



REPORT

---

# Annual Progress Report

2020-21

---

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



**Adaptation Learning Network**

INSPIRING CLIMATE ACTION

ROYAL ROADS UNIVERSITY

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



## **Adaptation Learning Network**

INSPIRING CLIMATE ACTION

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

## **Annual Progress Report**

**Reporting Period: April 1, 2020 to March 31, 2021 (Year 2 of a 3-Year Project)**

This Annual Progress Report is organized by fiscal year quarters, with descriptions of project task and their progress.

### **TABLE OF CONTENTS**

	Page
<b>Project Background</b>	2
<b>Project Task 1: Education and Training Market Research and Gap Analysis</b>	4
<b>Project Task 2: Development of a Knowledge Network</b>	4
<b>Project Task 3: Development of the Climate Adaptation Competency Framework</b>	8
<b>Project Task 4: Design and Development of Continuing Professional Development Courses</b>	10
<b>Project Task 5: Distribution/Delivery of Continuing Professional Development Courses</b>	13
<b>Project Task 6: Monitoring and Evaluation</b>	14
<b>Appendices</b>	
<b>Appendix A: Progress of Project Deliverables</b>	15
<b>Appendix B: Growth of ALN as a knowledge network through social media channels</b>	16
<b>Appendix C: Original Content - Podcasts</b>	19
<b>Appendix D: Original Content - Adaptation Experts Videos</b>	21
<b>Appendix E: ALN Advisory</b>	23
<b>Appendix F: ALN Advisory Meeting Agendas</b>	24
<b>Appendix G: Course List</b>	26

## Project Background

This report is the second Annual Report of the Adaptation Learning Network (April 1, 2020 – March 31, 2021)

### Project Duration and Funding:

Funding for this federal program is based on federal commitments of **\$21.9 billion** to support implementation of the **Pan-Canadian Framework on Clean Growth and Climate Change**, which in turn is complemented by provincial and territorial commitments. The Adaptation Learning Network project operates from January 1, 2019 to March 31, 2022, and is funded as follows:

Core	Natural Resources Canada Building Regional Adaptation Capacity and Expertise (BRACE), including amendments for: <ul style="list-style-type: none"> <li>• Competency Framework development additional requirements</li> <li>• ALN Portal</li> <li>• Indigenous Perspectives Module (video interviews)</li> <li>• National ALN Portal (2021-2022)</li> <li>• Microcredential Scoping Strategy</li> </ul>	Jan 1, 2019 – Mar 31, 2022
Core	BC Ministry of Environment and Climate Strategy, Climate Action Secretariat, including amendments for: <ul style="list-style-type: none"> <li>• Indigenous Perspectives Course (integrating videos)</li> </ul>	Jan 1, 2019 – Mar 31, 2022
Supplementary	BC Ministry of Advanced Education, Skills and Training <ul style="list-style-type: none"> <li>• Microcredentials Scoping Study</li> </ul>	Feb 1, 2021 – Oct 31, 2021

### Project Lead:

Dr. Robin Cox, Royal Roads University  
 Professor, School of Humanitarian Studies  
 Program Head, Master of Arts Climate Action Leadership  
 Director, Resilience by Design Research Lab

### Project Purpose and Outcomes:

The Adaptation Learning Network: *Inspiring Climate Action* (ALN) is a multi-stakeholder climate adaptation capacity-building initiative with a regional focus (Province of British Columbia), and with outcomes focused on:

- 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;
- encouraging a cross-sector and cross-disciplinary approach to addressing climate adaptation issues and opportunities through a BC adaptation learning network;
- implementing a climate adaptation competency framework, to guide the integration of climate adaptation skills and knowledge for educational programming and workplace job readiness;
- integrating indigenous knowledge and perspectives into climate adaptation capacity-building.

### Project Deliverables:

Summary detail on the multi-year progress of the project is in **Appendix A: Progress of Project Deliverables**.

## Project Collaboration

1) **Involvement of BC Professional Associations:** When the project initiated in early 2019, we invited participation of 7 BC professional associations whose membership represents a key community of climate adaptation interests and responsibility. In FY2019-20, the Applied Science Technologists and Technicians of British Columbia (ASTTBC) requested to withdraw, due to their capacity issues related to implementation of the Professional Governance Act and the remainder of the project has focused on interests of 6 BC Professional Associations as listed below.

This professional community is the primary target market of the continuing professional development courses developed and offered through Adaptation Learning Network and the supporting post-secondary institutions.

<b>BC Professional Associations participating in ALN (FY 2020-2021)</b>		<b># of Members</b>
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	ABC FP	5300
<b>TOTAL BC MEMBERSHIP COMMUNITY</b>		<b>+/-45,000</b>

## 2) Involvement of BC Post-Secondary Institutions (PSIs):

The project is led by Royal Roads University and includes

1. UBC Vancouver (Faculty of Forestry)
2. UBC Okanagan
3. University of Victoria
4. Simon Fraser University (Lifelong Learning + Faculty of Environment)
5. Vancouver Island University

Originally Capilano University and University of Northern British Columbia were included in this list (FY 2019-20); however, in FY 2020-21, due to internal capacity issues exacerbated by course development challenges of the pandemic, these two universities voluntarily terminated their contractual involvement with the Adaptation Learning Network.

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

4) **A community of influencers** who offer time and expertise (e.g., members of the ALN Advisory)

## Project 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*

Task 1: Education and training market research and gap analysis was completed in FY 2019 – 2020. Outcomes for the professional membership survey, the gap analysis, and the *Challenge Dialogue* process were prepared and are available as Reports on the [project website](#). This original project work, and the participatory approach to “what do adaptation professionals need for their continuing professional development” has informed the topics and themes for all ALN courses.

## Project 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*

### **Summary of what we have learned in FY 2020-21 regarding development of a Knowledge Network.**

The ALN team has developed and maintained focus on building a network through newsletter, social media, and webinar information sharing. This requires multiple tasks on an ongoing weekly basis, and as sub-projects (e.g., developing the expert interview series). This work is undertaken by a team of 7 people continually working on these actions, where each person works their “development of a knowledge network” function on a part-time basis. The team includes Brigit Forssman, Zac Abelson, Denise Withers, Austin Lang, Magaly Palacios, a contract visual designer, and Vivian Forssman.

This knowledge network activity is designed to encourage the evolving network to discover and enrol in ALN course offerings, since each communications channel provides reasons to link back to the ALN website to learn more, and ideally enrol in a course. It became apparent that there is a mixed capability for marketing courses within the community of ALN post-secondary institutions. Some of them are very self-sufficient with marketing their ALN courses; others relied very heavily on ALN to market the courses on their behalf.

Weekly knowledge network tasks include:

1. Sourcing information relevant to the authoring of a monthly newsletter which has a subscription base of over 800 names (effective April 1, 2021); articles and events draw readers back to the ALN website to ideally enrol in courses;
2. Sourcing relevant social media postings to repost in LinkedIn and Twitter to establish ALN participation in the wider adaptation community;
3. Sending invitations via LinkedIn to “follow the [Adaptation Learning Network LinkedIn site](#)” so that this information becomes persistent for followers;
4. Developing original content (articles, podcasts, expert interviews, webinar recordings, etc.) to build and maintain audience interest.

Other knowledge network tasks include:

1. Updating information and functionality for the ALN website and the ALN Course Portal

2. Coordinating and scripting webinars on, for example, the launch of the Climate Adaptation Competency Frameworks
3. Producing and doing post-production for videos and podcasts which showcase experts who contribute to climate adaptation capacity-building.
4. Engagement with the ALN Advisory
5. Engagement, when invited, with the BC Ministry of Environment Climate Action Secretariat, on the Indigenous Climate Action Technical Working Group

#### Key learnings:

1. **Development of a knowledge network is an ongoing operation which requires persistent communications strategy and tactics, and multiple digital literacies and skill sets.**
2. **The ALN knowledge network has been critically important in marketing ALN courses and assuring registration in these courses.**

#### (QTR 1) April – June 2020

The project was rebranded, for improved clarity of the purpose of the initiative, as ***Adaptation Learning Network (ALN): Inspiring Climate Action*** and the new name and visual design were applied to the website, newsletter, Twitter and LinkedIn accounts, and all communications collateral. The rebrand effort required additional communications efforts as the team advanced this change through the monthly newsletter; through social media posts intended to grow awareness and attract potential course registrants; and to drive click-throughs to the [Adaptation Learning Network](#) website. Use of the Hootsuite tool and a publications calendar matured as the team managed these multiple channels for the publication and sharing of adaptation-related articles which appear on LinkedIn at least six times a week, and are additionally mobilized through Twitter. See **Appendix B: Growth of ALN as a knowledge network through social media channels.**

The ALN newsletter publishing process has undergone continuous process improvement with each monthly authoring and distribution. The newsletter amplifies upcoming meetings and events of the 7 participating professional associations; in turn the professional associations amplify ALN news and course offerings to their membership on behalf of the project. These knowledge network tactics (newsletter and social media) are primarily intended to support the marketing of ALN course offerings, as the project ramps-up for course registration activities planned for Fall 2020. Newsletter distribution, using the Mailchimp contact management software application, grew from 534 subscribers (March 31, 2020) to 550 subscribers (June 30, 2020).

