



# Toward a Culture of Climate Action

Creating Government of Yukon's  
Climate Change Training Strategy

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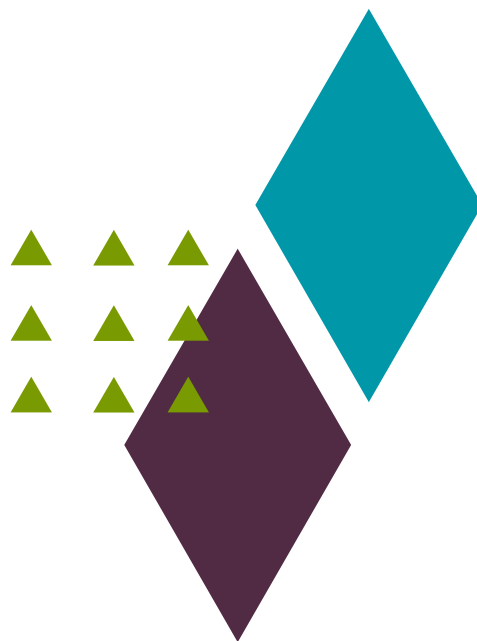
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# Introduction

In Yukon Government's new strategy Our Clean Future: A Yukon Strategy for Climate Change, Energy, and the Green Economy the government identifies the goals, values, and strategic objectives for addressing the climate change emergency as well as clean energy and green economy opportunities over the next ten years (Yukon Government, 2019). Action 126 in the current draft of Our Clean Future is to “develop and promote climate change training for Government of Yukon employees”. The team behind the plan at the Climate Change Secretariat recognized that in order to support the uptake of action and changes in behaviour across the organization, the strategy must be living—rather than just a poster on a wall. A key part of making that happen is through providing intentional training.

Using the human-centred design process outlined in Figure 1, the Climate Change Secretariat and myself (on behalf of the Organizational Development Branch) set out to develop intentional resources that would support Government of Yukon employees in taking climate action. Through the **discover** phase, we honed in on the scope and possibilities of the work, identified key stakeholders to engage with and developed an engagement plan. We then moved into the **understand** phase, where I conducted a literature review alongside our engagement of people inside and outside the organization. Early on in this stage, we identified that one course was not going to meet the needs of everyone. So, we adapted our approach to focus on developing a strategy for climate change training that would incorporate a network of learning opportunities designed to meet the needs of employees. Using the insights from research and engagement, we **ideated** components for the strategy and configured them into **prototypes** which we shared out with a few key stakeholders for feedback. The final product of this work resulted in a robust climate change training strategy and a facilitation overview for a leader-focused learning opportunity that is ready for further **testing** and, in the next month or two, **implementation**.

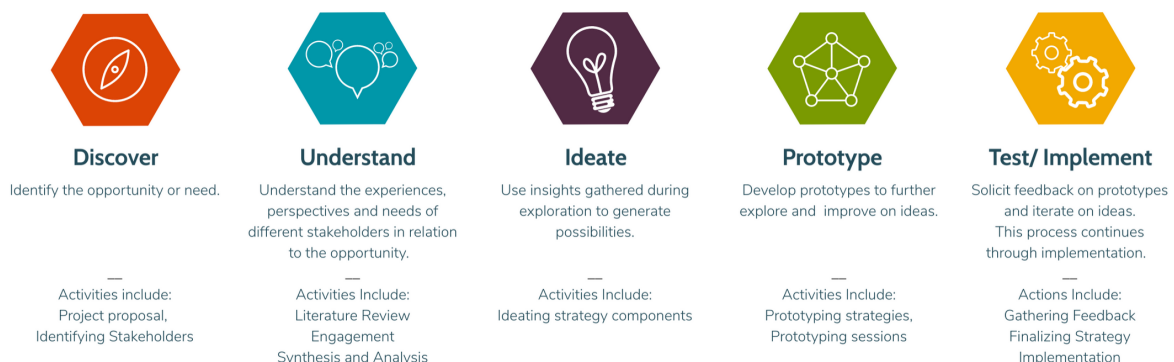


Figure 1. Human-Centred Design Process for Strategic Planning (Adapted from IDEO's Design Thinking Toolkit (2012))

