



REPORT

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# Annual Progress Report

2019-2020

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by Dr. Robin Cox and Vivian Forssman, Royal Roads University

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**Adaptation Learning Network**

INSPIRING CLIMATE ACTION ROYAL ROADS UNIVERSITY

[adaptationlearningnetwork.com](https://adaptationlearningnetwork.com)

**CLIMATE CHANGE ADAPTATION CAPACITY-BUILDING PROGRAM**  
**Natural Resources Canada: Building Regional Adaptation Capacity and Expertise (BRACE)**

## **Annual Progress Report**

**Reporting Period: April 1, 2019 to March 31, 2020 (Year One)**

This Annual Progress Report is organized by project task and progress, for fiscal quarters.

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## Background

**Project Lead:** Dr. Robin Cox, Professor, School of Humanitarian Studies and Director of the Resilience by Design Research Lab at Royal Roads University.

**Project Duration and Funding:** This Project operates from January 1, 2019 – March 31, 2022 and is funded by [Natural Resources Canada Building Regional Adaptation Capacity and Expertise \(BRACE\)](#) and [BC Ministry of Environment and Climate Change Strategy, Climate Action Secretariat \(BC-CAS\)](#). Funding is based on federal commitments of \$21.9 billion to support implementation of [Pan-Canadian Framework on Clean Growth and Climate Change](#), complemented by provincial and territorial commitments and activity from municipalities, the private sector, and First Nations.

**Project Purpose and Outcomes:** The Adaptation Learning Network: *Inspiring Climate Action* (herein referred to as the Project) is a multi-stakeholder climate adaptation capacity-building initiative with a regional focus (Province of British Columbia), with outcomes focused on:

- a. expanding the knowledge and skills of certified professionals in BC, specifically in the domain of *climate adaptation*, through continuing professional development (CPD) course offerings and participation in a BC adaptation learning network. The intention is that with additional knowledge and skills, certified professionals can (1) lead and implement strategies to better manage climate hazards (e.g. forest fire risk, shoreline protection, flood risk, extreme weather events), and (2) are better informed by climate data and regional risk assessments to effectively plan for and protect natural and built infrastructure;
- b. encouraging a cross-sector and cross-disciplinary approach to addressing climate adaptation issues through a BC adaptation learning network;
- c. implementing a climate adaptation competency framework, to guide the integration of climate adaptation skills and knowledge for educational programming and workplace job readiness;
- d. integrating indigenous knowledge and perspectives into climate adaptation capacity-building;

### Project Collaboration

- 1) **BC Professional Associations:** The Project invited participation of 7 BC professional associations whose membership represents a key community of climate adaptation interests and responsibility; this community is the primary target market of the courses developed through the Project.

BC Professional Associations participating in the Adaptation Learning Network		# of Members
Applied Science Technologists & Technicians of BC	ASTTBC	10,200
BC Society of Landscape Architects	BCSLA	650
Engineers and Geoscientists BC representing Association of Professional Engineers and Geoscientists of BC (APEGBC)	EGBC	34,000
BC Institute of Agrologists	BCIA	1300
College of Applied Biology	CAB	2300
Planning Institute of BC	PIBC	1500
Association of BC Forest Professionals	ABCFP	5300
<b>TOTAL BC MEMBERSHIP COMMUNITY</b>		<b>~55,000</b>

## 2) BC Post-Secondary Institutions (PSI's)

The Project is led by Royal Roads University and includes several BC PSIs:

1. University of BC
2. University of Victoria
3. Simon Fraser University
4. University of Northern BC
5. Vancouver Island University
6. Capilano University

**3) Pacific Climate Impacts Consortium (PCIC)**, the regional climate service centre located at University of Victoria, for Pacific and Yukon region, conducting quantitative studies on climate change impacts and climate variability in Pacific and Yukon region.