Original content for newsletter and social media posts was developed in this Quarter. including an interview with Lo Cheng, MBA, Executive Director of Canadian Centre for Climate Services, Environment Canada, who is featured in the podcast, [Climate Resilience: A Toolkit for Canadians](#). See **Appendix C: Original Content - Podcasts**. In addition, the project team produced a series of videos, based on interviews with international and Canadian climate adaptation experts, to be used in social media campaigns to market ALN courses. See **Appendix D: Original Content - Adaptation Experts Videos**.

Efforts to establish an Indigenous Advisory continued through co-facilitation of meetings with BC Climate Action Secretariat (CAS) and Indigenous leaders. Meetings were convened with the Indigenous Climate Action Technical (CAS-ICAT) Working Group to discuss outreach to Indigenous communities regarding content for a module on working with and in Indigenous communities. To gather climate adaptation perspectives from Indigenous peoples and communities, consultation with the firm, Indigenuity, initiated to provide facilitation of the project's Indigenous consultation objectives. This input from both the CAS-ICAT Working Group, and Indigenuity was established to bring Indigenous perspectives into ALN course content.

The project team extended invitations for participation in the ALN Advisory to provide oversight and input into project outcomes; the first meeting was conducted in April 2020. These meetings are held every 4-5 months until

the project ends. Members of the [ALN Advisory](#) are profiled on the ALN website and listed in **Appendix E: ALN Advisory and Appendix F: ALN Advisory Meeting Agendas**.

### **(QTR 2) July – Sept 2020**

The ALN team continued to advance communications with stakeholders and potential course registrants, and to drive click-throughs to the [Adaptation Learning Network](#) website. As of Sept 30, 2020 the ALN Twitter account (@ALNClimateActn) had 324 followers, up from 292 followers; the [Adaptation Learning Network LinkedIn](#) page has 414 followers, up from 296 followers in the previous period, representing growth of about 25% of followers in this reporting period. We have learned that LinkedIn is the primary social media communications channel for this community of working professionals. ALN website traffic increased with the [courses page](#) driving activity. In this period, visitor usage increased by 790%. The courses page had 1109 views. Original content for newsletter and social media posts continued to be developed and amplified, and included articles from the BC ALN community. The ALN newsletter communicated upcoming meetings and events of the participating professional associations; and amplified ALN news and course offerings to their membership on behalf of the project

The series of video interviews with international and Canadian climate adaptation experts, was launched through social media in late September. These video interviews are intended as social media marketing collateral to drive interest in both ALN courses and the new Royal Roads University Master of Arts in Climate Action Leadership.

The Indigenous Advisory established for this ALN project was originally intended to help 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. Due to pandemic-related challenges ALN's involvement with the CAS-organized Indigenous Advisory was put on hold. ALN instead focused on working solely with Indigenity to support and facilitate the project's consultation with Indigenous peoples and communities. Through Indigenity, the ALN project initiated the development of a series of video narratives featuring Indigenous leaders who comment on climate adaptation issues in BC. These narratives will be available as supplementary content for all ALN courses in Fall 2021.

The project's [ALN Advisory](#) had its second quarterly meeting on Sept 17, 2020.

### **(QTR 3) Oct – Dec 2020**

Web updates were undertaken for both the [ALN website](#) and for the underlying [ALN Portal](#), as details on course offering dates were finalized. The ALN team continued to amplify adaptation-related articles through social media channels. Climate adaptation articles continued to be posted on the Adaptation Learning Network LinkedIn page at least six times a week, and subsequently mobilized through Twitter. Visitor traffic to the ALN site [courses page](#) site increased by 790%; session length increased by 684% (people spent more time on the website); and the courses page has had 1109 views. There are 650 people who now receive the ALN newsletter. See **Appendix B: Growth of ALN as a knowledge network through social media channels**.

Original content for newsletter and social media posts was developed and amplified, including articles submitted from the BC ALN community.

A series of video interviews, including a high-visibility webinar convened between RRU President Philip Steenkamp and Mark Carney. Carney is United Nations special envoy for climate action and finance advisor for the [COP26 United Nations Climate Change conference](#) due to take place in Glasgow in Fall 2021; Vice Chairman and Head of Impact Investing at Brookfield Asset Management, and formerly Governor of the Bank of Canada (2008-2013) and the Governor of the Bank of England (2013 – 2020). This video interview was launched in early Oct through social media, and also included interviews with international and Canadian climate adaptation experts. This video series garnered very positive feedback from a wide community.

The project team continues work with the consulting firm, Indigenuity, to support and facilitate the project's Indigenous consultation objectives, and is developing a series of video narratives featuring Indigenous leaders, who comment on climate adaptation issues in BC. These narratives will be available on YouTube and links to this content will appear in all ALN courses. The team has recently sought additional funding from BC Ministry of Environment and Climate Change Strategy to design and build these videos into a course module.

The [ALN Advisory](#) convened its third quarterly meeting on Dec 10, 2020. See **Appendix B: Adaptation Learning Network Advisory Meeting Agendas**

#### **(QTR 4) Jan – March 2021**

Periodic updates to the [Adaptation Learning Network](#) website and the underlying ALN Portal continued, as details on course offering dates were finalized.

ALN continued to amplify course offerings and adaptation-related articles through social media channels. The ALN newsletter also continued to amplify the rich selection of course offerings now available for registration, plus news and upcoming meetings and events of the participating professional associations. Newsletter distribution grew by about 25% in this period, to 837 ALN newsletter subscribers (up from 650 subscribers in the last Quarter).

Original content for both newsletter and social media posts continued to be developed and amplified, with a heavy focus on communications strategy for the launch of the Climate Adaptation Competency Framework (CACF). Significant effort was undertaken in developing original content for the CACF launch, which included two webinars (one of which involved coordination, scripting and production details that involved RRU President Philip Steenkamp), two podcasts, and a [custom-developed animation video explaining the Climate Adaptation Competency Framework](#). This video narrative is intended to explain climate adaptation and competencies to an audience beyond adaptation professionals.

The project team continued work with the consulting firm, Indigenuity, to support and facilitate the project's Indigenous consultation objectives. ALN secured additional funding from BC Ministry of Environment and Climate Change Strategy to build these video narratives, which feature Indigenous leaders commenting on climate adaptation issues in BC, into a course module. With this additional funding ALN has contracted with an independent instructional designer, Beth Cougler Blom, to work with Indigenuity to build out a self-paced course around the series of video narratives and this course will be made available as an extra module for all ALN offerings by Sept 2021.

The project's [ALN Advisory](#) convened its fourth quarterly meeting, delayed from mid-March to April 15, 2021, due to ALN involvement in the NRCan CCIAD project, recommendations for a Climate Adaptation Platform. The reporting period, the agenda and topics under discussion fit into the momentum of FY 2020-2021 activities and are included in **Appendix F: Adaptation Learning Network Advisory Meeting Agendas**.



## Project Task 3: DEVELOPMENT OF A CLIMATE 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, Seeking input of subject matter experts in adaptation, professionals, Indigenous peoples or advisors and knowledge holders, human resources and competencies, and the insights of other BRACE projects across Canada.*

*OUTPUT: Climate Adaptation Competency Framework (general and profession-specific competencies) including skill levels where relevant, examples of role profiles, publicly and freely available online*

### **Summary of what we have learned in FY 2020-21 regarding development of a Climate Adaptation Competency Framework**

There has been high interest and enthusiasm by many in Canada and beyond, to participate in the development phase and then the review of the [Climate Adaptation Competency Framework \(CACF\)](#). Climate change adaptation is a new and evolving field, which spans many disciplinary and sector interests, and the enthusiasm appears to stem from a collective interest in how best to prepare and upskill the contemporary workforce to respond, with both technical and psycho-social/resilience approaches for assessing risk and preparing for climate change impacts on infrastructure, ecosystems, natural resources, and communities. This interest in CACF is appreciated and it helped to maintain the momentum on this work which has been challenging in many regards.

