 2 participants)

The main focus: introduction of the trainer/trainees, information on ESPON programme and POLYCE and ESPON TOWN projects, topics arising from the text, specifications of Final Assignment, strengths and weakness of DEMIFER project, internal and external migration, demographic challenges, using of Hyperatlas, employment and migration in Moravian-Silesian region.

Statistics:

To sum up, regarding the Students group in the Czech Republik there were 4 participants, DEMIFER, FOCI and Metroborder were fully taught and there no assignments delivered. The other TTPs (RERISK, Edora, Euroislands & Tedi) were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & Tedi Edora, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by all the trainees for the full time to the training (in hours and minutes) was 10:21 for DEMIFER, 00:12 for Edora, 00:00 for ESPON Climate, 41:39 for FOCI, 00:00 for RERISK, 00:05 for EUROISLANDS&TEDI and 11:28 for METROBORDER.

Regarding the Stakeholders group in the Czech Republik there were 15 participants, DEMIFER, FOCI and Metroborder were fully taught and there no assignments delivered. The other TTPs (ESPON Climate, RERISK, Euroislands & Tedi and Edora) were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & Tedi Edora, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by all the trainees for the full time to the training (in hours and minutes) were 16:39 for DEMIFER, 00:06 for Edora, 00:11 for ESPON Climate, 25:16 for FOCI, 00:01 for RERISK, 00:06 for EUROISLANDS&TEDI and 16:46 for METROBORDER.

Romania

The ESPON TRAIN project was implemented by the UAIC University of Iasi (Romania), an institution also in charge with the management of the Romanian ECP. The period of implementation superposed with the pick of the economic crisis and restructuration of the public sector, in this country, largely affecting the priorities and strategies at all the levels of the territorial planning and institutions. Implementing the project in this dynamic and unpredictable period was a challenge and a major opportunity to learn.

The first phase of the implementation involved the preparation of the training package, in our case, the course focusing on the ESPON DEMIFER project. Demography and migration are connected with the economic regional trends by subtle links that ESPON DEMIFER studied with a high success. The dimension of the project was also a problem. The project has numerous interesting annexes: methodology of research, case studies and an Atlas. The synthesis of the project and the selection of maps, examples, and relevant data was a difficult and time consuming task.

The strategy followed during the teaching period followed a double logic: familiarizing students and stakeholders with the complexity of the teaching platform and developing their

taste for the ESPON studies. For both categories, it was not the first time that they entered in contact with an e-learning platform; it was however (according to their informal feed-back) an impressive experience. The time scheduled for the teaching process was a bit too short to fully explore and manage all the facilities implemented in the e-learning platform. For example, the management of the instruments allowing the exchange of files and information is essential but time-consuming, in certain moments and circumstances. Concerning the teleconference experience, the general impression is positive. The white-board tool was essential to maintain a sensation of confidence for students and stakeholders but also for trainers. A more advanced and sophisticated platform would probably limit the interaction and induce a sentiment of dislocation with no positive results for teaching or learning.

The second objective for the trainers was to disseminate the information from the teaching packages and to help the trainees explore by their own the constellation of the ESPON projects. Stakeholders and students were already familiarized with the ESPON results. The trainer's stake was to let them understand why the project should be perceived as a conceptual system with impact and relevance for policy design and scientific research. In this case, using common tools (ESPON DB 2013, HyperAtlas and the maps from the projects) was the main strategy used to make ESPON intelligible. The teaching materials contain information from different fields of research – spatial economy, climatology, urban studies or demography. It is obvious that this variety is not easy to manage and a plus of information and clarifications was needed.

For students, the use of the courses was doubled by an introduction to the ESPON DB 2013 collection of indicators. As all the students have PhD thesis in relation with the territorial planning of urban systems, the FOCI project was certainly helpful. An insight in the different methodologies used by this particular project was also provided. In the case of the stakeholders, the discussions touched more the sphere of the data projection in the future. Almost all the projects contain scenarios (i. e. DEMIFER, ESPON Climate) of evolution. Their major question was how reliable these scenarios are for strategic decision in the planning process. The second issues centered on the possibility to downgrade the scenarios to more fine scales of territorial analysis (from NUTS2 to NUTS 3 and from NUTS3 to LAU2 or FUA).

The impact of the ESPON TRAIN project is not necessarily measurable in terms of how much quantity of information was absorbed by the trainees or transmitted by the trainers. Probably, it would be more important to follow in time the spin-off resulted from this teaching/learning experience and the increasing returns, in terms of data and information used from ESPON source. From the point of view of persons involved in the training process, the best part of the teaching/learning experience is the fact that ESPON TRAIN largely evacuated the scepticism surrounding the ESPON projects, clearly marked their limits and highlighted the benefits.

Statistics :

To sum up, regarding the Students group in Romania there were 5 participants, DEMIFER, Edora and FOCI were fully taught and there were 0, 1 and 1 assignments delivered for each TTP. The other TTPs (RERISK, Metroborder, Euroislands & Tedi) were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & TEDI EDORA, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by the all the trainees for the full time to the training (in hours and minutes) were 28:15 for DEMIFER, 18:59 for EDORA, 00:24 for ESPON Climate, 11:23 for FOCI, 02:43 for RERISK, 00:51 for EUROISLANDS&TEDI and 05:33 for METROBORDER.

Regarding the Stakeholders group in Rumania there were 3 participants, DEMIFER, EDORA and FOCI were fully taught and there were no assignments delivered. The other TTPs (ESPON Climate, RERISK, Euroislands & TEDI and Metroborder) were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & TEDI EDORA, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by the all the trainees for the full time to the training (in hours and minutes) were

13:52 for DEMIFER, 05:42 for EDORA, 00:00 for ESPON Climate, 10:43 for FOCI, 00:12 for RERISK, 00:04 for EUROISLANDS&TEDI and 00:07 for METROBORDER.

Bulgaria

There was no educational activity in Bulgaria during the implementation of the programme. Nevertheless, Bulgaria has requested to implement an educational cycle during February – March 2013. Thus the reporting of this activity will be included in the ESPONTrain Final Report.

Slovenia

In Slovenia, the ESPONTrain Project was realized by the Slovenian National Contact Point for the ESPON Programme, in cooperation with the University of Ljubljana, which carried out the course. The course was delivered by experienced teachers from different faculties (Faculty of Civil and Geodetic Engineering, Faculty of Architecture, Biotechnical Faculty, Faculty of Arts – Department of Geography), who are also experts in their respective fields. Most of them have a sound knowledge of the ESPON Programme, as they have previously participated in one or more of its projects.

A special call for applications to take part in the course was announced, and 20 applications were submitted, of which 10 belonged to the group of stakeholders and 10 belonged to the group of postgraduate students. Later, both groups were reduced by half, due to the time delays in the project. Hence, five participants per each group took part.