4) A community of influencers who offer time and expertise (e.g. ALN Advisory Appendix C)

## Project Task Report

### Task 1: EDUCATION AND TRAINING MARKET RESEARCH AND GAP ANALYSIS

*Creating and distributing a survey to assess existing knowledge of climate change adaptation (CCA), capacity in integrating CCA in professional practice, preferred delivery mechanisms, etc. Identifying other existing training materials and initiatives to build from. OUTPUT: Report on research and gap analysis, including survey results*

#### April – Sept 2019

Prior to initiating the deliverables of the 3-year Project, Dr. Robin Cox formed a team in January – March 2019. This new team initiated tasks with a market research focus, to understand requirements of professional practice in the context of climate change adaptation skills and knowledge. A survey was distributed to BC professional associations' membership, with about 700 respondents. The team also initiated the *Challenge Dialogue* process, a facilitated approach for engaging and developing a community-of-practice, as both process and outcome of a data-gathering and information-sharing process. The *Challenge Dialogue Paper* was developed and distributed in late March to 140+ people in 88 unique organizations throughout the province, emailed to respondents through the office of Director, Climate Action Secretariat, Tina Neale.

The initial quantitative analysis work from the survey informed both the agenda plan and the materials distributed and presented at the June 11 *Challenge Dialogue Workshop*, the purpose of which was to bring together an initial stakeholder community for the Project. The *Challenge Dialogue Paper* generated 96 responses (68% response rate); this data was analysed and a report was authored and circulated to over 200 people who had expressed interest in the results. This report summarized the key responses to questions and assumptions generated through the *Challenge Dialogue Paper* and formed the basis for structuring the June 11 *Challenge Dialogue Workshop*, with 50+ participants. The team presented their report on *existing Continuing Professional Development (CPD) offerings* at the June 11 event.

Following the *Challenge Dialogue Workshop*, a summary of education and training topics gathered through the various survey and *Challenge Dialogue* consultation efforts was developed and synthesized. as an evidence-based approach for the next step: choosing 10 topics for course offerings from the summary of about 42 climate adaptation topics.

**Outcomes for the professional membership survey, the gap analysis, and the *Challenge Dialogue* process were prepared and are available on the [project website](#). Task 1: Education and training market research and gap analysis is complete.**

## Task 2: DEVELOPMENT OF A KNOWLEDGE NETWORK

*Reviewing and cataloguing existing professional networks and Climate Change Adaptation educational materials; Establishing collaboration with professional associations; Identifying conferences and meetings to promote the network and the Project and to engage new stakeholders; Developing a sustainable funding and technology support model; Engaging with Indigenous peoples or advisors through the B.C. Indigenous Advisory Committee.*

*OUTPUT: Existing resources available online; community-of-practice in place; communication and knowledge-sharing strategy; legacy plan*

### April – June 2019

This period was focused on detailed planning and logistics for the June 11 *Challenge Dialogue Workshop*, held in Vancouver at Segal School of Business, Simon Fraser University. Fifty people from regions throughout BC participated, representing:

- professional associations,
- corporate and consulting firms,
- the Continuing Studies units of post-secondary institutions,
- municipal and city government representatives,
- climate change experts and scholars/

While an active professional network and community-of-practice is not formed through a single event, the evaluation of the workshop was positive and there were many follow-up questions and actions, which has formed the basis for the development and maturation of the adaptation learning network.

In late June 2019 the first newsletter was generated and distributed to participants in the *Challenge Dialogue Workshop*, outlining what had been achieved and the plans for follow-up.

From May 28-31, Dr. Robin Cox, Project Lead and Vivian Forssman, Program Manager, attended the European Climate Change Adaptation Conference (ECCA 2019) in Lisbon, Portugal. This event was an excellent opportunity to gain deeper perspectives and build an international network of climate adaptation professionals, community developers, and scholars to help inform directions for the Project.