There are competing perspectives on how a competency framework should be articulated, and for what purposes. The CACF states that its purpose is to support multiple use cases (e.g., personal skills development; organizational skills gap analysis; and design guidance for learning outcomes in courses that are intended to address and assess acquisition of climate adaptation competencies). The CACF has domains that cut across many competencies (e.g., science and technical literacy; leadership; financial/economic and risk analysis contexts; communications and engagement practices; etc.). Creating a framework that is both simple to understand and complex enough to address these multiple domains and potential use cases, lengthened the time to publish and launch the framework. Concurrent with our work on this very specific adaptation competency framework was the evolution of the [eCampusOntario Open Competency Toolkit](#), which ALN participated in defining. Through this “advisory committee” participation, ALN gleaned possible improvements that could be adopted to better align CACF with this emergent open standard. As ALN grappled with competing ways to articulate the framework, so too did our technology platform provider, [Ibbaka Talent Platform](#). With Ibbaka, we were challenged in getting to common ground in a database-driven technology platform. Such is the negotiation of purpose, process, and data definitions in a fluid and evolving situation. Had the Open Competency Toolkit emerged a year earlier; had Ibbaka whose co-director, Steven Forth participates in the IEEE committee, adopted a standard prior to working with ALN; had the IEEE Standard on Recommended Practice for Defining Competencies already emerged, we might have had a clearer pathway. Instead, multiple actors were all working together, with somewhat different purposes, in a period of *moving to concrete definitions*, while committed to coming to consensus. ALN opted to move forward and publish CACF Version 1 in a paper format, amid this ambiguous period, and continuous evolution and testing use cases for the framework is under consideration for FY 2021-2022. This includes how to improve CACF by testing it with companies, municipalities, and professional associations. Aligning CACF with new open standards for competency articulation and sector frameworks (e.g., eCampusOntario Open Competency Toolkit) which was developed to help design micro-credentials, could help ALN as the ALN team gets underway with the Micro-credentials Scoping Plan. Meanwhile, aligning with standards for technology and data management support systems (e.g., IEEE Computer Society/ Learning Technology Standards Committee (C/LTSC) [Recommended Practice for Defining Competencies P1484.20.2](#)) will be important to the usefulness of the CACF in an online format.

### **Key learnings:**

- 1. Many moving parts within the wider community of competency framework development informed and also hindered rapid development of the CACF, but provided evidence that this work is important.**

## **2. Developing the Climate Adaptation Competency Frameworks is a very first step in the longer-term requirements for validation and adoption in different contexts and communities.**

### **(QTR 1) April – June 2020**

After convening two participatory workshops for the Climate Adaptation Competency Framework (CACF) at Adaptation2020 Conference in February 2020, the ALN team focused on organizing the domains and competencies, and aggregating the results of participant feedback. ALN recognized the requirement to bring in additional expertise, and initiated a contract with [Lynn Sikorski, Kaleidescope Performance Consulting](#), a skills management framework expert, [who previously developed the asset management competency framework for Canadian municipalities](#). The intention was to align the CACF with other standards for competency frameworks (architecture, language, ancillary pieces related to roles and role profiles) in other knowledge/practice domains.

### **(QTR 2) July – Sept 2020**

The review by Lynn Silorski of the CACF continued and her recommendations were incorporated into the CACF. Concurrently there was work undertaken to align the CACF with the technical functions within the Ibbaka talent management/competency software application. We uncovered alignment challenges issues between the recommendations of Lynn Sikorski, the competency framework consultant, and the ability of the software to present competencies in a format to meet national and international competency framework standards. The revised plan was to launch the competency framework as a paper-based report in early 2021, while continuing to work with Ibbaka to integrate open competency framework standards and functions into their product.

Meanwhile, ALN was invited to participate in an [Open Competency evaluation initiative](#), convened by eCampusOntario, and this invitation was eagerly accepted as a way to align the CACF with existing and emergent standards for open competency frameworks, and ultimately, with national microcredential strategies.

### **(QTR 3) Oct – Dec 2020**

Final editing and publishing of the CACF was undertaken, readying the document for broad distribution through a series of launch events organized for early 2021. ALN continued participation in the eCampusOntario [Open Competency evaluation initiative](#) to continue to inform Version 1.0 of the CACF.

While supplementary to the original work on CACF, during this period, ALN secured funding from BC Ministry of Advanced Education, Skills and Training to proceed with a Microcredential Scoping Plan. Funding for this initiative is matched through an addendum to the NRCan BRACE contract and work initiates in early 2021. The Microcredential Scoping Plan is intended to align with the CACF.

### **(QTR 4) Jan – March 2021**

The CACF was finally published using InDesign software, and was readied for a “soft launch” in mid-January as lead-up to a formal launch through a webinar on Feb 2, 2021. This webinar was widely attended from participants across Canada (over 100 participants), including many BRACE project leads. In addition, detailed planning was undertaken for a second launch event on April 7, 2021. with employers and an international audience. Detailed planning, scripting and use of animation was developed, to support the conversations between Dr. Philip Steenkamp, Royal Roads University President, and Dr. Robin Cox, Project Lead. The interview facilitation was designed and managed by Denise Withers who provides ALN with direction on strategic communications. The focus for the April 7, 2021 webinar was [Developing Workforce Readiness for Climate Change](#), where the CACF was positioned as a tool for this evolution.

To support broader understanding of why a Climate Adaptation Competency Framework might matter to organizations, ALN contracted with an interactive video firm, BlueCitrus, to develop an [easy-to-understand overview of the Climate Adaptation Competency Framework](#). This animation has been used in webinars, is

viewable on the ALN website, and will continue to be used whenever ALN presents on themes related to the importance of integrating climate adaptation competencies into workforce development.

ALN continued participation in the final rounds of the eCampusOntario [Open Competency Framework evaluation initiative](#). A small contract was undertaken with South Arm Training (Dennis Green and Carolyn Levy), the authors of the eCampusOntario Open Competency Framework, to provide feedback and recommendations for CACF specifically related to the usefulness of CACF in defining course learning outcomes. The course example used by South Arm Training for CACF evaluation was the Climate Risk Institute Infrastructure Resilience Professional (IRP) course, Public Infrastructure Engineering Vulnerability Committee (PIEVC) Protocol. This information will help to inform the CACF Version 2 under review and updates in FY2021-2022.

Funding from BC Ministry of Advanced Education, Skills and Training (MAEST) coupled with an NRCan funding amendment, completed in the previous quarter, resulted in ability to initiate the project, Microcredential Scoping Plan, through a sub-contract with BCcampus, for the period mid-February 2021 to Oct 31, 2021. Initial Microcredential Scoping Plan work (Feb 15 - March 31, 2021) was focused on setting up relationships with various actors, developing a detailed plan, initiating the communications material to execute the plan, and presenting an overview of microcredentials at the ALN Advisory Meeting on April 16, 2021. The Microcredential Scoping Plan is intended to align with the Climate Adaptation Competency Framework.

## **Project 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 a range of 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)*

### **Summary of what we have learned in FY 2020-21 regarding design and development of Continuing Professional Development courses**

Supporting the course design and development process across multiple universities, working with the Continuing Education units during the upheaval of the pandemic when priorities have been to “pivot to online” in the for-credit programs, has been a process of practising patience. Royal Roads University (RRU) had the advantage that it was already heavily skewed to online programming, so getting courses up-and-running at RRU was less problematic. Two universities could not continue their relationship with ALN due to internal complexities. Fortunately, the ALN team had anticipated slippage, even before the pandemic took hold. Initially there were 11 courses in development, with the likelihood that one or two courses might not make it to completion and ALN would still be able to meet its commitment to NRCan to deliver a total of 10 unique courses. 10 courses have been developed in FY2020-2021. RRU took over the design and development of one course from a university who could not continue its efforts. However, we originally anticipated most of courses would run in Quarter 3 and Quarter 4; there has been some slippage into the next fiscal year. 7 of the 10 ALN courses were completed and offered at least once in FY 2020-2021 (a total of 14 courses were offered for registration in FY 2020-2021. The remaining 3 courses of the ALN portfolio were lined up for offerings in early FY 2021-2022.