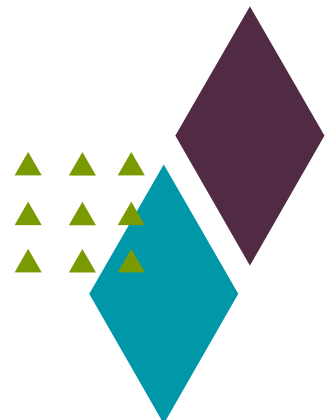
# The Report

## EVALUATION

- 04 Goals and Objectives
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# Evaluation

## Goals and Objectives

A key part of the **discover** phase was to identify the goals and objectives that would guide the work to be done. These goals and objectives were crafted to be detailed enough to provide direction and open enough to remain flexible to the insights that emerged through the research and engagement of the understand phase. The following provides an overview of each goal (in bold), the associated outcomes, the status of these outcomes, and a summary of how the goal was met.

**Develop a climate change training strategy to support and build the capacity of Government of Yukon employees as they take climate action in their work.**

| Objective                                                                                                                                                                     | Incomplete | Complete | N/A |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-----|
| Develop a cohesive, learner-centric strategy that meets the needs of different audiences across the organization                                                              |            | X        |     |
| Create a multi-faceted training strategy that provides introductory and more advanced learning opportunities for employees to engage with                                     |            | X        |     |
| Design a monitoring process whereby the progress and impact of the strategy can be tracked and the content can be updated to incorporate possible collaborations that emerge. | X          |          |     |
| Identify key partners who could support the strategy by developing and facilitating training opportunities                                                                    |            | X        |     |
| Highlight existing training and development opportunities that could incorporate climate change topics into their curriculum                                                  |            | X        |     |
| Develop a set of principles that leverage insights from adult learning theory and education for sustainability as a lens through which to carry out the strategy              |            | X        |     |

In the initial part of the discovery phase of this work, the original idea was to develop a climate change training course for Government of Yukon employees. As the work became more crystallized, it became clear that one course was not going to meet the needs of all Government Yukon employees when it came to climate change training. We quickly came to the conclusion that we would need a network of learning opportunities in order to truly support employees in taking climate action. The final product of this work is a comprehensive climate change training strategy designed to support and build the capacity of Government of Yukon employees as they take climate action in their work.

Using insights from the literature review alongside themes and personas that surfaced through engagement, we were able to develop a strategy with a wide variety of learning opportunities to comprehensively address the needs of different audiences identified across the organization. However, due to the limitation of not connecting with all departments and roles across the organization, there may be missing perspectives and needs that have not been addressed within this strategy. In order to address this, the strategy was designed to be flexible enough to incorporate these needs as they emerge and become more visible to us.

The strategy itself is multi-faceted with a variety of learning opportunities focused on introducing climate change topics, exploring how to apply climate action in the work of the organization, and supporting employees as they integrate climate actions into their work and lives. Alongside with these focused trainings are more informal learning opportunities that employees can access on an ongoing basis. Each training and learning opportunity is broken out with more detail that highlights potential collaborators, and existing and required resources. Resources include existing training within the organization that climate content could be included in. Scanning for other opportunities will take place continuously and we will update the strategy when new opportunities are discovered.

Unfortunately, the development of a monitoring and evaluation tool for the strategy was outside of the scope of the timeframe for this project, however it has been included as a key next step for the strategy moving forward. Principles, on the other hand, were developed based on insights from engagement and bolstered with suggestions and best practices that arose in the literature. These principles are included in the strategy and are designed to guide all further training and curriculum development.



Design a climate change training component that can be rolled out with Our Clean Future in Fall 2020.

| Objective                                                                                                                                                            | Incomplete | Complete | N/A |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-----|
| Identify an aspect of the strategy that will best support the roll-out of Our Clean Future in Fall 2020                                                              |            | X        |     |
| Develop a learning opportunity that is relevant to the audience's values and worldview that will resonate strongly                                                   |            | X        |     |
| Create curricula that balances affective and cognitive development in support of behaviour change                                                                    |            | X        |     |
| Use accessible, credible, and trustworthy information as the foundation for content development                                                                      |            |          | X   |
| Exemplify action-oriented, futures focused learning                                                                                                                  |            | X        |     |
| Incorporate alternative learning opportunities such as storytelling, experiential learning, simulation/ gamification, problem-based learning, and/or online learning |            | X        |     |

Originally, we hypothesized that general introductory climate change training would be the most important training to develop further through this project. However, as the strategy began to take shape, we decided that developing the Leadership Sessions would be most useful. There were several reasons for this. First of all, the Climate Change Secretariat has an existing contract with the Climate Change Information and Mainstreaming Program (CCIMP) at Yukon University. We determined that it would make more sense for CCIMP to take on developing the general introductory trainings, as these most closely align with the course they have previously offered through this contract.