On June 24, 2019, Dr. Robin Cox was the keynote speaker at the Commission for Environmental Cooperation Joint Public Advisory Committee's 26<sup>th</sup> Session in Mexico City. This was another valuable venue for expanding the Project's emergent knowledge network: [Cox: Global Reconciliation key to climate action](#)

### July – Sept 2019

The Project focused on designing and launching the [Inspiring Climate Action website](#) and creating a regular process for generating a newsletter, with initial distribution to about 250 persons.

On Aug 12, 2019, the Project [co-hosted an event](#) to connect with BC businesses already engaged in climate change issues. The Vancouver event was hosted by Consul-General of the Kingdom of the Netherlands Henk Snoeken, at his consul home. The keynote speaker, Marsha Wagner, leads the Human Capital Agenda at Top Sector Energy (TSE), a public-private cooperation, which focuses on the national sustainability goals in the Netherlands. Marsha shared stories of Dutch innovation in both climate change initiatives and learning communities, and how she has implemented unique vocational education with Dutch universities.

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To better understand the interests and obligations of the 7 BC professional associations who are both engaged in the Project, and working in the natural resources sector, Dr. Robin Cox, Vivian Forssman and BC-CAS representatives met with the [BC Office of the Superintendent of Professional Governance \(OSPG\)](#). The intention was to initiate ongoing consultations of common interest, on skills requirements for working professionals on climate adaptation topics and alignment with the [Professional Reliance Act](#).

The Project collaborated with NRCan-BRACE to secure funding to provide additional capacity for Indigenous engagement, which will involve establishing an Indigenous Advisory in collaboration with BC-CAS, to inform Project outcomes.

### **Oct – Dec 2019**

The [Inspiring Climate Action website](#) was launched on the [weAdapt platform](#) in mid-October 2019 as the primary communications, knowledge management and network platform for the Project. The website provides climate adaptation resources, course offerings, adaptation news, and reports developed through the Project. It will be used to help market all courses developed through the 7 universities and other courses that contribute to adaptation capacity-building. An operational plan to sustain the website was initiated, with bi-weekly content updates, quarterly technical improvements, a newsletter subscription form, and network connections with the Project's social media channels.

Authoring and distributing regular monthly newsletters, built on the Mailchimp application, has been the primary communications approach for developing and sustaining this knowledge network. As of Dec 31, 2019 the newsletter distribution roster included about 250 persons across the community of professional associations and other adaptation-interested persons, amplifying upcoming meetings and events of the 7 participating professional associations; in turn the professional associations amplify the Project's news and course offerings to their membership. Plans were undertaken to develop a social media presence via Twitter and LinkedIn, with implementation to begin in Q4 (Jan – Mar 2020).

The Project engages in general communications about climate adaptation capacity-building with public and private-sector actors, and in this period, a relationship was initiated and a communique authored, to advocate for addressing the climate adaptation skills gap, within the [CleanBC Workforce Readiness Plan](#).

Preparation for establishing an Indigenous Advisory, in collaboration with BC-CAS, was initiated, with plans drafted for Q4, when active involvement and co-facilitation of meetings with BC-CAS and Indigenous leaders will initiate at the CleanBC Indigenous Forum in January 2020. The Indigenous Advisory is intended to extend the knowledge network to Indigenous communities, and provide a shared approach for informing course design and content through integration of Indigenous science, culture and perspectives.

Preparation for establishing a Project Advisory, to provide oversight and input into Project outcomes, was initiated, but temporarily put-on-hold due to team capacity constraints. Since courses will be in design and development phase in FY 2020-2021, it was decided that establishment of the Project Advisory could be delayed until course development contracts were in place with post-secondary institutions.

Conferences and professional association AGMs are ways-and-means to participate in climate adaptation conversations, amplify the Project, and invite participation in climate adaptation courses. In this period, conference activities included a panel presentation by Dr. Robin Cox at the Vancouver Island BC Institute of Agrologists (BCIA) AGM, held on October 26 in Parksville, BC. Vivian Forssman presented *Rapid Reach: Building Capacity to Address Climate Change through Online Learning* at the [World Conference on Online Learning](#). 2020 conference abstracts were submitted to [Adaptation 2020](#) (Vancouver), [BC Festival of Learning](#) (Vancouver), and [Canadian Association for University Continuing Education](#) (Calgary).