Later, the time delay on the project also affected the results of the educational programme. Namely, several comments were made that far too much study material needed to be covered in a very short amount of time. The biggest problem was the time overlap of the thematic packages, where new thematic packages were introduced before the participants were able to prepare the final assignment for the previous thematic package. It would have been much easier if one-week pauses were provided after each thematic package, making it possible for the participants to prepare their final assignments in good order.

Generally, the Slovenian participants of the ESPONTrain educational programme praised the programme, as it provided great insight into the ESPON Programme and its projects, covering a wide scope of topics related to the studies of space and space-related processes.

The technical realisation of the programme was subject to most criticism. The online ESPONTrain platform was determined in advance and it was inflexible. The free choice of teleconferencing was disabled and so was the resubmission of final works; it was hard to change groups – for these and similar problems it was necessary to contact the web administrator. The realisation would have been much better if the teachers themselves could determine some of the parameters of the online platform, which is, in fact, the very purpose of distance learning, i.e. it should enable great flexibility in the first place. The biggest problem, however, was the tool used for teleconferencing, which was not always working, so other tools for teleconferencing were occasionally used.

Nevertheless, despite the criticism, the course was very successful, since all the planned activities, including the teleconferences, were carried out. Somewhat less successful was the work of the participants who failed to elaborate and submit all the final assignments related to packages EDORA; DEMIFER and FOCI. However, the elaboration of final papers was not envisaged in the remaining three training packages (ESPON CLIMATE CHANGES; EUROISLAND and TEDI; METROBORDER) that were, in Slovenia, covered in an abridged form within the programme.

The distance education stage was followed by an evaluation stage; all the participants who were active in at least one thematic package were asked to take a short survey, which is to be found at http://www.surveymonkey.com/s/ESPON_Train

Finally, we recommend that the website is preserved and maintained/upgraded after the completion of the ESPONTrain Project. Particularly, it would make sense to differentiate the topics into groups of participants in a more targeted manner (students and stakeholders), while the topics should be upgraded with the findings of other ESPON Projects in terms of the relevant thematic fields.

We also wish to take this opportunity to thank everyone for their constructive cooperation, i.e. project partners, teachers, web administrators and, particularly, participants who showed a great deal of enthusiasm and desire to acquire new knowledge and recognitions.

Statistics:

To sum up, regarding the Students group in Slovenia there were 161 participants, DEMIFER, EDORA and FOCI were fully taught and there were 5, 2 and 1 assignments delivered for each TTP. The other TTPs (ESPON Climate, Euroislands & TEDI and Metroborder were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & TEDI EDORA, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by the all the students for the full time to the training (in hours and minutes) was 52:38 for DEMIFER, 14:46 for EDORA, 08:46 for ESPON Climate, 13:42 for FOCI, 01:09 for RERISK, 03:27 for EUROISLANDS&TEDI and 08:28 for METROBORDER.

Regarding the Stakeholders group in Slovenia there were 15 participants, DEMIFER, EDORA and FOCI were fully taught and there were 2, 2 and 5 assignments delivered for each TTP. The other TTPs (ESPON Climate, RERISK, Euroislands & TEDI and Metroborder) were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & TEDI EDORA, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by the all the trainees for the full time to the training (in hours and minutes) were 53:46 for DEMIFER, 25:21 for EDORA, 15:17 for ESPON Climate, 38:41 for FOCI, 00:48 for RERISK, 11:52 for EUROISLANDS&TEDI and 03:46 for METROBORDER.

Estonia

The first part of the project implementation for the Estonian project partners involved the development of the overall e-learning methodologies and concepts for the e-learning platform, taking part in several respective discussions during the project meetings in Athens and Rome, where different visions of the outputs of the educational material and study methods were presented.

The next step was the elaboration of the educational materials for the EUROISLANDS & TEDI e-learning module, following the methods and guidelines developed in the start-up phase of the project. These educational materials were based on two ESPON's Priority 2: Targeted Analysis projects, EUROISLANDS and ESPON TEDI and included a textbook, a PowerPoint presentation, quizzes, discussion topics, an assignment and references for further reading.

The final stage of the first part of project implementation was the identification of the training staff and trainees for the course. Three tutors from the University of Tartu were selected to guide the trainees throughout education procedure, namely, Antti Roose, Martin Gauk and Jüri Roosaare, all highly qualified in regional planning, European studies and e-learning. The trainees were selected by promoting the course within the networks of two distinctive target groups:

- Policy makers and practitioners in the public sector (i.e. ministries, general secretariats, regional and local authorities etc) dealing with territorial cohesion and development issues and strategies;
- Master and post-graduate level students in spatial planning and territorial development.

All in all, the course attracted 5 master and postgraduate level students and 7 policy makers and practitioners related to the fields of spatial planning and territorial development, public administration and economy.

The main body of the project involved the launch of the ESPONTrain interactive e-learning course in Estonia, where the trainees got valuable insights about the European spatial development trends and learned how ESPON's applied research and targeted analysis projects support territorial cohesion and development in Europe by creating a territorial evidence base for policy-making in local, regional and European scale.

The e-learning course was set for the two different target groups separately with the overall duration of three months between September 2012 and January 2013. The studies included seven thematic teaching modules developed by the ESPONTrain TPG: ESPON ESPON Climate, EUROISLANDS & TEDE, EDORA, FOCI, DEMIFER, ReRisk and METROBORDER. The first three were mandatory for the trainees to complete in order to pass the course as these topics were viewed as the most relevant in the Estonian spatial development context. The latter four modules were voluntary. The courses consisted of virtual lectures and seminars for every teaching module and individual work with the textbooks, multimedia, quizzes, discussions and assignments. The course was exemplified by the Estonian cases and practices of territorial development.

The concluding part involved evaluation of activities, summarizing, finalizing and closing up the program activities. The major task was the compilation of the internal final report, consisting of a description of the project's implementation in Estonia as well as the main results in terms of capitalisation of the ESPON results accomplished during the project.

To sum up, regarding the Students group in Estonia there were 11 participants, the EDORA, ESPON Climate and Euroislands & TEDI were fully taught and there were 6, 4 and 5 assignments delivered for each TTP. The other TTPs (DEMIFER, FOCI, RERISK and Metroborder were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & TEDI EDORA, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by the all the students for the full time to the training (in hours and minutes) was 03:33 for DEMIFER, 32:30 for EDORA, 26:54 for ESPON Climate, 01:06 for FOCI, 00:43 for RERISK, 78:51 for EUROISLANDS&TEDI and 06:16 for METROBORDER.

Regarding the Stakeholders group in Estonia there were 10 participants, the EDORA, ESPON Climate και Euroislands & TEDI were fully taught and there were 5,6 and 6 assignments delivered for each TTP. The other TTPs (DEMIFER, FOCI, RERISK and Metroborder) were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & TEDI EDORA, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by the all the trainees for the full time to the training (in hours and minutes) was 00:13 for DEMIFER, 17:50 for EDORA, 39:31 for ESPON Climate, 00:13 for FOCI, 01:21 for RERISK, 33:52 for EUROISLANDS&TEDI and 00:17 for METROBORDER. .