A clear theme that emerged through engagement was the need for leadership to be in support of both climate training and climate action in order for employees to feel confident in participating and taking action themselves. This was also reflected in the literature:

“

In order for learning to translate into action, employees must have support mechanisms in place to enable and empower them to take that action (Kashar, 2018). This could involve policy change, infrastructure updates, and/or the presence of climate literacy at leadership/agency levels (Kashar, 2018). The development of capacity for climate action at the leadership level is essential because not only does it role-model expected behaviour, it also helps leaders to remove barriers that prohibit other employees from taking climate action in their work (Kashar, 2018). While leaders might have knowledge about climate change, they also need self-awareness of how they perpetuate systemic barriers to climate action (Rickards, Wiseman, & Kashima, 2014). Willingness to participate in climate change training in the first place is affected by perceptions of institutional support (Monroe et al., 2015). Furthermore, when employees sense they have support from and alignment with leadership and colleagues on climate action behaviours, they are more likely to act (Kashar, 2018).

”

With the aforementioned insights and the feedback on the prototypes also prioritizing leadership training, we decided this would be a key component to have ready for the roll out of Our Clean Future as a way to ensure leaders are brought on early in the process so that they can support their employees in taking training when it becomes available.

Based on insight from interviews, we decided to create separate leadership sessions for three levels of senior leadership in the organization: Deputy Ministers (DMs), Assistant Deputy Ministers (ADMs), and Directors. By breaking these groups out, we are better able to develop a session that would resonate with the learning preferences, and unique roles and responsibilities of each group. All three sessions focus on supporting and leading climate action within their departments from their roles in the organization. The ADM and Director level training incorporates personal storytelling as well as an interactive systems-mapping activity designed to identify spheres of influence and opportunities for collaboration across the organization.

Another key learning was that external facilitators are an effective way of offering training for senior leadership groups. Therefore, this goal adapted to focus on developing a facilitation “overview” rather than curriculum or a facilitator’s guide. The Climate Change Secretariat will now be able to use these overviews as a foundation for working with an external facilitator to build out the session collaboratively.

While content development was no longer required, I did search out suggestions for external facilitators who would be a good fit for the training. Furthermore, I developed a resource framework for the strategy as a whole, compiling content, simulations, activities, and resources that we were referred to throughout the process.

Ensure the client has the skills and resources to move forward and implement the strategy with energy and intentionality.

| Objective                                                                                                                             | Incomplete | Complete | N/A |
|---------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-----|
| Provide the client with the opportunity to build capacity in engagement, data analysis, and synthesis                                 |            | X        |     |
| Build the client's capacity for systems thinking                                                                                      |            |          | X   |
| Share processes and tools of human-centred design towards developing skills and values for learner-centric curriculum design          |            | X        |     |
| Build client capacity to engage Government of Yukon employees in change initiatives                                                   |            | X        |     |
| Develop client's self-awareness and capacity for self-reflexivity                                                                     |            | X        |     |
| Ensure client is in a position to be proactive about offering holistic, personalized, action oriented, and values-based facilitations |            | X        |     |

The entirety of the project was designed to be a participatory process so that the client had the opportunity to build their own capacity in the human-centred and organizational development tools being used. The engagement process provided the client with the opportunity to engage in design research (informed consent, interviewing, survey) and grounded theory approaches to analysis and synthesis. Furthermore, we explored the process of developing and leveraging personas as a way to more deeply understand the needs of employees across the organization. The client also participated in the ideation and prototyping phase and assisted in gathering feedback on the prototypes.