## Jan – March 2020

The Project advanced the newsletter and social media plan to better communicate with stakeholders and potential course registrants, and to drive click-throughs to the [Project website](#). Twitter and [LinkedIn presence](#) was established, through the use of the Hootsuite tool, which supports amplification and scheduling of adaptation-related articles; climate adaptation articles appear on LinkedIn twice a week, and are then amplified through Twitter. Original content creation was initiated, through interviews with course subject matter experts. The first two podcasts of the [Adaptation Inspiration](#) series were developed. *What is Climate Adaptation*, includes interviews with adaptation experts at Adaptation2020 Conference in Feb 2020; *The Elephant in the Room*, features an interview with [Per Espen Stoknes](#), a Norwegian psychologist and keynote speaker at Adaptation2020.

Actions to manage newsletter distribution were accelerated, with subscriber growth from 314 in December to a community of 534 people by March 31, 2020, all of whom have relationships to the Project's evolving *adaptation learning network*. The newsletter amplifies upcoming meetings and events of the 7 participating professional associations; in turn the professional associations amplify Project news and course offerings to their membership.

Knowledge network capacity-building grew through the team's participation at Adaptation2020, and further expert feedback was gathered through existing contacts, BC-CAS channels, student feedback from courses, and from consultations on the Adaptation Competency Framework gathered during the Adaptation2020 Conference. During this period, we were lined up to participate in professional association AGMs and the [Canadian Association for University Continuing Education](#), but these events were cancelled due to COVID-19.

During this period, the Project engaged in communications planning, including a rebranding exercise. This resulted in a name change to better reflect the knowledge-network-building objective of the Project. The new name is **Adaptation Learning Network**, with the tagline *Inspiring Climate Action*. Refreshed visual design, with this name change will be implemented April to June 30, 2020.

We participated in the CleanBC Indigenous Forum, organized by BC-CAS, in January 2020, where the Project communicated both purpose and invitation for participation to Indigenous communities. Efforts to establish an Indigenous Advisory, through co-facilitation of meetings with BC-CAS and Indigenous leaders has been hampered due to COVID-19 issues. Due to delays, and the need for BC-CAS to focus the Indigenous Advisory on the 2020 Climate Change Preparedness and Adaptation Framework, we will revisit Project outcomes for Indigenous engagement. We have instead contracted with an Indigenous firm, Indigenuity Consulting Group Inc. to support and facilitate consultation with Indigenous peoples/communities. The goal is to extend the knowledge network to Indigenous communities and provide a shared approach for informing course design and content through integration of Indigenous science, culture and perspectives.

## Task 3: DEVELOPMENT OF AN ADAPTATION COMPETENCY FRAMEWORK

*Conduct a systematic investigation across Canada (interviews, desk study, outreach, consultation) to identify skills and expertise necessary for climate change adaptation practice; seek input of adaptation subject matter experts, professionals, Indigenous peoples or advisors and knowledge holders, and the insights of other BRACE projects across Canada.*  
*OUTPUT: Climate Change Adaptation Competency Framework including skill levels where relevant, with examples of role profiles, to be publicly accessible online*

## April – June 2019

Work was initiated on the adaptation competency framework, examining models and initiating relationships of adaptation knowledge, skills and competencies. During this reporting period the Project engaged with the American Association of Adaptation Professionals (ASAP), to seek collaboration and input in refining the competency framework. While at the 2019



European Climate Change Adaptation Conference in Lisbon, we informally presented the assumptions and proposed use-cases for the competency framework, which have since informed focus on the value of adaptation competencies for both professionals (individuals) and organizations.