The universities participating in the ALN portfolio have benefitted from the close attention they have received with course development and Creative Commons licensing support from the ALN team throughout FY 2020-2021; in addition, having two prototype courses from RRU (Climate Change Adaptation Fundamentals, and Natural Asset

Management), with the frequency of offerings and resulting revenue stream to RRU's Continuing Education (CE) unit, has provided assurance that there is a market for climate adaptation courses for participating universities.

### **(QTR 1) April – June 2020**

The ALN team collaborated with a WordPress web developer to create the [Adaptation Learning Network Portal](#), an course information management environment designed to record all details related to the courses within the ALN portfolio. This course information is intended for use in marketing campaigns (e.g. courses available for registration), portfolio management, and providing descriptions and course outlines for all ALN courses for potential registrants.

The ALN team developed an extensive collection of resources to address a shared approach to course design with multi-university partners, plus detailed guidance for Creative Commons licensing for the resources in ALN courses, to assure open access beyond the life of the project. The course development toolkit for Creative Commons and quality standards for all ALN courses was utilized by all participating PSIs.

Participating PSI's were in the development phase for their courses; the evolution of their syllabi can be accessed via the [Adaptation Learning Network Portal](#). Royal Roads University repurposed [Natural Assets Management](#) to an online course (originally offered in March 2020 as face-to-face course); and continued development for the course, **Project Management for a Changing Climate**.

The project began to experience delays in scheduling the opening dates of ALN courses, due to the COVID19 "pivot-to-online" underway in all post-secondary institutions (PSIs); we observed that continuing education departments' course design and development requirements were considered a lower priority, as PSIs focused on the online development for their credit courses.

### **(QTR 2) July – Sept 2020**

Participating post-secondary institutions were heavily in the course development phase. Ongoing support to course developers in this period involved many facets, including:

- support for Creative Commons licensing of content;
- uploading of course artefacts into the OER Commons repository;
- marketing support for courses coming online in Fall 2020;
- significant efforts on instructional design guidance to the course developers (the course development toolkit for Creative Commons and quality standards for all ALN courses was utilized as a guideline for all participating universities)

A comprehensive course review (Climate Change Adaptation Fundamentals Review, Dr. Milt McLaren, Simon Fraser University) provided ALN stakeholders and the Advisory with detailed information on content design and the integration of online social learning activities demonstrated in this popular course. Climate Change Adaptation Fundamentals was the first ALN course, and it was developed in a collaboration between Dr. Stewart Cohen, Denise Withers, Eric Bigrigg, and the Centre for Teaching and Educational Technologies at Royal Roads University.

In this period, [Adaptation Learning Network Portal \(ALN Portal\)](#) was populated with up-to-date information on ALN courses ready for registration, and launched as a course portfolio management tool. The ALN Portal has contributed to ALN's ability to market courses via newsletter and social media channels, because all course information is in one place, and updated by the course developers as the syllabus evolves. All ALN course syllabus details are accessible via the ALN Portal.

### **(QTR 3) Oct – Dec 2020**

[ALN Portal](#) was integrated with the ALN website to provide detailed information on registration information for courses. Information within ALN Portal began to be used to market ALN courses via newsletter and social media

channels. For example, the biographies of instructors were utilized as a way to showcase the expertise of instructors and garner interest in courses.

Participating PSI's were in the final stage of completing course development; many courses became available for registration for offerings in the next quarter (Jan – March 2021). For more information, check the [courses page](#).

Capilano University was unable to complete their course development contract, due to internal structural challenges. The course, Financial Impact of Climate Change, was shifted from Capilano University to Royal Roads University for re-development.

Creative Commons licensing of content and uploading of course artefacts into the OER Commons repository continued. Here are examples of how ALN course material appears in the OER Commons repository (<https://www.oercommons.org/>); in the next stage of ALN open access evolution, these ALN courses will have improved through embedded videos, by using Pressbooks. These examples illustrate early uploads into OER Commons:

- Climate Change Adaptation Fundamentals: <https://www.oercommons.org/courseware/lesson/69323>
- Natural Asset Management Fundamentals: <https://www.oercommons.org/courseware/lesson/73086>
- Project Management for a Changing Climate <https://www.oercommons.org/courseware/lesson/74303>

#### **(QTR 4) Jan – March 2021**

[ALN Portal](#) adoption by the community of BC PSI's continued to improve in this period, providing content integration providing detailed information on ALN courses ready for registration. The information contained in ALN Portal helps for marketing ALN courses via newsletter and social media channels.

Participating PSI's were in the final stage of completing their course development efforts; many courses opened for registration in the period Jan – March 2021. As of March 31, 2021, 7 of 10 ALN courses had run at least once. RRU's original course offerings, Climate Change Adaptation Fundamentals, and Natural Assets Management, have each run multiple times. Typically there are about 20 registrants in each course offering.

The course development efforts for University of Northern British Columbia (UNBC) **Wildfire Risk Assessment** were not completed, and there was mutual agreement to terminate the relationship with UNBC. Meanwhile, UBC Faculty of Forestry integrated their course on Forest Data modelling into a micro-credential, Climate Vulnerability and Adaptation, offered in April 2021.

Creative Commons licensing of content and uploading of course artefacts into [OER Commons](#) continued. During this reporting period, the use of Pressbooks was tested as a platform to contain all ALN courses. By Q1 2021-2022, all ALN courses will appear in open repositories with full video links access, using Pressbooks, and we will be including the weADAPT platform as a repository for accessing these courses.

Here is what a sample of ALN courses looks like when they are rendered in Pressbooks and uploaded to an open repository – videos are embedded, and working as they should, which is an improvement over the previous “flat text file” version of the courses. This collection offers a very rich repository of ALN climate adaptation stories.

1. Natural Assets Management, in Pressbooks  
<https://pressbooks.bccampus.ca/naturalassetmanagementfundamentals/>
2. Project Management for a Changing Climate, in Pressbooks  
<https://pressbooks.bccampus.ca/projectmanagementchangingclimate/>
3. The Financial Impact of Climate Change, in Pressbooks  
<https://pressbooks.bccampus.ca/financialimpactclimatechange/>
4. Climate Change Adaptation Fundamentals, in Pressbooks

## **Project 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*

### **Summary of what we have learned in FY 2020-21 regarding distribution and delivery of Continuing Professional Development courses**

Working with a community of Continuing Education (CE) units in several universities has revealed the unique cultures and practices of each of these units. After the efforts of supporting a community in designing and building courses, with each university having differing capacities and approaches to instructional design and technology enablement, we have now learned new lessons on pricing, distribution, and delivery of ALN courses. There are no universal approaches to pricing and marketing of CE courses, nor universal systems for registering students in CE courses, with common data capture methods.

In some universities there is a high degree of marketing sophistication, including google ad placements for courses; at the other end of the spectrum, in some universities, it has been up to the course developer/subject matter expert to “market” their course through their own contact list. The efforts of establishing the ALN network through social media has helped to smooth these extremes, assuring registration in ALN courses. In addition, a unique relationship has developed with another NRCan-BRACE project, at University of Prince Edward Island, where UPEI registers course participants in bulk in ALN courses and then arranges direct payment to the university offering the course.

Through a marketing agreement with BC Ministry of Environment and Climate Change Strategy, ALN has offered discounts to government employees, where participating universities agree to this discounting approach.

Registrations for courses happen very close to the opening date (within a few days) keeping everyone in state of worry as to whether the course will begin-as-planned. This phenomenon is likely due to the uncertainties of the pandemic era, where people cannot anticipate their availability to participate in a course right up the last day, because of concerns over supervising kids due to school closures or other reasons why making commitments is challenging during the pandemic.

Data management methods for capturing information about the affiliations of students (e.g., professional affiliation, sector, geographic location, etc.) is challenging because CE systems and processes are complicated (or sometimes almost non-existent) in the way they capture much more than <First Name> <Last Name> of the registrant. On top of this data capture problem is the reluctance of CE units to share information because of real or perceived student privacy issues. In summary we have sketchy information about who is registering and completing ALN courses. One incomplete workaround is that ALN has insisted that the sign-up page for the ALN newsletter appears in every course, so that there is some chance of remaining connected with people who have taken ALN courses. However, with newsletter subscribers coming through multiple channels it is impossible to

differentiate between people who hear about ALN through social media and people who hear about ALN through a course they have taken.