Lithuania

It is important to mention that distance learning is not widespread in Lithuania yet. However this mode of delivering education works in the country and is considered as one of the most promising and acceptable ways to gain knowledge or qualification.

Project partner - Research Institute of Territorial Planning of Vilnius Gediminas Technical University (VGTU) has disseminated information about ESPONTrain educational cycles and the e-learning platform via its associations which were obtained in collaboration with government and scientific institutions, public sector by preparing spatial planning projects at national and local levels.

A few editorial activities were implemented to inform objective institutions and academic society (Table 1). Lithuanian ECP has delivered the messages about ESPONTrain project in two national events. The participants had an opportunity to express their interest in participation in ESPONTrain educational cycles.

No.	Details about the meeting purpose	Location	Dates	Attendees
1.	National Urban Forum The call for proposals to participate in the ESPONTrain project 2nd education cycle. The purpose was to deliver a message about ESPONTrain project for policy makers and professionals.	Klaipėda University, Aula Magna, Klaipėda	14 of October.	Lithuanian policy makers (Ministry of Environment, representatives from Municipalities) architects, urban/spatial planning professionals.
2.	National Conference "Civil Engineering and Geodesy" The call for proposals to participate in the ESPONTrain project 1st education cycle. The purpose was to deliver a message about ESPONTrain project for students and young researchers.	Vilnius Gediminas Technical University.	21st of October 2011.	Young scientists, researchers, Students of master degree and PHD students.

Table 4. Dissemination activities in Lithuania

Also a number of newsletters, brochures, and leaflets about ESPONTrain educational cycles were widely disseminated to the institutions. Communication was carried on through e-mails and calls.

The definition of target groups has been implemented by selection of those, who were interested in the Calls and sent to the Lithuanian ECP their curricula vitae (CV) and an abstract, as suggested in the Expression of Interest, on the following themes:

- Territorial cooperation-Governance building;
- Territorial and Spatial Planning;
- Energy-ESPON Climate change;
- Rural areas.

Lithuanian ECP selected six students from Vilnius Gediminas Technical University, Kaunas University of Technology and Klaipeda University and two young researchers.

Lithuanian ECP selected 15 professionals from regional/spatial planning institutions, urban development and policy makers, government representatives. Then the objectives and the added value of the ESPONTrain Project were explained via phone.

Similarly Lithuanian partner has chosen the trainers to implement the training procedure in the educational cycles. The definition of training staff has been implemented by selection of Vilnius Gediminas Technical University academic staff, taking into account the requirements prepared by the Slovenian partner. Both trainers are Professors at Vilnius Gediminas Technical University. They have enough participation practice in projects financed by European Structural Funds and distance learning. One of selected trainers has deficiency experience working with ESPON Programme. Therefore the preparation took longer to get familiar with the Programme. In general, preparation and implementation of educational cycles comprise 96 working hours for each trainer.

The Lead Partner has organized in ESPONTrain Platform a training seminar for the training staff (i.e. how to contact the students, how to upload material, how to answer users' questions etc.) A short Trainers Manual has also been produced as a set of recommendations. Both trainers from Lithuania have participated in organized seminar.

Educational cycles have been implemented through real-time video conferencing and self studying opportunity on ESPONTrain e-learning platform. By the Schedule of the VLE educational cycles Lithuanian trainers have delivered 16 teleconferences through two educational cycles

Unforeseen activities can easily appear during the provided teleconference time considering trainers' daily professional duties. So the substitute personnel should be provided to avoid these kinds of problems.

During the e-learning studies such teleconferences were available not only for participants from Vilnius, but also from other cities of Lithuania such as Kaunas, Klaipeda. Internet network had facilitated the connection among the participants, Vilnius Gediminas Technical University (trainers' office) and also Admin ESPONTrain from Greece. E-mail also was used for communication among trainers and trainees, as well as e-learning platform. We have sent about 200 e-mails through the educational cycles to inform and remind about ongoing teleconferences time, to advice on some technical or thematic questions, sent an additional teaching material.

Lithuanian partner determined that 3TTPs should be taught in full version. Therefore a few teleconferences were held for one TTP, the term for self studying was longer and participants had to submit a final tasks for their knowledge assessment : TTP2 – Rural package (EDORA), TTP3 – Energy-ESPON Climate change (RERISK/ESPON Climate), TTP4 – Urban & Agglomeration economies package (FOCI). It was decided that other 3 TTPs (EUROISLANDS&TEDI, METROBORDER and DEMIFER) would be taught in a short version. Therefore only one teleconference was held for one TTP, the term of self studying was shorter and participants had an opportunity for self-assessment tests.

According to the ESPONTrain educational cycles implementation results in Lithuania 8 students of 7 participated in the 1st educational cycle and 12 of 15 stakeholders participated in the 2nd educational cycle.

The postponement of the educational cycles had the main influence to participants' passivity. Due the Application Form Part B the 1st educational cycle was supposed to start at 12/2011-02/2012, the 2nd educational cycle - at 04/2012-06/2012. Practicably trainings started from 09/2012-11/2012 to 10/2012-12/2012.

Those who wanted to participate in ESPONTrain project trainings have confirmed their decisions via e-mails during the preparation stage of target group identification.

Those who expressed their intention to participate in educational cycles were informed about the postponement. We informed the participants that the postponement of educational cycles was related to technical development issues of e-learning platform. During this period some of participants have changed their jobs, or any other problems appeared and this was the reason for their passive participation or even refusal to participate in the trainings. 1 student

of students target group and 3 stakeholders from the stakeholders target group did not ever join the platform.

Making assessment of participants' activity indicators, we can see high passivity of participants dealing with online tests and participation in discussion forums. Participants' attention was attracted the most by teleconferences and direct correspondence between trainer and trainees. The problems which came up between trainer and trainees during the educational cycles: inconsistent with schedule (student should be able to choose from several sessions held on different times/days) and the discussions were effective only in a small group of participants (otherwise the situation became chaotic and some of participants left the class).

During the educational cycles trainees demonstrated great interest in ESPON Programme. Participants mentioned that the teaching material should be tailored for students' interests to be able to choose the relevant teaching material in order to further e-learning platform development.

Staff workload also increased during the educational cycles of the project. Therefore trainers have organized some additional material on the national level. Besides, trainers have underlined the principle of interactivity. Due the absence of direct relationship between trainer and trainees it was difficult to manage the learning process. Therefore the complete interaction between trainer and trainees hasn't been achieved. Technological barriers occurred in both cycles but without greater consequences.

All participants were informed about their knowledge assessment procedure at the very beginning. They had to submit reports according FOCI, EDORA and RERISK TTPs assignment requirements. Fully tasks were carried out by 3 students. They have provided more than 2 reports and have earned a passing grade. 3 students provided just one report by FOCI TTP theme and failed the terms of assignment. 2 students did not provide reports. Total students' assessment grade is 96, 39. Fully tasks were carried out by 6 stakeholders. They have provided all 3 reports and have earned a passing grade. Other 6 stakeholders failed the terms of assignment. Total students' assessment grade is 88, 06.