### **July – Sept 2019**

During this reporting period, a draft version of an online climate change adaptation competency framework was developed, working with [Ibbaka](#) a Vancouver-based talent management and technology company. An [article was published by Ibbaka](#) on the unique focus and objectives of the Project, in developing a climate adaptation competency framework.

We collaborated with NRCan-BRACE to secure funding to provide additional capacity to provide national perspectives and engagement on adaptation competencies. This national adaptation competency input initiated in Nov 2019.

### **Oct – Dec 2019**

Subject matter expert interviews were undertaken with professionals who have demonstrated expertise in climate adaptation, in Canada and globally. The Project gathered feedback and input to the climate adaptation competency framework. This interview cycle has helped to amplify the Project in Canada, the US, and Europe via professionals who have career expertise in adaptation. Based on this input, there has been ongoing refinement to the climate adaptation competency framework, and how best to present it through a software tool, working with [Ibbaka](#).

### **Jan – March 2020**

Based on input from national and international climate adaptation experts, further refinement of the climate adaptation competency framework was undertaken, and two workshops were facilitated at Adaptation2020, where broad input from practitioners on key elements of the competency framework was gathered. The Project continued work on development of the software environment, working with [Ibbaka](#). Initial plans were undertaken to establish an Expert Advisory, specific to the adaptation competency framework, for ongoing consultation.

## **Task 4: DESIGN AND DEVELOPMENT OF CONTINUING PROFESSIONAL DEVELOPMENT COURSES**

*Collaborating with post-secondary institutions, professional associations and Indigenous peoples and advisors to inform and to develop the courseware; learning design: articulation of learning outcomes, design of individual group or group learning activities, assessment or learning strategies; development of content and resources using multi-media; Integration of content and technology required for courseware event delivery. OUTPUT: A minimum of 8 courseware products - 2 of which will be used at the pilot phase (prototype courseware)*

### **April – June 2019**

During this early-stage reporting period, we had not yet initiated design and development of continuing professional development courses. This work initiated in July, 2019 based upon information gathered from the June 11 *Challenge Dialogue Workshop* where post-secondary institutions and professional associations were able to propose themes and course topics. *Challenge Dialogue Workshop* participants were asked to contribute to a task which required collaboration between post-secondary institutions and professional associations. Table participants did an exercise to define the following high level attributes for 8 hypothetical courses:

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- learning design – the articulation of learning outcomes, design of individual group or group learning activities, assessment or learning strategies;
- resources using a range of multi-media;
- integration of content and technology required for courseware delivery

### July – Sept 2019

The summary of [education and training topics](#), articulated in the previous Quarter through the *Challenge* Dialogue Process, and the survey, was distributed to the participating post-secondary institutions (PSIs), with a request to undertake an internal review and select and rank topics for each PSI to develop and deliver their best-choice courses. Final selection and initiation of course topics would be completed by November.

A 2-day course [design sprint](#) was undertaken in mid-August, 2019 to initiate the Climate Change Adaptation Fundamentals course, developed in collaboration with Pacific Climate Impacts Consortium and Dr. Stewart Cohen, formerly of Environment Canada and an IPCC contributor.

A webinar, “The value proposition for open-licensed learning resources in continuing education courses” was conducted on Sept 12, 2019 with participating PSIs. Paul Stacey, Executive Director of the [Open Education Consortium](#) was guest speaker, with a focus on explaining how open resources in climate adaptation will amplify knowledge and skills development.

### Oct – Dec 2019

We received confirmation of [education and training topics](#) by participating post-secondary institutions. The full list of topics generated through surveys and workshops in 2019 can be found on the [Project website](#).

In this reporting period we focused on development of Terms of Reference for participating post-secondary institutions; generating contracts to initiate course development work; and initiating the creation of a course development toolkit for Creative Commons licensing and quality standards for these courses.