CE units are not early adopters of the use of open educational resources, which has its origin in undergraduate credit programming where helping students avoid costly textbooks on top of rising tuition costs is the impetus behind many open strategies. ALN has invested in educating the CE administrators and educators about Creative Commons licensing and open repositories, providing examples of how open access to course information does not inhibit the value and cost of participating in a course within a community of practitioners and experts. The value of social learning within a cohort is at least as valuable as the open educational resources, and the open licensing approach of ALN has not inhibited registration.

Over the next fiscal year, additional and often unanticipated “learnings” will happen as ALN moves forward with advancing micro-credential-ready courses, aligning climate adaptation competencies to demonstrate skills and competencies developed through climate adaptation courses.

For each of the FY 2020-2021 Quarters, ALN courses have been scheduled and available for registration. The status of courses in delivery is showcased in [in Appendix G: Course List](#).

In FY 2020-21 there have been 13 instances of course offerings; with consistent popularity of both Climate Change Adaptation Fundamentals (RRU) and Natural Assets Management (RRU) running several times in this fiscal year period. Typically each university expects a minimum of 15 registrants in their courses and this registration goal has been met or exceeded in every offering. Some courses have had registration of 25+ participants (e.g. SFU’s Green Infrastructure course). **We estimate at least 250 persons registered and completed ALN courses in FY 2020-21.**

## **Project 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*

Annual Evaluation Report completed; other deliverables are not applicable in the Year 2 reporting period, April 2020 – March 2021.

## Appendix A: Progress of Project Deliverables

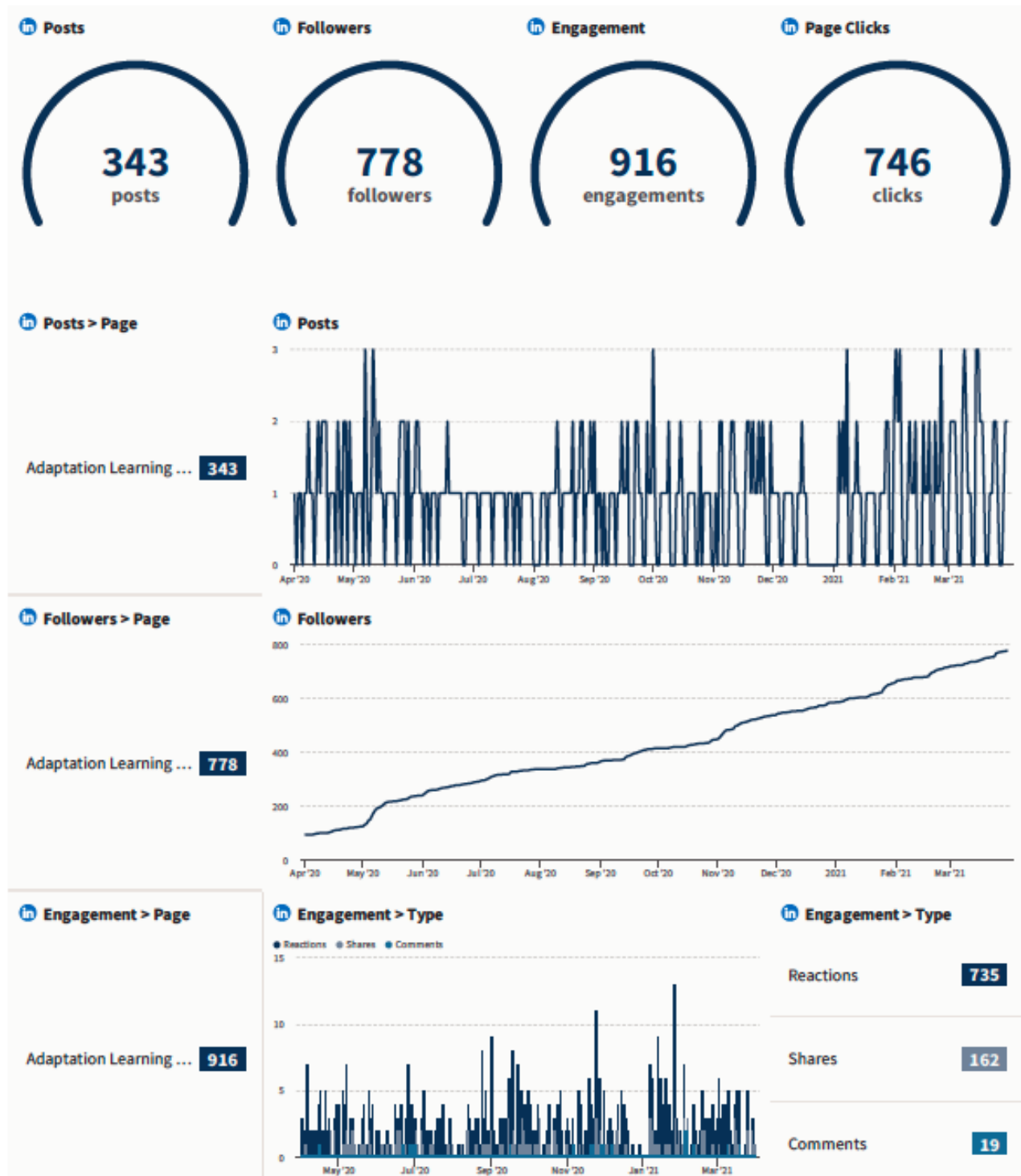
Project duration January 1, 2019 to March 31, 2022 (39 months)

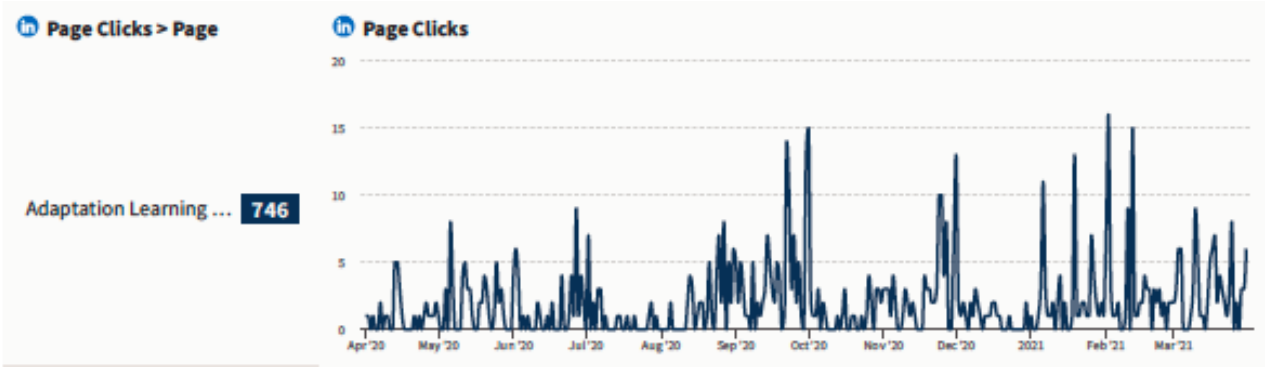
Deliverables	Complete	Timeframe
<b>YEAR 1+: GETTING UNDERWAY</b>	✓	<b>01/19 – 03/20</b>
Project initiation and building the team	✓	01/19 – 02/19
Market research w/professional associations; gap analysis re current adaptation offerings	✓	01/19 – 05/19
Initiation of <i>Adaptation Learning Network</i> - stakeholder engagement through the <i>Challenge Dialogue</i> ; creation and participation in events, webinars, AGMs, and conferences	✓	01/19 – 08/19
Consultation and development of <i>Climate Adaptation Competency Framework</i> ; amendment of project to support national adaptation competency focus	✓	04/19 – 03/20
Amendment of project to include Indigenous Advisory to inform network and courses	✓	08/19 – 10/19
Course topic selection; contracts with universities for <i>Adaptation Course Development</i>	✓	11/19 – 02/20
Course prototype design, development & delivery Phase 1 (RRU) <i>(1) Climate Change Adaptation Fundamentals; (2) Natural Asset Management</i>	✓	09/19 – 03/20
Communications planning, website development, 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; CLIMATE ADAPTATION COMPETENCY FRAMEWORK; MATURING KNOWLEDGE NETWORK</b>	✓	<b>04/20 – 03/21</b>
Continue to build and refine the team and functions within the team	✓	04/20 – 12/20
Mature the knowledge network; establishment of Advisories to inform course development a. ALN Advisory b. Indigenous Advisory	✓	04/20 – 06/20
Completion of Climate Adaptation Competency Framework V1; test in Ibbaka Talent Management System	✓	04/20 – 12/20
Course design, development & delivery Phase 2 (8 additional courses undertaken through the community of BC post secondary institutions)	✓	04/20 – 03/21
Phase 1: Indigenous Perspectives Course Module	✓	04/20 – 03/21
Implement systems and processes for Creative Commons licensing and repository uploads	✓	05/20 – 09/20
Design, implement, operationalize course information management system (ALN Portal)	✓	05/20 – 09/20
Mobilization of the adaptation network via social media, podcasts, and adaptation stories	✓	01/20 – 12/21
Amendment of project to include Micro-credentials Scoping Plan	✓	12/20 – 03/21
<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
Phase 2: Indigenous Perspectives Course Module		04/21 – 08/21
Micro-credentials Scoping Plan		04/21 – 10/21
Creative Commons Repositories up-and-running and populated with resources		06/21
Climate Adaptation Competency Framework improvements; build-out in Ibbaka Talent Management System; test and amplify use cases of Framework		04/21 – 12/21
Further mobilization of Adaptation Learning Network		04/21 – 03/22
Design, implement and operationalize the national Adaptation Learning Portal		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



