



Annexure F – Course syllabus

Module 3: Planning for Climate Change

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General Data	Module Number	3
	Semester weeks (duration)	5 weeks. If less time for this module is available, the omission of specific sub-themes or student-led activities is suggested.
Description	Description of module / key content	<p>This module will assist students in learn different approaches to addressing climate change in municipal policy, include the use of mainstreaming, strategic climate plans, ad-hoc or a focus on co-benefits. The module briefly reviews decision-making under uncertainty using scenarios and adaptive planning. The module will conclude with discussion of the various sorts of decision rules that can be used to select policies (e.g. no regrets, pro-poor, avoiding maladaptation, and flexibility/incrementalism). Concepts are demonstrated through short case studies. The module is designed to provide the practical and intellectual frame for the implementation of specific policies that are described in following modules, such as those on shelter or water and sanitation.</p> <p>The following table outlines the content of the module:</p>

Practice of urban climate change adaptation and mitigation	
Introduction	Learning objectives
Planning frameworks (introductory level)	<ul style="list-style-type: none"> ▶ International frameworks ▶ National frameworks (examples from home country) ▶ State/regional and local frameworks (examples from home country) ▶ Governance – roles of non-governmental bodies
Methods for integrating climate mitigation and adaptation in policies	<ul style="list-style-type: none"> ▶ Strategic/stand-alone plan ▶ Ad hoc approaches ▶ Mainstreaming ▶ Co-benefits focus
Planning for Mitigation	<ul style="list-style-type: none"> ▶ Global and local benefits ▶ Processes ▶ Importance of targets ▶ Case study: Bangkok
Planning for Adaptation	<ul style="list-style-type: none"> ▶ Planning process ▶ Short case study: Cape Town ▶ Short case study: Addis Ababa
Managing uncertainty	<ul style="list-style-type: none"> ▶ Adaptive planning ▶ Scenarios ▶ Matching policy to CC timing
Choosing and justifying policies	<ul style="list-style-type: none"> ▶ Avoiding maladaptation ▶ No regrets, low regrets, co-benefits, climate-justified, pro-poor actions
Conclusion	▶

This module on the Practice of Urban Climate Change (CC) Adaptation and Mitigation could be offered as a stand-alone module, but could also be integrated into other planning modules on, for example, spatial planning or land use management. This module furthermore has close links with modules 1 and 2, and builds on the concepts and definitions dealt developed therein.

Rationale for the module	Once a local government has recognized that climate adaptation and/or mitigation are important, there are many choices in how to move forward. For some locations a full-on strategic plan for mitigation or adaptation or both will be desirable, but for others mainstreaming future climate considerations into existing policy will be optimal, while in restricted situations an ad hoc approach which directly addresses climate change adaptation as a goal for a particular policy will work better. Once a process has been chosen, there are a variety of ways to prioritize policies. Familiarity with this range of possibilities will allow students more opportunity to integrate climate change into their own localities.	
Module objective(s)	<p>This module has two main objectives, namely:</p> <ul style="list-style-type: none"> ▶ To introduce the main considerations for planning for mitigation and adaptation particularly as it affects developing countries. ▶ To allow students to reflect on how climate change has been addressed in other cities, and how it could be addressed in their own situations. 	
Learning objectives	<p>Upon completing this module, students should:</p> <ul style="list-style-type: none"> ▶ Be able to articulate how local, regional, state, national, and specific plans and policy create a framework for local climate planning; ▶ Have familiarity with a range of approaches to including CC in urban policies ▶ Have exposure to how other cities have included climate change in their planning processes; ▶ Have gained awareness of how climate uncertainty can be addressed through adaptive planning, scenarios, and timing of policies; ▶ Be able to describe different policy decision rules. 	
Key ideas of student led learning	<p>Based on the above outline of suggested content, it is proposed that the module be delivered using a combination of lecturing and student-lead learning activities including:</p> <ol style="list-style-type: none"> 1. A two to three-hour <i>lecture</i> using multimedia equipment, as well as a set of questions to encourage interaction between the lecturer and the students; 2. A two to three-hour <i>studio</i>, where students read a variety of CC plans and discuss 	