According to the ESPONTrain educational cycles' implementation results in both educational cycles 19 out of 23 participants, who expressed their intention, have actually participated in Lithuania. That is 82, 6 percent of the total list of this target group. 3 students and 6 stakeholders have earned a passing grade and it is 53, 33 percent of the total list of this target group.

The participants have been urged to fill the assignments. For this reason we had to send e-mails and make a number of calls. Despite our efforts participants delayed to upload their reports.

According to students and stakeholders the most interesting tasks were case studies and the adaptation of ESPON project scenarios and ideas at local or regional level territories and solution to relevant problems. In this case, participants were able to use the information gained from studying the results of ESPON project.

According to trainers assessment the proposed participants' decisions have been constructive and reflected the actual national/regional/local challenges.

To conclude overall effect of implemented educational cycles in Lithuania, project partner can state that one of the most important objectives of the ESPONTrain project has been approved.

It was a great opportunity for Lithuanian professionals and students to learn how they can deal with ESPON related territorial development and Cohesion Policy issues on national/local levels. The efficient information and education were provided successfully and in all probability it will have an efficient added value.

Statistics:

To sum up, regarding the Students group in Lithuania there were 8 participants, the FOCI, ESPON Climate and DEMIFER were fully taught and there were 4, 3 and 3 assignments delivered for each TTP. The other TTPs (EDORA, FOCI, Euroislands & TEDI and Metroborder were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & TEDI EDORA, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by the all the students for the full time to the training (in hours and minutes) was 01:53 for DEMIFER, 16:02 for EDORA, 01:44 for ESPON Climate, 40:09 for FOCI, 01:23 for RERISK, 01:34 for EUROISLANDS&TEDI and 05:02 for METROBORDER.

Regarding the Stakeholders group in Lithuania there were 15 participants and the EDORA, FOCI and RERISK were dully taught and there were 6 assignments delivered for each TTP. The other TTPs (DEMIFER, ESPON Climate, Euroislands & TEDI and Metroborder) were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, Euroislands & TEDI EDORA, ESPON Climate, RERISK, EUROISLANDS&TEDI and METROBORDER, the total time dedicated by the all the trainees for the full time to the training (in hours and minutes was 02:09 for DEMIFER, 07:52 for EDORA, 00:28 for ESPON Climate, 27:21 for FOCI, 08:10 for RERISK, 00:46 for EUROISLANDS&TEDI and 00:00 for METROBORDER.

Malta

The scope of this report is to describe the project's implementation in Malta. The Maltese ECP took on this task as part of a long-term strategy to analyse the understanding of and implementation of spatial planning in the Maltese Islands. Whilst one must appreciate that continent-wide programmes as is ESPON and their subsequent projects aim to encompass the entire territory, small states such as Malta that are double insulated through various impinging factors may not take up the wider-dimension in their strategic plan. This said, the ESPON projects have managed to filter down into the national and local levels so as to allow administrators an understanding of the wider spatial planning concepts and have led to some interesting drivers towards change inclusive of a "Strategic Plan for the Environment and Development", (SPED) which is intended to replace the Structure Plan for the Maltese Islands of 1990 and provide a strategic spatial policy framework for both the environment and development up to 2020, complimenting Government’s social, economic and environmental objectives direction for the same period. This is a major step from the previous concept of development planning as against an integrated spatial planning concept.

The ESPONTrain project's input was deemed timely since it helped to direct the trainees towards the study of project outputs that could be compared to the SPED and to offer insights into the workings. The different entities involved in the process were contacted in the initial stages of the project which allowed the project team to assess whether to take on external organisations as part of the trainees. Since Malta has only one planning agency at national level and no agencies at the district or local levels, the main participants were chosen from the pool of experts involved in the SPED. This was made possible due to the immediate access to the experts as well so as to ensure that the introductory concepts are already in place and that spatial planning concepts are already taken on board as against having to initiate a pre-study session on the concepts of development as against spatial planning.

The training targets were aimed at understanding the ESPON outcomes in comparison to the SPED outcomes and also to thematic aspects pertaining to the initial SPED studies. This ensures that the project outputs can be implemented within the concept of the new plan. In addition, trainees were asked to review topics based on their area of expertise as based on the initial studies pertaining to the SPED, inclusive of demography, housing, transport, amongst others. Such a process endured ownership of the training process as based on an integrated planning system which: (i) ensures the sustainable management of land and sea

resources together with the protection of the environment; and (ii) guides the development and use of land and sea space. The training also allowed trainees to review the relevant topics inclusive of:

- Plans, policies and programmes issued under the Environment and Development Planning Act of 2010 (EDPA) are spatial, holistic and comprehensive so that all factors in relation to land and sea resources and related environment conservation are addressed and included and to balance demands for development with socio-economic consideration and the need to protect the environment;
- Sectoral policies, activities and inputs are interpreted and coordinated with each other combining the inputs of all disciplines and groups;
- All actions are based on clear understanding of the natural and legitimate objectives and needs of individual land users;
- It follows other national policies and plans.

As a national strategic document, the process will help sectoral policies, plans and programmes in spatial terms and direct socio-economic development of the Maltese Islands in appropriate locations together with the protection of the environment. The process is also intended to guide the spatial aspect of new Government plans and policies including those emerging from the EDPA and will form the primary basis for decisions on applications related to environment and development. The implementation of the SPED is aimed to secure a more integrated approach to the management of development and environment protection on land and sea space at a national level.

The project process will also ensure that the preparation of sectoral plans is in line with the thrust of the Territorial Agenda which has the aim of ensuring implementation of the Europe 2020 Strategy according to territorial cohesion principles, where the internalisation of spatial influences is an integral part of sectoral plan formulation. In addition, the SPED is to provide the spatial framework that supports the development of an integrated maritime policy at a national level, something which the ESPON outputs will help Malta to understand the wider concept.

The project outputs were deemed helpful as an aid to widen the concept of spatial planning in Malta and has served as a refreshing exercise in different training processes and outcomes..

Statistics :

To sum up, regarding the Students groups in Malta there were 7 participants and the DEMIFER, ESPON Climate και Euroislands & TEDI were fully taught but there were no assignments delivered. The other TTPs (EDORA, FOCI, RERISK και Metroborder were taught on a short basis without assignments. In total for the 7 TTPs (DEMIFER, EDORA, ESPON Climate, FOCI, RERISK, EUROISLANDS&TEDI and) METROBORDER, the total ime dedicated by the all the students for the full time to the training (in hours and minutes) were 06:33 for DEMIFER, 08:14 for EDORA, 08:55 for ESPON Climate, 00:46 for FOCI, 01:38 for RERISK, 46:34 for the EUROISLANDS&TEDI and 07:42 for METROBORDER. Regarding the Stakeholders group in Malta, there were no participants therefore none of the courses were delivered and no assignments were delivered.