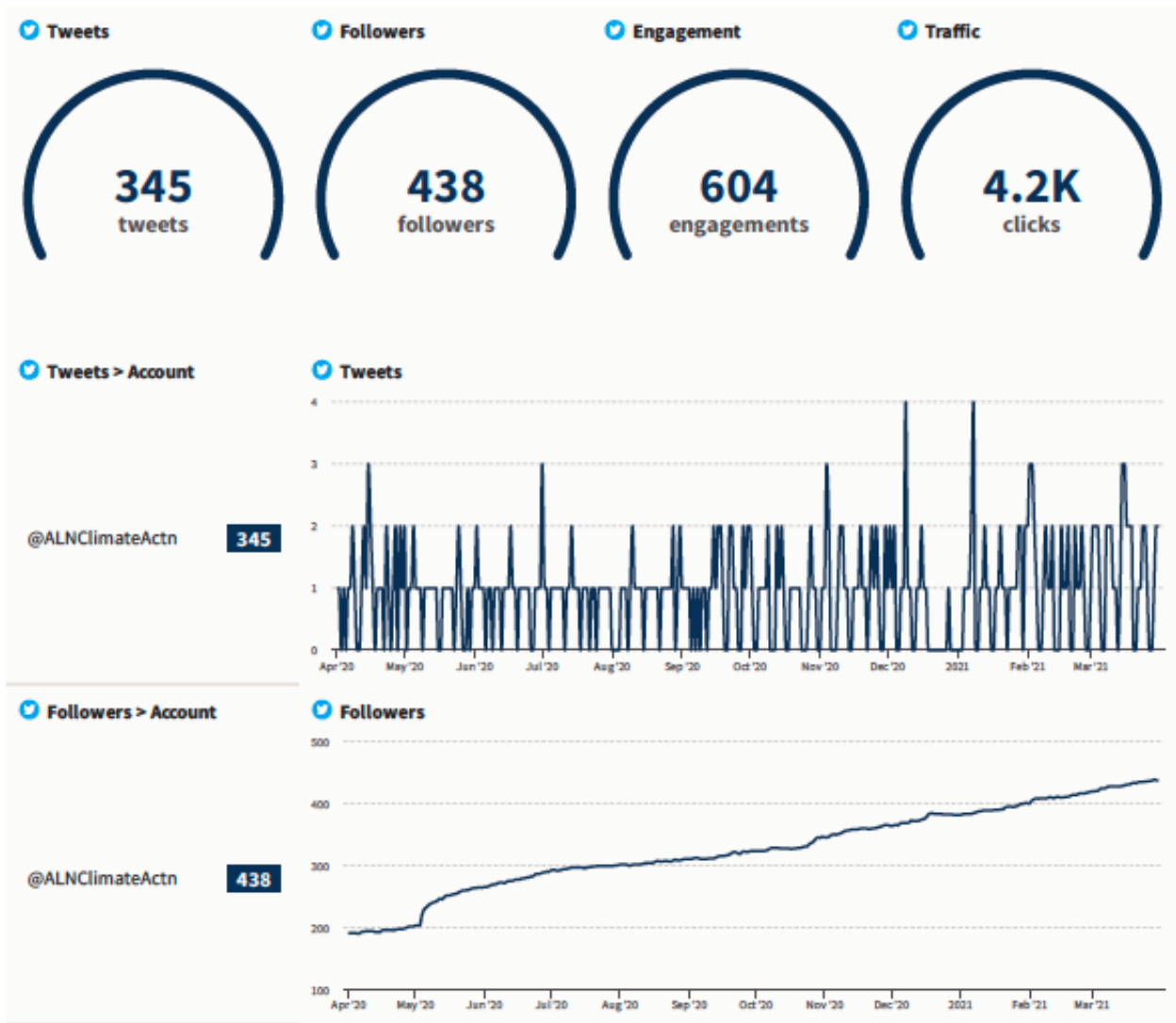
# Appendix B: Growth of ALN as a knowledge network through social media channels

LinkedIn Overview April 1, 2020 – March 31, 2021



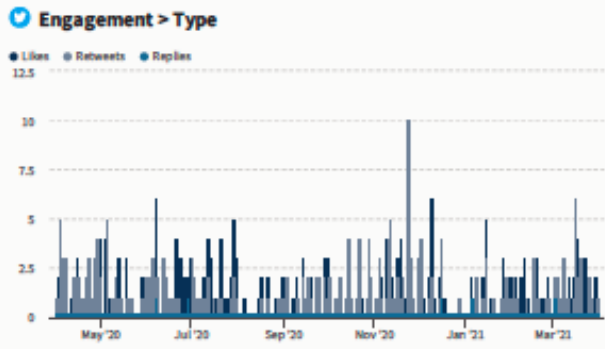


Twitter Overview April 1, 2020 – March 31, 2021



**Engagement > Account**

@ALNClimateActn **604**



**Engagement > Type**

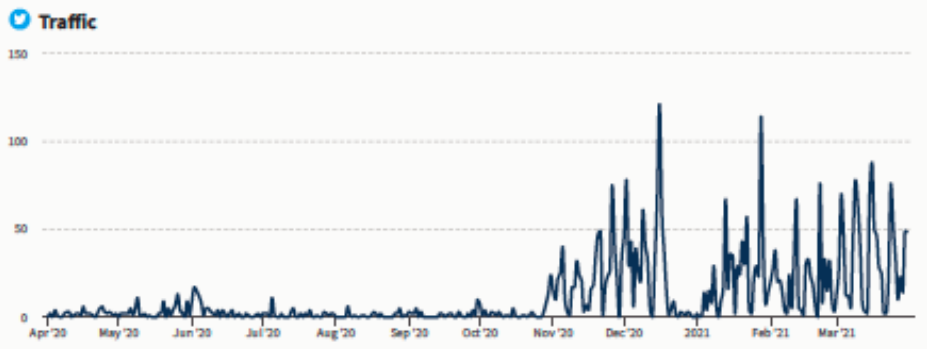
Likes **320**

Retweets **279**

Replies **5**

**Traffic > Account**

@ALNClimateActn **4.2K**



## Appendix C: Original Content - Podcasts

In FY 2020-2021, ALN switched our podcast hosting site from BuzzSprout to Podbean. Our early episodes were moved to this new host site. Total listeners for these episodes include the sum from both host sites.



### [Ep. 1 What is Climate Adaptation](#)

**Release date:** March 12, 2020

**Description:** We harnessed the expertise and ideas from AC2020, to share with people not able to attend and to introduce adaptation to those new to the field.

**# of listeners:** 94



### [Ep.2 The Elephant in the Room: Why we can wrap our brains around climate change](#)

**Release date:** April 3, 2020

**Description:** We interview renowned climate psychologist, Per Espen Stoknes. In this episode we discuss why we have such a hard time understanding the urgency and severity of climate change.