A significant effort during this period was the online development of the Royal Roads University [Climate Change Adaptation Fundamentals](#) course, offered online in February. The work included the following steps:

- a. Contracting with an expert to contribute to content development, and prepare online instruction approaches (Dr. Stewart Cohen, former Director at Environment Canada);
- b. Working with the RRU Professional and Continuing Studies unit, to initiate course registration processes;
- c. Course content design and development;
- d. Learner experience design and quality assurance review of the course;
- e. Initial planning for Creative Commons repository.

The Project initiated two additional RRU course offerings:

- a. Natural Assets Management, to be offered in a face-to-face workshop in March 2020
- b. Project Management for a Changing Climate to be offered later in 2020.

### Jan – March 2020

The Project completed all contracts with participating post-secondary institutions (PSIs) for course development work; initial invoices for course outlines were received and paid to the participating PSIs by Feb 29, 2020. Participating PSIs are now in the early stages of design and development of their courses, which are listed in Appendix A: Course List.

The Project completed the course development toolkits for (1) Creative Commons licensing of course artefacts, and (2) course quality standards. These documents were distributed to participating PSIs. To wrap up the year and prepare for the next stage, the Project convened a web meeting with PSIs on March 27, 2020, to update all course leads and subject matter experts on the new resources available for their course development efforts; 20 people from the PSI community participated in this meeting.

## Task 5: DISTRIBUTION/DELIVERY OF CONTINUING PROFESSIONAL DEVELOPMENT COURSES

*Delivering the courseware products through a distributed model involving multiple B.C. post-secondary continuing education departments: Delivering two prototype coursewares to guide revisions and improve initial design; Delivering the 8 courseware products through participatory webinars, a mix of in-person and online courses, face-to-face workshops, simulation events, etc. OUTPUT: One pilot delivery of 2 courseware products; Each of the 8 courseware products delivered at least once; Courseware artefacts generated to populate these courses (e.g., power point slide decks, graphs, webinars) freely available online.*

### Jan – March 2020

The first online course, RRU's [Climate Change Adaptation Fundamentals](#) was offered in February 2020, with 30 registrants. A second course, RRU's [Natural Assets Management](#), was offered in March 2020, with 16 registrants in a one-day face-to-face workshop delivery mode. This course is in redevelopment to be offered as an online course, and is scheduled for September 2020. A third RRU course, **Project Management for a Changing Climate**, was originally planned as a face-to-face course, and it is now being developed for online delivery, delayed until Fall 2020, due to COVID-19.

During this period, support for the design/development phase with the 6 participating PSIs was initiated and involved many consultations on the sub-topics for the courses.

## Task 6: MONITORING AND EVALUATION

*Generating a performance monitoring and evaluation framework; conducting courseware evaluations with participants; assessing short and longer-term impacts of participation in Knowledge Network and Courseware offering through a survey. OUTPUT: Detailed M&E framework; Quarterly monitoring briefs; Annual evaluation reports, including survey results*

An Annual Evaluation Report was completed; other deliverables are not applicable in this Year 1 reporting period, April 2019 – March 2020.

## Appendix A: Course List

[Adaptation Learning Network: Inspiring Climate Action](#) is a skills and capacity-building initiative focused on Climate Change Adaptation, funded through Natural Resources Canada and the BC Climate Action Secretariat (BC-CAS). The work is led by Royal Roads University's Resilience by Design Innovation Lab (RRU-RbD), under the direction of Dr. Robin Cox, Project Lead.

7 BC post-secondary institutions are working together to develop and offer a minimum of 10 Continuing Professional Development (CPD) courses. The target audience for these courses is the membership of 7 BC professional associations, plus people working in municipalities and other organizations who lead climate adaptation efforts.