Annex II: ESPONTrain Study Guide (ESPON Climate)

1. Introduction

The current study guide includes basic information about the way the “ESPON Climate” course module has been structured. In the following pages, a description of the main aspects of the module is provided and a brief presentation of the units that structure the module “ESPON ESPON Climate”. Furthermore, there is useful data about the activities and the assessment that will be held during the seminar. Important dates about the start and the expiry of the courses, as well as the deadlines for the assignments have been included. Finally, contact details of the personnel are available for the trainees.

2. Main concepts of the course module

The ESPON Climate module is one of the 7 modules of the ESPONTrain e-Learning program. It is expected to constitute an evidence basis for identifying regional typologies of ESPON Climate change exposure, sensitivity, impact and vulnerability. The aims of the module are to deepen the knowledge about territorial development in relation with the ESPON Climate change. In brief, the trainees through the ESPON e-learning platform can access learning material, will familiarize with the methods and the main methodological tools, as well as the regional typologies of ESPON Climate. Moreover, five basic indicators of ESPON Climate change will be analyzed and categorized. The impact of ESPON Climate change on Europe’s region in relation with policy implications, is a thematic area to be discussed.

The ESPONTrain e-Learning platform was built as part of the ESPONTrain Tansnational Networking Activity. The ESPONTrain TNA is aiming at making ESPON2013 knowledge operational in a coordinated and transnational way for practical use at regional and local level, and translating ESPON Europe-wide information and findings to the regional/local level.

Specifically, the project is aiming at:

- Stimulating a transnational educational and training ESPON activity facilitated by both an e-learning procedure and a networking promoted by ECPs.
- Identifying efficient target groups within the national environments (both educational and policy making) so as to be multipliers of the diffusion of the ESPON philosophy, ideas, findings and results.
- Disseminating knowledge already produced by the ESPON2013 Programme transforming it in comprehensible educational and training material, maintaining its scientific soundness.

3. Units

The topics that will be presented in the seminar are the following.

Unit 1: Main general ESPON concepts and basic data on ESPON ESPON Climate.

This unit is an introduction to the territorial challenges that are relevant for ESPON 2013 projects and provides basic data about the project.

Unit 2: Introduction, Problem Setting and Objectives.

This unit presents the main key research questions, as well as the policy questions. Furthermore, it analyses the methodologies, the assessment methods and the main methodological tools. (The IPCC CCLM model and the A1B scenario).

Unit 3: ESPON ESPON Climate typologies, Climatic Regions, Clusters and Maps.

This unit examines the direct and indirect ESPON Climate change effects, as they are reflected in maps and introduces to the ESPON ESPON Climate typologies.

Unit 4: Comments and Lists of Climatic Indicators.

This unit examines the role of society in relation to ESPON Climate change and analyses the five basic ESPON Climate change indicators.

Unit 5: 1st teleconference meeting to enhance team consciousness and exchange between the trainees about the first 4 units

Unit 6: Combined sensitivities and assessment of the new knowledge produced by the project.

This unit focuses on the combined sensitivities for each of the five dimensions of sensitivity. Furthermore, it presents the potential impacts of ESPON Climate change on Europe's region.

Unit 7: Contribution of the project findings to territorial and sectoral polices. This unit analyses the contribution of the project findings to the future Cohesion Policy.

Unit 8: Case studies, Outputs, Conclusions and Limitations.

This unit explains the main concepts of the case study focusing on the Mediterranean coast, summarizes the main results and identifies data gaps to overcome in further research.

Unit 9: Assignment.

At the end of the seminar, a report of about 1500 words will be delivered, including a SWOT analysis on the impact of ESPON Climate change on territorial cohesion.

Unit 10: 2nd teleconference meeting to discuss conclusions, give directions for the assignment and stimulate interest for further reading.

4. Structure of courses

This course module will last 3 weeks. The two weeks trainees will be called to perform the learning activities, i.e. study the learning material, solve quizzes, read suggested extra material, attend a tele-conferencing session and participate to online discussions).

Till the end of the third week trainees have to submit online the respective assignment. During the first and second week, a teleconference meeting will be arranged in order to enhance team consciousness and exchange between the trainees

Units of the first week:

- Main general ESPON concepts and basic data on ESPON ESPON Climate.
- Introduction, Problem Setting and Objectives.
- ESPON ESPON Climate typologies, Climatic Regions, Clusters and Maps.
- Comments and Lists of Climatic Indicators.

Units of the second week:

- Combined sensitivities and assessment of the new knowledge produced by the project.
- Contribution of the project findings to territorial and sectoral polices.
- Case studies, Outputs, Conclusions and Limitations.
- Announcements of the assignment.

Learning Material

The course module will be delivered completely online through the ESPONTrain educational platform. Every unit of the course module includes audiovisual material, i.e. power point presentations, enriched with videos and images. All units consist a set of quizzes for practice. A trainee can attempt to solve a quiz up to 3 times. The performance at these quizzes does not count for the decision about the successful completion of the course module.

A trainee is obliged to submit online a final assignment. The final assignment will be a report of about 1500 words that will concern an open problem for the solution of which trainees need to show that they have acquired knowledge and skills during the two weeks course module. The successful completion of the course module depends on the trainees' performance on the final assignment.

Finally, both the first and second week, two teleconference sessions will occur, in order to enhance team consciousness and establish a more efficient and profitable communication, to stimulate interest for further research.

Learning Activities

Each unit of the seminar includes:

- Quizzes, for quick embedding of the learning material.
- Questions for further analysis and discussion.
- Forum for resolving questions and communication between the participants.
- Assignment of about 700 words.

5. Important dates

The course module will run for 3 weeks.

The start date of the course module is: 17th September 2012

The date of the 1st teleconferencing will be: XXXX at YYY o'clock (local time)

The date of the 2nd teleconferencing will be: XXXX at YYY o'clock (local time)

The deadline for the online submission of the final assignment is: 7th October 2012

During the first week (17-23 September 2012) trainees will perform the learning activities of the first 5 units. The second week (24-30 September 2012), trainees will work on the other five activities of course module. The third week will be devoted only to working on the final assignment.

Delivery dates are strictly defined and therefore the deadlines should be respected. Extension will not be given.

The participants will have the opportunity to post questions, communicate and exchange ideas about the module, not only during the teleconference sessions, but also via the discussion forum of the platform.

6. Contact Details

Teacher contact information:

Name:

Email:

Technical HelpDesk:

Email:

Annex III. : Guidelines for the definition of target groups and training staff

In support of capitalisation of the ESPON results through establishment of educational procedure set up by ESPON TRAIN project an identification of trainees and trainers has to be made. A selection of high skilled trainers and well defined groups of trainees is foreseen. The ECPs will perform their own actions helping themselves with the enclosed template and report on the results.