**# of listeners:** 89



### [Ep. 3 Climate Adaptation: A Toolkit for Canadians](#)

**Release date:** May 5, 2020

**Description:** In this episode we speak with Lo Cheng.

**# of listeners:** 66



### [Ep. 4 Resilient Community Food Systems](#)

**Release date:** November 4, 2020

**Description:** From farm to fork and beyond, in this episode, we investigate food systems adaptation with Kristine Schrage, a student researcher at Royal Roads University and coordinator at Nurture in Nature, a community garden and learning space in Pemberton, BC.

**# of listeners:** 35



### [Ep. 5 Data Driving Decisions with the Food Systems Dashboard](#)

**Release date:** November 25, 2020

**Description:** In this episode of the Resilience by Design Podcast, Kristina Sokourenko a food systems expert talks about the Food Systems Dashboard team.

**# of listeners:** 45



### [Ep. 6 How Climate Change is Driving the Economy](#)

**Release date:** December 18, 2020

**Description:** In this episode, Todd Thexton, Associate Professor at Royal Roads University, provides an economic insight into climate change risks and how they impact society. As a self-proclaimed forest baby, Todd's passion for climate action is infectious.

**# of listeners:** 38



### [Ep. 7 Building a Climate Adaptation Perspective](#)

**Release date:** January 27, 2021

**Description:** In this episode, Susan Todd, Founder of Solstice Sustainability Works, provides a sneak peek of her upcoming course, Project Management for a Changing Climate. Susan highlights the benefits of building climate adaptation perspectives and skillsets as a professional, especially as we navigate a green recovery from the pandemic.

**# of listeners:** 40



### [Ep. 8 Policy for People. What does the world look like through a policy lens?](#)

**Release date:** February 15, 2021

**Description:** In this episode, Michele Patterson Chair of the Geography Department at Vancouver Island University joins the podcast to discuss climate adaptation policy. Climate adaptation policy can be a roadmap for tangible change when it is effectively developed and enacted within organizations and governments. Michele shares insights from her upcoming course, explaining how having a policy lens can be an excellent tool for climate action leaders.

**# of listeners:** 42



### [Ep. 9 Doctor Climate Change: Climate Change Adaptation Fundamentals](#)

**Release date:** March 8, 2021

**Description:** In this episode, *Doctor Climate Change* (Dr. Stewart Cohen) discusses the Fundamentals of Climate Change Adaptation. Since retiring from a 35-year career with Environment and Climate Change Canada, Stewart has continued to share his expertise and knowledge about climate change adaptation. In this episode, we talk through some of his recent blog posts on [www.doctorclimatechange.com](http://www.doctorclimatechange.com) and his upcoming climate change adaptation fundamentals course through Adaptation Learning Network.

**# of listeners:** 41



### [Ep. 10 Climate Adaptation to Ensure Food and Water Security](#)

**Release date:** March 23, 2021

**Description:** In this episode, we explore food and water security with Dr. Joanne Taylor, a post-doctoral researcher from the University of British Columbia Okanogan. We dive into how climate change impacts food and water security and who is most vulnerable to these risks.

**# of listeners:** 58

## Appendix D: Original Content – Videos and Webinars

### Climate Conversations Series

#### [How to build a climate resilient economy – Mark Carney, UN Special Envoy on Climate Change & Finance](#)

**Published:** October 1, 2020

**Description:** Mark Carney is one of the world’s top central bankers and has long been calling for action on climate change. He discusses the need for building an economy based on climate resilience with Royal Roads University President Philip Steenkamp.

**# of Views:** 2,012

#### [How to be a fearless young climate leader: NRC Program Director Phil De Luna](#)

**Published:** October 6, 2020

**Description:** Phil De Luna, the youngest program director at the National Research Council Canada, gives leadership advice to young professionals who want to take action on climate change.

**# of Views:** 294

#### [Why we need climate leadership NOW: Susanne C. Moser, leading US climate adaptation expert](#)

**Published:** October 6, 2020

**Description:** Leading US expert on climate adaptation, Susanne Moser, discusses the opportunities to be a leader right now and the Master of Arts in Climate Action Leadership at Royal Roads University. **# of Views:** 39

#### [Grassroots climate leadership: Robin Hawker](#)

**Published:** October 6, 2020

**Description:** Robin Hawker is climate change adaptation planning lead at one of Canada’s top engineering firms. She discusses the importance of climate leaders in small communities, how much grassroots action can make real change.

**# of Views:** 68

#### [A career in climate leadership: Harshan Radhakrishnan](#)

**Published:** October 6, 2020

**Description:** Harshan Radhakrishnan, manager of climate change and sustainability initiatives at Engineers and Geoscientists BC, talks about career opportunities in climate leadership, why now is the ideal time to jump into this growing sector.

**# of Views:** 42

#### [Leaders at all levels: Former UN Deputy Secretary Richard Kinley](#)

**Published:** October 6, 2020

**Description:** Richard Kinley, former Deputy Executive Secretary of the UN Climate Change Secretariat (UNFCCC) discusses the critical need for leadership at all levels in the fight against climate change. Kinley was intimately involved in the development of UNFCCC as an organization from its establishment and in its management and operations.

**# of Views:** 59

### Workforce Development Series

#### [Developing Workforce Readiness for Climate Change](#)

**Published:** April 8, 2021

**Description:** RRU President Philip Steenkamp and Dr. Robin Cox, program head for the MA in Climate Action Leadership and Graduate Diploma programs, discuss workforce readiness for climate change and how the new Climate Adaptation Competency Framework created by the Adaptation Learning Network can help to advance climate action in organizations.

**# of Views:** 165

### [Climate Workforce Readiness: The Climate Adaptation Competency Framework](#)

**Published:** March 31, 2021

**Description:** There are many unknown implications of climate change on labour markets. However, climate change will undoubtedly have broad consequences for employment, including workforce regulations, the growth of new green jobs, and identifying skills gaps. Adaptation Learning Network's Climate Adaptation Competency Framework can help you and your team prepare for the coming changes.

**# of Views:** 80

## [Climate Action Education Series](#)

### [Climate Workforce Readiness: The Climate Adaptation Competency Framework](#)

**Published:** March 11, 2021

**Description:** In this webinar, Dr. Robin Cox, Ken Jeffery, Dr. Irwin Devries, Dr. Elizabeth Childs, and Russ Johnston engage in a dynamic conversation that explores the change-making role of open educational pedagogy and practices in higher education.

**# of Views:** 73

### [The Great Reset: The Case for Climate Action as Key to Economic Recovery](#)

**Published:** March 11, 2021

**Description:** Hosted by Dr. Robin Cox, this webinar shares insight into the opportunities for speeding up climate action through government stimulus spending, new business strategies (e.g., green public-private partnerships), and education. Panelists include Dr. Matt Godsoe, Director for Public Safety Canada, RRU alumnus and doctoral student, and Adam Lerner, Founder & Catalyst at Solvable.

**# of Views:** 181

### [Changing the Narrative: Stories that Motivate Climate Action](#)

**Published:** March 11, 2021

**Description:** Hosted by Dr. Robin Cox, this webinar explores how shifting the climate change story may offer a key to motivating citizens, businesses, and governments alike, to take the collective and transformative action necessary to shift the catastrophic trajectory we are on. Panelists include Johanna Wagstaffe (CBC News meteorologist and science host), Denise Withers (Narrative Strategist), and SGaan Kwahagang (James McGuire - Musician/Storyteller/Historian/Artist).