BC PSI	Climate Adaptation Courseware Topics	MODE	SME/Instructor	First Offering (Month)	Contract Lead
RRU	<a href="#">Climate Change Adaptation Fundamentals</a>	ONLINE	<a href="#">Dr. Stewart Cohen</a>	02/20	<a href="#">Dr. Zoe MacLeod</a>
RRU	<a href="#">Natural Asset Management: An Introduction to Making Nature Count in Canadian Municipalities</a>	F2F then ONLINE	<a href="#">Roy Brooke</a>	03/20	<a href="#">Dr. Zoe MacLeod</a>
RRU	<b>Project Management for a Changing Climate</b>	ONLINE	<a href="#">Susan Todd, CPA</a>	09/20	<a href="#">Dr. Zoe MacLeod</a>
RRU + CapU	<b>Quantifying the Economic Impact of Climate Change</b>	ONLINE	<a href="#">Mahsoo Naderi-Dasoar, P.Eng</a>	10/20	<a href="#">Dr. Zoe MacLeod</a> <a href="#">Dr. Annie Prud'homme-Genereux</a>
SFU	<b>Green Infrastructure in Urban Centres: Mobilizing Natural Solutions to the Climate Crisis</b>	ONLINE	<a href="#">Dr. Joanna Ashworth</a>	TBD	<a href="#">Dr. Joanna Ashworth</a>
SFU	<b>Strategic Dialogue and Civic Engagement for Climate Adaptation</b>	ONLINE	TBD	01/21	<a href="#">Shanti Besso</a> <a href="#">Judy Smith</a>
UBC Forestry	<b>Climate modelling &amp; forest adaptation</b>	ONLINE	<a href="#">Dr. Tongli Wang</a>	01/21	<a href="#">Dr. Guangyu Wang</a> <a href="#">Michelle Zeng</a>
UBCO	<b>Food and Water Security</b>	ONLINE	<a href="#">Dr. Joanne Taylor</a>	10/20	<a href="#">Dr. Michelle Lamberson</a> <a href="#">Dr. Jon Janmaat</a>
UNBC	<b>Wildfire Risk Mitigation</b>	ONLINE	<a href="#">Dr. Che Elkin</a>	TBD	<a href="#">Lisa Haslett</a> <a href="#">Nicole Neufeld</a>
VIU	<b>Intro to Climate Policy for climate adaptation professionals</b>	ONLINE	<a href="#">Michele Patterson</a>	TBD	<a href="#">Dr. Elizabeth Brimacombe</a>
UVic	<b>Ecosystems for the Future</b>	2-day F2F	<a href="#">Thomas Munson</a>	10/20	<a href="#">Miranda Angus</a> <a href="#">Tusa Shea</a>

Resources (text, media, powerpoints) will be Creative Commons licensed. These resources will be accessed through the Creative Commons search tool, via each university's open resources repository, and/or through the weAdapt knowledge base behind the [Inspiring Climate Action](#) website.

**Appendix B: Going Forward - Project Deliverables**

Project duration is January 1, 2019 to March 31, 2022 (39 months)