The task is comprised of:

- Identification and selection of the trainees
- Identification and selection of the trainers
- Reporting

Identification of the trainees

This task consists of two principal activities: identification of target groups and selection of trainers and trainees from each country to participate in training seminars. According to the project specifications, the trainees should be identified for the two target groups:
Group 1: postgraduate students and young researchers/professionals from the field of geography, spatial planning, regional and urban development, engineering, environmental economics etc.
Group 2: policy makers, government officials, staff of local/regional authorities involved in spatial planning, regional and urban development etc.

It is recommended that all ECPs work evenly with both groups and all teaching packages, however small flexibility may be applied when justified and explained by the related partner and approved by all partners and the CU.

Procedure for identification of targets within both target groups:
identification of the university programmes for the group 1 of different fields and educational levels;
identification of the actors in the group 2 in different levels and fields;

Outcomes to be explained in the report:
-Preferable target group
-identification performed procedure
-detailed information on targets' characteristics in each target groups on the bases of the template

Questions for the ECP to be discussed:
-To which group ECP will give a priority?
-Is there any reason to give priority only to one group/teaching package?
-Comments on the proposed template regarding the identification of target groups?

Selection of the trainees who will take part in the two training courses
The application form defines that 100 individuals/course/target group should be selected (200 in total for the 2 target groups) which means that 10 persons/country/educational cycle from both groups will participate, all together 20 persons/country/two educational cycles.

Therefore, each ECP should select 20 individuals from both target groups according to the commonly agreed criteria for both target groups. Selection can only be made on the bases of expressed interest from individuals which would fill-in a certain form so as the ECP can assess their suitability. The interest among potential trainees should be raised by the 2-month promotional campaign and 2 info days as proposed in the application form.

However, are these activities sufficient enough in order to attract potential trainees or should be necessary that transnational campaign activity is supported by and coordinated with the national activities. The partners, especially those, who are involved in other ECP projects, should investigate the possibility to make synergies with other national activities in the framework of ESPON programme. Raising awareness should also result in some form of application procedure allowing potential trainers to express their interest and outline their qualifications. Such a selection procedure should be established and carried out by the ECP.

Procedure for trainees' selection:
-Define and perform the selection procedure best suited to the national situation and target groups (i.e. call to apply, announcement/invitation via university, national info day for potential applicants with filling-in papers etc.)
-Make selection according to set criteria
-Informing the selected trainees

Outcomes to be explained in the report:
-explanation of the selection procedure
-information on the selection results

Questions for the ECP to be discussed:
-Is there going to be a common list of trainees?
-Is there any specific obstacles regarding the selection procedure?
-How the transnational campaign and selection procedure will be coordinated?!

Criteria for identification of trainees for the Group 1

-Criterion 1: specialization in a suitable field

The trainees should be specialized in one of the following fields:
- geography[5]
- regional planning
- spatial planning
- regional and urban development
- engeneering
- environmental economics
regional economics
-spatial economics

-Criterion 2: degree of formal education

The trainee should:
hold a ph.d. in one of the above mentioned fields with a focus to territorial analysis and assessments, policy development, territorial monitoring, scenarios etc.
be a ph.d. candidate in one of the above mentioned fields with a focus to territorial analysis and assessments, policy development, territorial monitoring, scenarios etc.

-Criterion 3: suitable and permanent position in the educational institution

[5]And particularly geography's sub-categories related to ESPON, such as urban, regional and economic geography.

The trainee should be currently *and in the future (until 2016)* involved in the educational process in one of above mentioned fields at least as:
assistant
researcher
-…

Criteria for identification of trainees for the Group 2

-Criterion 1: activity in the spatial planning, regional and urban development field, territorial development

The trainee is working in one (or more than one) of the following fields:

- spatial planning and development
- regional planning and development
- urban planning and development
- territorial development
-other related fields

Criterion 2:
The trainees should be active in the above mentioned fields as a:
- policy maker in the public sector at
    National
    regional or
    local level
-*official* working in a ministry, governmental office, general secretariat, regional or local authority
- planner working in the private or public sector
- researcher

Identification of the trainers

The trainers will be chosen for carrying out two educational seminars in each country. Each trainer will be responsible for about 10 trainees. Each project partner should select approximately 2 – 3 trainers. The final number per partner will be decided regarding the final number of selected trainees.

A selection process will be done by each partner on the basis of a set of criteria which will be developed as part of the transnational networking and co-operation between partners.

The trainer will have to take over certain responsibilities related to training courses which will be defined by the partners.

The trainer should come from academic or research community and should have suitable teaching skills and qualifications, and should have previous experiences in ESPON projects and e-learning.

Selection procedure:
Each partner shall perform a selection procedure applied to the commonly agreed criteria.

Outcomes to be explained in the report:
-explanation of the selection procedure
-information on the selection results

Questions for the ECP to be discussed:

-Are there any specific obstacles on the selection procedure?
-Is there any common basis for awarding trainers participation?
-Can all partners follow the proposed criteria considering their specific national situation?

Criteria[6] for identification of trainers

-Criterion 1: Suitable specialisation

The trainer should be specialized in geography, economic science, regional, urban and spatial planning and territorial development.

-Criterion 2: teaching experiences

The trainer should have at least 5 years of teaching experience as:
- lecturer
- assistant professor
- professor

-Criterion 3: other experience

The trainer should have experiences in ESPON Applied Research Projects and other ESPON projects in priority 2 or 3:

- at least in 2 Applied projects
or
- in 1 applied research project and 1 other (P2, P3)

Criterion 4: experiences with e-learning

Teaching experience with e-learning tools will be a plus.

The trainer should briefly explain his/her teaching experience with e-learning tools.

3. Reporting
All partners are asked to write a report explaining their choices and results as mentioned above.

6

Annex IV: Indicative list of presented assignments

COUNTRY/ TARGET GROUP	Title	TTP
GREECE + CYPRUS		
STUDENTS	The Wine Villages of Limassol Cyprus.	Euroislands/TeDi
	The case of Marathassa in Cyprus	
	The case of the island of Cephalonia (Greece)	
	The case of Crete (Greece)	
	The case of the island of Rhodos (Greece)	
	The case of the island of Skyros (Greece)	
	The case-study of the island of Symi (Greece)	
	The case of Messolakia (Greece)	
	The case of Skyros	
STAKEHOLDERS	Turning territorial Diversity into Strength: The case of Tylliria (Cyprus)	Euroislands/TeDi
	The case of Parnon-Moustos (Greece)	
	The case of Tripoli (Greece)	
STUDENTS	Case study region of Crete- Optimization and the protection of marine environmental by sustainable development of diving tourism in the region of Crete	ESPON Climate ESPON
	Case study: Western Greece – ESPON Climate change impacts with focus on temperature increasing and lack of rain falling	
	ESPON Climate Change Impacts on Energy Demands in Cyprus	
	VULNERABILITY ASSESSMENT IN URBAN AREAS OF CYPRUS	
	Case study Forest areas of Cyprus	
	How could the ESPON ESPON Climate project contribute to the conceptualisation and implementation of a RAS: the case of Peloponnese	
	Water Shortages of the Tourist and Agricultural Sectors at Eastern Macedonia-Thrace Region, Greece	