The client identified the following as key learnings of this work: the importance of centring the needs of different audiences in developing training, engagement planning as a way to identify the kinds of questions to help gather information needed, facilitating interviews and surveys in the context of training design, and feedback and data analysis methodology and tools. Overall, they feel as if they are ready to develop and offer the training outlined in the strategy and noted that they would like to continue to build capacity.

# Strengths and Challenges

While the process of creating the Climate Change Training Strategy was successful overall, one of the greatest strengths is how closely it is tied to what we heard through engagement and research. The learner-centricity of the strategy means that every aspect can be tied back to a cross-section of needs and opportunities that were shared with us from people within and outside the organization. Furthermore, the development of personas was a powerful way of empathizing with different roles within the organization. Exploring the challenges and needs of different roles allowed us to identify training opportunities that would specifically support people in their work. As one colleague put it “it is not, by any means, a blanket approach to growing understanding, awareness, and readiness for action”.

Another strength of the strategy is in the variety of learning opportunities it provides. Combining insights from the research around creative and impactful pedagogies for climate training with the realization that training can often be exclusionary when it is perceived as too academic, we intentionally incorporated a balance of non-formal learning opportunities alongside more formal ones. Furthermore, we identified in the principles of the strategy that all further curriculum and training development should incorporate storytelling and experiential learning in an effort to ensure that whether more formal or not, all learning opportunities would resonate with a wide variety of audiences. We worked hard to ensure these learning opportunities would be inclusive for all learners, and, with the recognition that we are always on a journey of making things more inclusive, the strategy is designed to be iterative and flexible so that it can be adapted going forward.

The engagement itself was both a strength and a challenge. One key challenge was that, with the timing of COVID-19, we were required to shift our engagement approach entirely to virtual engagement methods. This required re-organization as well as an approval process for using an online survey platform. We were also unable to workshop the strategy with stakeholders, which would have led to different ideas and approaches than what the two of us were able to design. With priority focused on navigating unfamiliar landscapes during the pandemic, we were not able to connect with as many different roles across the organization as we’d hoped to. While we were able to connect with over fifty individuals across 14 departments, we did not hear from all departments and were not able to conduct any interviews with any senior leaders. Furthermore, with short project timelines and a personal absence of pre-existing relationships, we were unable to connect with more than one colleague from the Yukon First Nations.



Due to these limitations, the strategy likely has significant gaps. If we designed the training to meet the needs we heard through engagement, and perspectives were missing from engagement, then the training is not fully comprehensive in meeting the needs of all employees.

Experts working in the anti-racism and intersectional environmentalism space educate that it is not the role of white folks to be leading the space of educating on anti-racism (TVO, 2020; Melton, 2020a; Melton 2020b) and that we need to be supporting, amplifying, and centring Black, Indigenous, People of Colour (BIPOC) experts, activists, and leaders in climate justice work (Thomas, 2020). It is also not the role of white folks to determine what action looks like, but to listen to what is being requested and take action from there (TVO, 2020). It is the role of white folks to make sure we are seeking out BIPOC who are leading the way in this work, learn from them, and pay them for their time, energy, and soul-work (Melton, 2020a). Educators, as a whole, have a responsibility for identifying how we perpetuate racism and oppression in our work, but without careful thought and planning, this can end up “reinforcing white saviorism and derailing the possibility of future efforts” (Kleinrock, 2020).

Reflecting on these teachings has highlighted a few truths. By developing this strategy and incorporating insights from engagement such as the importance of respecting and reflecting Yukon First Nations ways of knowing, doing, and being into the strategy myself, it has been situated within the identity of someone who is a white settler—centring my interpretation of what this means. Furthermore, by prioritizing the timeline of this project over the time for building trusting relationships that would have lead to engagement in or collaborative development of the strategy, the perspectives of Indigenous peoples, specifically, have been excluded.

Not only have perspectives been excluded in the development of the strategy, but with the strategy being developed from and situated in my white, settler identity, it will continue to exclude the needs and experiences of those who have different identities that do not have the same privileges.

In order to acknowledge these learnings and rectify these limitations, we will need to ensure that we prioritize building trusting relationships and working respectfully with Yukon First Nations and other groups who have been excluded to review the strategy, change it, dismantle the ways it upholds systemic oppression, and establish respectful, reciprocal ways to work together to develop the training itself. It will be important for us to listen first and then take action accordingly.