<b>Deliverables</b>	<b>Complete</b>	<b>Timeframe</b>
<b>YEAR 1+: GETTING UNDERWAY</b>	✓	<b>01/19 – 03/20</b>
Project initiation and building the team	✓	01/19 – 02/19
Market research w/professional associations; gap analysis re current adaptation offerings	✓	01/19 – 05/19
Initiation of <i>Adaptation Learning Network</i> - stakeholder engagement through the Challenge Dialogue, events, webinars, AGMs, and conferences	✓	01/19 – 08/19
<i>Adaptation Competency Framework</i> development; amendment of contribution agreement to support national adaptation competency focus	✓	04/19 – 03/20
Amendment of contribution agreement to include Indigenous Advisory to inform network and courses	✓	08/19 – 10/19
Course topic selection and contracting C PSIs for <i>Adaptation Course Development</i>	✓	11/19 – 02/20
Course prototype design, development & delivery Phase 1 (RRU) <ul style="list-style-type: none"> <li>• <b>Climate Change Adaptation Fundamentals</b></li> <li>• <b>Natural Asset Management</b></li> </ul>	✓	09/19 – 03/20
Communications planning, website development, and initiation of social media strategy; brand refresh ( <i>adaptation learning network</i> ) for alignment with Project objectives	✓	09/19 – 03/20
<b>YEAR 2: LAUNCHING COURSES &amp; ADAPTATION COMPETENCY FRAMEWORK; MATURING ADAPTATION NETWORK</b>		<b>04/20 – 03/21</b>
Establishment of Advisories; set up consultation process to inform course content <ol style="list-style-type: none"> <li>a. Community of Practice (CoP) Advisory</li> <li>b. Indigenous Advisory</li> <li>c. Adaptation Expert Advisory</li> </ol>		04/20 – 06/20
Completion of Competency Framework; build out in Ibbaka Talent Management System		04/20 – 08/20
Course design, development & delivery Phase 2 (9 additional courses undertaken with community of 7 BC PSIs) <ol style="list-style-type: none"> <li>a. with input from CoP and Indigenous Advisories</li> <li>b. informed by Competency Framework</li> <li>c. enhanced with prototype implementation of micro-credentials</li> </ol>		04/20 – 03/21
Implement systems and processes for sustainable Creative Commons repository		05/20 – 09/20
Implement course information management system		05/20 – 09/20
Mobilization of the network via social media, podcasts and adaptation stories		01/20 – 12/21
<b>YEAR 3: ONGOING OPERATIONS OF COURSES AND ADAPTATION LEARNING NETWORK; COMPETENCY FRAMEWORK AMPLIFIED; PROJECT OUTCOMES AND EVALUATION</b>		<b>04/21 – 03/22</b>
Course offerings and improvements; course information management operationalized		04/21-03/22
Creative Commons Repository up-and-running and populated with resources		06/21
Further mobilization of Adaptation Learning Network		04/21-03/22
Amplifying use cases of the Adaptation Competency Framework		04/21-03/22
Course Outcomes Evaluation		09/21 – 12/21
Stakeholder Survey (Adaptation Learning Network)		01/22
Final Project Evaluation		01/22 – 03/22

## Appendix C: Adaptation Learning Network Project Advisory

The Adaptation Learning Network Advisory held its first meeting on May 5, 2020. While this event took place beyond this reporting period it is included for reference.

The Adaptation Learning Network Advisory Terms of Reference defines its purpose to:

- provide expertise in both the topic of climate change adaptation and experience within accredited professional communities;
- ensure the initiative retains its focus on mobilization of knowledge and skills, through both CPD courses and adaptation learning network channels;
- provide insight and advice; inform priorities and decisions; bring perspectives of professional associations and evidence-based adaptation expertise to these initiatives.

<b>Name</b>		<b>Affiliation</b>
Paul Nuttall	Deputy Director, Forest Stewardship & Engagement	Association of BC Forest Professionals (ABCFP)
JP Elison	Executive Director	BC Institute of Agrologists (BCIA)
Bev Windjack	Principal, LADR Landscape Architects	BC Society of Landscape Architects (BCSLA)
Jaqueline Lowe	WSP Canada Ltd.	BC Society of Landscape Architects (BCSLA)
Tara Culham	Executive Director	BC Society of Landscape Architects (BCSLA)
Christine Houghton	Executive Director	College of Applied Biology (CAB)
Harshan Radhakrishnan	Manager, Climate Change & Sustainability Initiatives	Engineers and Geoscientists BC (EGBC)
Patricia Dehnel	Community Relations Manager, Community Energy Association	Planning Institute of BC (PIBC)
Dominique Sigg	Senior Policy Analyst	<a href="#">BC Climate Action Secretariat</a>
Janis Brooks	Managing Partner	<a href="#">Indigenuity Consulting Group Inc.</a>
Deb Harford	Executive Director	<a href="#">SFU – ACT</a>
Milt McClaren	Professor Emeritus, Environmental Education Expert	Simon Fraser University
Michelle Lamberson	Director, Flexible Learning	University of BC
Keith Jones	Facilitator, Transformation Initiatives	<a href="#">Challenge Dialogue Systems</a>