	due to ESPON Climate Change	
	Depletion of Underground Water Due to ESPON Climate Change	
	Wine production in the Attica region and climatic impact	
	ESPON Climate change impacts on tourism of the South Aegean region in Greece, exposed to the wind power potential and the mean temperature change during the summer months	
STAKEHOLDERS	ESPON Climate change impacts on agricultural sector exposed to saline intrusion and nitrate pollution: The case of Peloponnese region	
	Planning of interventions for the management, protection and promotion of public forests and woodlands, administrative district of the municipality of Tripoli	
STUDENTS	The Case Study of Thessaloniki's FUR	FOCI
	The case study for the Alexandroupolis FUR	
	The paradigm of the Nicosia Functional Urban Area	
	Perspectives of the Functional Urban Region (FUR) of Kavala City	
	The case study of FUA of Athens	
	The functional urban region of Limassol in Cyprus	
	Pespectives of Limassol Functional Urban Area	
	The FUA of Florence in Italy	
	The Metropolitan Area of Athens. Perspectives and challenges for future development.	
STAKEHOLDERS	The FUA of Tripolis (Peloponnesus)	FOCI
	The case of Nicosia Cyprus	
	The case of Patras	
ITALY		
STUDENTS	The Energy Situation: The Case Of Puglia	ReRisk
	The case of Calabria	
	The case of Navarra (Spain)	
	The case of Apulia	

	The case of Basilicata	
	The case for Sardinia (Italy)Tiziana Farneti - The case of Lazio Region	
	The case of Navarra (Spain)	
	The case of Apulia	
STUDENTS	The case of Calabria	ESPON ESPON CLIMATE
	Effects of ESPON Climate Change in Sardinia (Italy)	
	Tourism in Basilicata	
	The coastal plains of Southern Lazio	
	ESPON CLIMATE in Puglia Region	
	Water shortage in the agricultural sector of Lazio, Italy	
	ESPON Climate change impacts on Piedmont's mountain tourism (Italy)	
	ESPON Climate Change and water resources: the situation in the province of Foggia in Puglia	
STUDENTS	The Adriatic Cross-Border Region	METROBORDER
	The case of East Flanders, Belgian Linburg and Dutch Linburg	
	Sardinian-Corsican region: a polycentric multifunctional system	
	The case of Area Vasta Lecce 2005-2015.	
	Greater Region	
	The Nice-Monaco-Sanremo (NMS) region	
	The case of the Greater Region	
	The Vienna-Bratislava Metropolitan Region (VBMR)	
STAKEHOLDERS	Piedmont: Regional Situation And Future Scenarios	ReRisk
	The Autonomous Region Friuli Venezia Giulia: An Energy Outlook	
	RERISK – Lombardy Study	
	Notes About Piedmont, Stimulated By Reading RERISK Project	
	How The Increase Of Electricity Costs Relates To The Different Policies Of Grid Optimisation (collective assignment of 4 participants)	
	MLG Approach For The Territory Of The Province Of Teramo	

	THE AUTONOMOUS REGION FRIULI VENEZIA GIULIA: ENERGY AND PUBBLIC BUILDINGS	
	Notes About Piedmont, Stimulated By Reading ESPON CLIMATE CHANGE Project	ESPON ESPON CLIMATE
	ESPON CLIMATE CHANGE: THE WATERS STATUS IN FRIULI VENEZIA GIULIA REGION	
	Autonomous Province Of Trento: Influences Of ESPON Climate Change On Alpine Tourism	
	ESPON CLIMATE - Lombardy	
	How The ESPON Climate Change Relates To Touristic Flows In Tuscany	
	Building Upon The Espons' Metroborder Project: The Case Of The Piedmont And Rhone Alpes Regions	METROBORDER
	ANALYSIS OF THE ITALIAN-FRENCH BORDER	
	ANALYSIS OF GREATER REGION TRANSNATIONAL AREA	
CZECH REPUBLIC		
STUDENTS	The functional urban region of Prague	FOCI
	Analysis of selected functional urban area - Functional urban area Kroměříž	
	The case of Brno/ Vienna/ Bratislava	METROBORDER
	The case study of Vienna-Bratislava	
	Regional typology of the ESPON area	DEMIFER
	Regional typology of the ESPON area - NUTS 2 Střední Morava	
STAKEHOLDERS	Study of area „ORP Olomouc"	FOCI
	Liberec Development Area	
	Závěrečná práce metodou úvodních kroků ke SWOT analýze obsahu učebního textu	
	The case of The Upper Rhine	METROBORDER
	NUTS 2 Severovýchod Region	DEMIFER
	Závěrečná práce metodou úvodních kroků ke SWOT analýze obsahu učebního textu	
	The Moravian-Silesian Region as an ESPON DEMIFER Area	
ROMANIA		

	Rural area of North-Eastern development region of Romania	EDORA
	The public transport in the Metropolitan Area Iasi	FOCI
	A balanced socio-economic region - Metropolitan Area Iasi	DEMIFER
SLOVENIA		
STUDENTS	DEMOGRAPHIC TYPOLOGY OF EUROPEAN REGIONS: Typology of features and challenges of population aging	DEMIFER
	COMPARISSON OF TOTAL POPULATION ACCORDING TO THE GROWING SOCIAL EUROPE SCENARIO AND LIMITED SOCIAL EUROPE SCENARIO	
	The final assignment: Growing Social Europe Scenario and Limited Social Europe Scenario	
	THE FINAL ASSIGNMENT DEMIFER: The population according to the Expanding Market Europe scenario and according to the Challenged Market Europe scenario	
STAKEHOLDERS	Final assignment: Growing Social Europe (GSE) and Limited Social Europe (LSE)	DEMIFER
	The final assignment for DEMIFER in ESPON Train project: GSE - Growing Social Europe and LSE - Limited Social Europe scenarios	
	Final assignment: Challenged Market Europe (CME) scenario and Expanding Market Europe (EME) scenario	
	REGIONAL TYPOLOGY OF THE ESPON AREA	
STUDENTS	Analysis of functional urban region: Prague case study	FOCI
	Analysis of functional urban region: Varšava case study	
	Analysis of functional urban region: Barcelona case study	
	Analysis of functional urban region: Ljubljana case study	
	Analysis of functional urban region: Bratislava case study	
STAKEHOLDERS	Analysis of functional urban region: Vienna case study	FOCI