	<p>what they found most useful;</p> <ol style="list-style-type: none"> 3. A two to three-hour <i>seminar</i>, where students present reviews and discuss key readings on the urban realities in the face of climate change; and 4. A practical <i>group project</i> in which students identify how they would start a climate planning process in their own city or neighborhood. This may build on the vulnerability assessment prepared in Module 1.
Class hours	3 hours per week
Student led learning hours	12 class hours in total
Expected hours of individual study	40 hours
Target Learners (Related fields of study/compatible specializations/associated programs) (incl. year and degree level)	Urban and regional planning, architecture, geography, public management and administration, transport planners, development planning students in the 3 rd year of a 3 or 4-year degree. This module will also be appropriate for professionals seeking to update their knowledge and skills.
Use of case studies	<p>This module is accompanied by climate action plans and climate adaptation plans from several cities. These are used in the seminar as points for discussion.</p> <p>If there are local or regional examples of climate change plans and policies, the students should gather these as part of the group project.</p>
(Suggestions) of Collaboration	<p>For this module it would be most beneficial to engage local government officials responsible for land use/spatial planning, as well as NGO representatives or neighbors/producers organization representatives. The collaboration could take the form of:</p> <ul style="list-style-type: none"> ▶ A guest lecture by the city planner and/or organizations involved in combating

		<p>climate change or mitigating its effects;</p> <ul style="list-style-type: none"> ▶ Organized consultation sessions with people in local government, NGOs and industry during which students can gather information for their group projects; and/or ▶ Inviting experts from various organizations to serve on a panel to comment on student presentations of their group projects. <p>Students could also exchange learning internationally by interacting on-line with students from other countries taking similar courses, or as facilitated by UN Habitat through these modules.</p>
	Means of assessment	<p>Two main means of student assessment are proposed for this module:</p> <ol style="list-style-type: none"> 1. <i>Seminar presentation</i> on a key text: students are to summarize and critique a text from the reading list. Students submit their key points prior to the seminar. Assessment is based both on the quality of the written submission and the presentation. 2. <i>Studio report</i>. Studio teams should submit a final report that compares and contrasts the assigned plans, and provides a roadmap for how to begin a climate change plan locally along with key lessons from the module that should be included in the local climate change plan. It is recommended that the following aspects of the assignment are assessed against predefined criteria: (a) accuracy of summaries of plans and comparisons to each other, (b) inclusion of principles from the module and from additional readings (c) originality and/or theoretical interest of the analysis, conclusions and findings, (d) quality of evidence provided for the findings. <p>Additional assessment options could be considered, such as having individual students turn in reports prior to the case study, incorporating module content in a final exam for the course, or assessing team presentations given during the <i>studio</i>.</p>
Annexes	Annexure A: Lecture (PowerPoint presentation)	One PowerPoint presentation is attached.

	Annexure B: Lecture notes	Lecture notes are included for each slide in the PowerPoint presentation. Additional detail is provided in the lecture notes document.
	Annexure C: Reading list	A pdf document listing an extensive set of recommended readings is included.
	Annexure D: Recommended case study exercise for studio	A pdf document is included describing a 3-hour active learning session utilizing the case studies listed below.
	Annexure E: Case studies from different regions (documents can be downloaded from the links on the left)	<p>City climate change plans from the following locations:</p> <ul style="list-style-type: none"> ▶ Bangkok, Thailand: Bangkok Metropolitan Administration Action Plan on Global Warming Mitigation 2007 – 2012 http://office.bangkok.go.th/environment/pdf/plan-en.pdf ▶ Cape Town, South Africa: Framework for Adaptation to Climate Change in the City of Cape Town, August 2006 https://www.capetown.gov.za/en/EnvironmentalResourceManagement/publications/Documents/Framework_for_Adaptation_to_Climate_Change_(FAC4T)_08_2006_38_200713832_465.pdf <p>Clarence, Tasmania, Australia: Climate change impacts on Clarence coastal areas, December 2008 http://www.ccc.tas.gov.au/webdata/resources/files/ZZZ-Integrated_report_081214_final-optimised.pdf</p> <ul style="list-style-type: none"> ▶ Lagos, Nigeria: Towards a Lagos State Climate Change Adaptation Strategy, Prepared for the Commissioner of Environment, Lagos State, January 2012 http://nigeriaclimatechange.org/docs/lasAug2012.pdf ▶ Mexico City, Mexico: Mexico City Climate Action Program 2008-2012 ▶ Semarang, Indonesia: City Resilience Strategy, Semarang’s adaptation plan in responding to climate change http://www.citiesandclimatechange.org/document/download?idDocument=82&PHPS ESSID=5ab48266d04d050666250fe5b42ff550