**# of Views:** 143

## Appendix E: Adaptation Learning Network Advisory

Name	Affiliation
Paul Nuttall	Deputy Director, Forest Stewardship & Engagement, Assoc. of BC Forest Professionals
Hanaa Sheikh	BC Institute of Agrologists
Tara Culham	Executive Director, BC Society of Landscape Architects
Bev Windjack	BC Society of Landscape Architects; Principal, LADR Landscape Architects;
Jaqueline Lowe	BC Society of Landscape Architects; WSP Canada Ltd.
Devon Francis	BC Society of Landscape Architects; Membership
Kathy Dunster	BC Society of Landscape Architects; Kwantlen Polytechnic University
Christine Houghton	Executive Director, College of Applied Biology
Shona Lawson	Practice Director, College of Applied Biology
Harshan Radhakrishnan	Manager, Climate Change and Sustainability Initiatives, Engineers and Geoscientists BC
Patricia Dehnel	Planning Institute of BC
Dominique Sigg	<a href="#">Senior Policy Analyst, BC Min Environment &amp; Climate Strategy: Climate Action Secretariat</a>
Janis Brooks	<a href="#">Managing Partner, Indigenuity Consulting Group Inc.</a>
Deb Harford	<a href="#">Executive Director, Adaptation to Climate Change Team (ACT) SFU</a>
Milt McClaren	SFU Professor Emeritus of Education (Subject Matter Expert Environmental Education)
Roy Brooke	<a href="#">Executive Director, MNAI</a> (Subject Matter Expert on Natural Assets Management)
Michelle Lamberson	Director, Flexible Learning, UBC (post-secondary curriculum expert)
Keith Jones	<a href="#">Challenge Dialogue Systems</a> and facilitator of transformation initiatives



## Appendix F: ALN Advisory Meeting Agendas

### May 5, 2020

2:00pm – 2:15pm	15min: Call to order; welcome and introductions
2:15pm – 2:40pm	25min: Why an Adaptation Learning Network Advisory?
2:40pm – 3:00pm	20min: Terms of Reference Review
3:00pm – 3:10pm	10min: Establish a Chair
3:10pm – 3:40pm	30min: Plans for 2020; Actions for Advisory, Q&A
3:40pm – 3:45pm	05min: Next meeting (proposed date in Sept 2020)
3:45pm	Adjourn

### Sept 17, 2020

	Duration	Topic
2:00pm – 2:10pm	15min:	Call to order; welcome
2:10pm – 2:40pm	30min:	Updates on activities since May 2020 meeting, supported by a PPT distributed after meeting
2:40pm – 3:10pm	30min:	Proposed Actions for Advisory: Help in marketing courses, project evaluation, OER strategy, potential subcommittee on Competency Framework and Microcredentials
3:10pm – 3:40pm	30min:	Updates from Advisory members; general Q&A; open to ideas and guidance
3:40pm – 3:45pm	05min:	Next meeting (proposed date Thursday Dec 10, 2020)
3:45pm		Adjourn

### Dec 12, 2020

	Duration	Topic
2:00pm – 2:10pm	10 min	Call to order; welcome
2:10pm – 2:55pm	45 min	<p><b>Project Status Updates since Sept 17, 2020 meeting</b></p> <p><b>1) Climate Adaptation Competency Framework:</b> Dr. Robin Cox (10 min.)</p> <ul style="list-style-type: none"> <li>• Questions and comments (5 min.)</li> </ul> <p><b>2) Course Development Updates</b></p> <ul style="list-style-type: none"> <li>• ALN Course Quality Review: Dr. Milt McClaren (7 min.)</li> <li>• Questions and comments (5 min.)</li> <li>• Status update on ALN course offerings, and course support, with commentary from Dr. Michelle Lamberson, UBC Okanagan (7 min.)</li> <li>• New module development: integrating Indigenous perspectives into climate adaptation, with commentary from Janis Brooks (5 min.)</li> <li>• Questions and comments (5 min.)</li> </ul>
2:55pm – 3:40pm	45 min	<ul style="list-style-type: none"> <li>• Advancing recognition of climate adaptation competencies through microcredentials, with BCCampus (10 min.)</li> <li>• Professional Governance Act; Updates and discussion from Professional Association Advisory members on status of implementation (30 min.)</li> </ul>
3:40pm – 3:50pm	10 min	<p><b>Actions for Advisory</b></p> <ul style="list-style-type: none"> <li>• Help in marketing courses and advancing uptake of competency framework</li> <li>• Share stories to advance the network</li> <li>• Subcommittee on Competency Framework and Microcredentials</li> <li>• What else is going on?</li> </ul>
3:50pm – 3:55pm	05 min	Next meeting (proposed date Thursday March 25, 2021)
3:55pm		Adjourn

## April 15, 2021

	Duration	Topic
2:00pm – 2:10pm	10 min	<b>Call to order; welcome</b>
2:10pm – 2:50pm	40 min	<b>Project Status Updates since Dec 10, 2020 meeting</b> <b>1) Climate Adaptation Competency Framework (15 min) – Dr. Robin Cox</b> <ul style="list-style-type: none"> <li>• Launch in January; Next Steps</li> <li>• Questions and comments</li> </ul> <b>2) Course Development Updates (15 min) – Vivian Forssman</b> <ul style="list-style-type: none"> <li>• Status update on ALN course offerings, and course support;</li> <li>• Integrating Indigenous perspectives into climate adaptation;</li> <li>• Updates on how we are uploading courses into open repositories</li> </ul> <b>3) ALN Portal evolving into National Adaptation Learning Portal (10 min) – Vivian Forssman</b> <b>4) ALN Annual Report to be circulated in early May</b>
2:50pm – 3:15pm	25 min	<ul style="list-style-type: none"> <li>• Advancing recognition of climate adaptation competencies through <b>Microcredentials</b>: Ross McKerlich, BCcampus (15 min.)</li> <li>• Q&amp;A</li> </ul>
3:15pm – 3:40pm	25 min	<b>Actions for Advisory – Dr. Robin Cox</b> <ul style="list-style-type: none"> <li>• What else is going on? Reporting out</li> <li>• Continuing assistance in marketing courses, providing input into microcredential work; identifying use cases for competency framework</li> </ul>
3:40pm – 3:50pm	10min	<b>Related initiatives of interest (10 min)– Dr. Robin Cox</b> <ul style="list-style-type: none"> <li>• MA Climate Action Leadership</li> <li>• Collaboration with Climate Risk Institute on Engineering courses for IRP</li> <li>• Adaptation Hub: Recommendations for a national Climate Adaptation Platform</li> </ul>
3:50pm – 3:55pm	05 min	Next meeting (proposed date Sept 16, 2021)
3:55pm		Adjourn

## Appendix G: Course List

This course list forms the basis of the ALN skills and capacity-building initiative focused on Climate Change Adaptation. 5 BC post-secondary institutions (PSIs) work together to design, develop and offer 10 Continuing Professional Development (CPD) courses. Many of these courses have been offered multiple times since early 2020. Resources (text, media, PowerPoints) are Creative Commons licensed. Descriptions of these courses are accessed from the Courses page [on the ALN website](#); these courses can also be accessed via OERCommons and through the weADAPT website.

The target audience for these courses is the membership of BC professional associations, plus people working in municipalities and other organizations who lead or contribute to climate adaptation efforts.

*Post-secondary institutions: Royal Roads University (RRU), University of British Columbia (UBC, at both Vancouver and Okanagan campuses), Simon Fraser University (SFU), Vancouver Island University (VIU) and University of Victoria (UVic)*

BC PSI	Climate Adaptation Courseware Topics	Instructor	14 Course Offerings in FY2020-2021 (in grey)
RRU	<a href="#">Climate Change Adaptation Fundamentals</a>	Dr. Stewart Cohen	1. 03/02/20 2. 05/05/20 3. 05/10/20 4. 16/11/20 5. 03/22/21 6. 31/05/21
RRU	<a href="#">Natural Asset Management in Canadian Municipalities</a>	Roy Brooke	1. 03/03/20 2. 21/09/20 3. 23/11/20 4. 01/02/21 5. 19/04/21
RRU	<a href="#">Project Management for a Changing Climate</a>	Susan Todd, CPA	1. 22/02/21 2. Oct 2021
RRU	<a href="#">The Financial Impact of Climate Change</a>	Todd Thexton	1. 22/02/21
UVic	<a href="#">Ecosystems for the Future</a>	Thomas Munson	1. 10/10/20 2. 26/04/21
SFU	<a href="#">Green Infrastructure in Urban Centres: Policy, Design and Practice</a>	Dr. Joanna Ashworth	1. 15/02/21
SFU	<a href="#">Strategic Dialogue and Civic Engagement for Climate Adaptation</a>	Olive Dempsey	1. 24/02/21
UBC Vancouver	<a href="#">Climatic &amp; Ecological Modelling for Adaptive Forest Applications, within the UBC Climate Vulnerability and Adaptation Microcredential</a>	Dr. Tongli Wang	1. 26/04/21 2. 21/06/21
UBC Okanagan	<a href="#">Food and Water Security</a>	Dr. Joanne Taylor	1. 03/05/21
VIU	<a href="#">Intro to Climate Policy for climate adaptation professionals</a>	Michele Patterson	1. 01/05/21