	Analysis of functional urban region: Glasgow case study	
	Analysis of functional urban region: Stockholm case study	
STAKEHOLDERS	Final assignment: Gorenjska statistical region	EDORA
	Analysis of Pomurska statistical region	
ESTONIA		
STUDENTS	Socio-economic ESPON Climate stressor mapping; the case of Tartu County, Estonia	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Hiiumaa, Estonia	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Savoy, France	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Estonia	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Estonia	ESPON ESPON Climate
	Development challenges and opportunities in specific regions; the case of Kihnu Island, Estonia	EUROISLANDS & TEDI
	Development challenges and opportunities in specific regions; the case of Hiiumaa, Estonia	EUROISLANDS & TEDI
	Development challenges and opportunities in specific regions; the case of Savoy, France	EUROISLANDS & TEDI
	Development challenges and opportunities in specific regions; the case of Meremäe Parish, Estonia	EUROISLANDS & TEDI
	Development challenges and opportunities in specific regions; the case of Vormsi Island, Estonia	EUROISLANDS & TEDI
	Analysis of territorial capital in rural areas; the case of Alatskivi Parish, Estonia	EDORA
	Analysis of territorial capital in rural areas; the case of Hiiumaa, Estonia	EDORA
	Analysis of territorial capital in rural areas; the Case of St Pierre de Chartreuse, France	EDORA
	Analysis of territorial capital in rural areas; the case of Meremäe Parish, Estonia	EDORA
	Analysis of territorial capital in rural areas; the case of Kernu Parish,	EDORA

	Estonia	
	Analysis of territorial capital in rural areas; the case of Kose Parish, Estonia	EDORA
STAKEHOLDERS	Socio-economic ESPON Climate stressor mapping; the case of Tartu, Estonia	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Lääne-Viru County, Estonia	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Pärnu County, Estonia	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Estonia	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Estonia	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Estonia	ESPON ESPON Climate
	Socio-economic ESPON Climate stressor mapping; the case of Estonia	ESPON ESPON Climate
	Development challenges and opportunities in specific regions; the case of Piirissaar Island, Estonia	EUROISLANDS & TEDI
	Development challenges and opportunities in specific regions; the case of Kihnu Island, Estonia	EUROISLANDS & TEDI
	Development challenges and opportunities in specific regions; the case of Rapla County, Estonia	EUROISLANDS & TEDI
	Development challenges and opportunities in specific regions; the case of Hiiumaa, Estonia	EUROISLANDS & TEDI
	Development challenges and opportunities in specific regions; the case of Valga County, Estonia	EUROISLANDS & TEDI
	Development challenges and opportunities in specific regions; the case of Kihnu Island, Estonia	EUROISLANDS & TEDI
	Analysis of territorial capital in rural areas; the case of western Tartu County, Estonia	EDORA
	Analysis of territorial capital in rural areas; the case of Pärnu County, Estonia	EDORA
	Analysis of territorial capital in rural areas; the case of Rapla County, Estonia	EDORA
	Analysis of territorial capital in rural	EDORA

	areas; the case of Hiiumaa, Estonia	
	Analysis of territorial capital in rural areas; the case of Otepää Parish, Estonia	EDORA
	Analysis of territorial capital in rural areas; the case of Võru County, Estonia	EDORA
LITHUANIA		
STUDENTS	Case study of Pakalniškių countryside in the municipality of Elektrėnai	EDORA
	The S1 scenario of EDORA urban-rural typology application to Šilalė	
	Population is main economic asset – human capital	
	Analysis of Lithuanian energy sector	RERISK
	Energy situation in Utena County	
	Renewable energy sources in Lithuania	
	Functional-urban region	FOCI
	Case study of Vilnius city	
	Case study of Molėtai	
	Case study of Vilnius city	
STAKEHOLDERS	Urban environment and formation goals	EDORA
	Urban environment	
	Jašiūnų town development opportunities	
	Šiluva development opportunities	
	The case of Kaunas Panemunė barracks – post-military area	
	Lithuanian south rural and urban areas	
	Energy sector and policy analysis	RERISK
	Energy policy – state economic activity area	
	Vilnius city energy supply	
	Vilnius state of engineering infrastructure	
	The case of Kaunas Panemunė barracks – post-military area	
	Energy Resources of Lithuanian-Polish border region	
	Urban spatial structure and its elements connections in the environment	FOCI

	Urban spatial structure
	Palanga future landmark
	Case study of Vilnius
	The case of Kaunas Panemunė barracks – post-military area
	Case study of Kuršėnai

Annex V : ESPONTrain Thematic Teaching Packages

Thematic Teaching Package (TTP)	Topic	Indicative Projects to be used	Main Editor	Assistant Editor
Thematic Teaching Package 1	Demographic and migration flows	DEMIFER	Romanian ECP	Bulgarian ECP
Thematic Teaching Package 2	Rural areas	EDORA	Lithuanian ECP	Slovenian ECP
Thematic Teaching Package 3a	Energy - Climate change	ESPON Climate	Greek ECP	Italian ECP Maltese ECP
Thematic Teaching Package 3b	Energy - Climate change	ReRisk	Italian ECP	Greek ECP Maltese ECP
Thematic Teaching Package 4	Urban & Agglomeration economies	FOCI	ECP Czech Republic	Bulgarian ECP
Thematic Teaching Package 5	Types of specific territories	EUROISLANDS TEDI	Estonian ECP	Cypriot ECP
Thematic Teaching Package 6	Territorial cooperation & Governance building	METROBORDER	Italian ECP	Greek ECP Maltese ECP

Annex VI : List of Trainers in the ESPONTrain countries

Country/ies of trainers' responsibility	TRAINERS
Greece and Cyprus	Stella Kyvelou (supervising role), Efstratios Manos, Nikolas Karachalis, Nektaria Marava
Italy	Maria Prezioso, Isabella Carbonaro
Czech Republic	Karel Maier, Ondřej Mulíček, Luděk Sýkora
Romania	AlexandruRusu, DanielTudora, Aurelian Roman
Slovenia	Alma Zavodnik Lamovšek, Nataša Pichler Milanović, Alenka Fikfak, MajdaČernič Istenič, Marko Krevs, Matej Ogrin
Estonia	Antti Roose , MartinGauk
Lithuania	Marija Burinskiene , Eugenijus Kestutis Staniunas
Malta	Dr. Saviour Formosa, Joseph Gauci

Annex VII : Blunder checks delivered by the ESPONTrain project

Acronym	Project name
ESPON CLIMATE	Climate Change and Territorial Effects on Regions and Local Economies in Europe
ARTS	Assessment of Regional and Territorial Sensitivity
ATTREG	Attractiveness of European Regions and Cities for Residents and Visitors
SGPTD	Secondary growth poles in territorial development
KIT	Knowledge, Innovation, Territory
TIGER	Territorial Impact of Globalization for Europe and its Regions
TERCO	European Territorial Cooperation as a Factor of Growth, Jobs and Quality of Life
GEOSPECS	Geographic Specificities and Development Potentials in Europe
EU LUPA	European Patterns of Land Use
SIESTA	Spatial Indicators for a “Europa 2020 Strategy” Territorial Analysis
ESaTDOR	European Seas and Territorial Development, Opportunities and Risks
SeGi	Indicators and perspectives for services of general interest in territorial cohesion and development

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