# Impacts

When it comes to identifying how this work makes a difference, there were three main areas of impact: in our work as consultants, for the Climate Change Secretariat itself, and for folks who will be engaging in the training.

## Consultant Process

While this work was slightly outside of our day-to-day projects, there were a few parts of the process that we may learn from and incorporate going forward. One of these is the development of the Engagement Plan. The structure used for the Engagement Plan in this project has been adapted into a template we can now use for other projects we are working on. Furthermore, it exists as a resource we can share with other clients who might be interested in doing engagement themselves. Similarly, the use of personas in this project has us exploring how we might incorporate the development and use of personas as an empathy building tool in other work we do.

Another impact of this work I've already experienced is that the insights from the literature have been really helpful to share with other clients who are designing training and learning opportunities within the organization. Using these, we've been able to ensure a place for storytelling and hands-on experiential activities as part of the learning process in another course. While this is not news for my colleagues who work in training, I feel that it has developed my capacity for supporting their approach to training and development within the organization.

One strength the client indicated was how goals broken out into smaller tasks and spread strategically through regular meetings helped the project move smoothly and quickly even as our work moved to remote platforms in March. This structure was what allowed us to quickly adapt our approach and keep the project on track and on time. Using this approach of regular check-ins with clients could be beneficial in other large, ongoing projects as well.

## Climate Change Secretariat

One of the interesting reflections that came up between myself and my collaborator at the Climate Change Secretariat was how the process of developing the strategy has influenced how they see actioning the work of Our Clean Future going forward. They explained that they are more frequently wondering how to bring employees into the work themselves and what training employees will need in order to build their capacity to be successful in taking action.

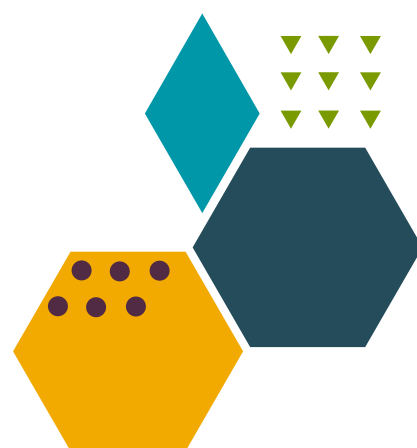
Ahead of this process, the client explained that there was no clear direction on how to set up climate change training for employees, only that it was a need that had to be addressed. It was noted that this process has provided a much better understanding of the needs and possibilities for climate change training in the Government of Yukon. This includes understanding what information, learning formats, and applications employees are looking for and broadening ideas of what training can be to include things like mentorship opportunities, blog posts, resource sites, and more.

The strategy provides the Climate Change Secretariat with a roadmap to guide their work in this space, including which training and audience to prioritize at which point to ensure the overall success of the strategy. Finally, the client identified that it provides a clearer picture of the resources (financial, human, capital, etc.) required to make climate change training happen within the government and explained "we will have a document that can serve as a tool to support funding requests, new policies or programs that surround climate change training".

## Climate Change Training

This strategy has the potential to encourage employees to prioritize climate change in their work through increasing the focus on climate change and building awareness of the Our Clean Future strategy and its intended outcomes. My colleagues have identified that the strategy and its trainings will give direction to leaders and employees around how to learn more and take climate action in their roles. The targeted, and tiered format of the strategy means that employees (whether front-line, supervisor, senior leader, etc.) know there is training for everyone. The personalized format of the strategy itself prompts people to reflect on climate change as it relates to their roles. Before the strategy is even implemented, it will help employees start thinking about and prioritizing climate action and as one colleague said "there's a long way from strategy to action to change but I think it's a start". The training itself has the potential to help inform decision-making and the prioritization of climate action within branches and units.

The variety of learning opportunities will hopefully invite more people into the conversation around climate action, especially folks who are not already engaged in climate work and those who may not typically find training accessible.



# Sustainability

Sustainability of this strategy was a very important consideration throughout this process. We did not want to develop an approach to training that we would not be able to see through. This is where the prototyping and prioritizing stages were essential. Through these steps, we were able to make intentional decisions to ensure that the strategy would be actionable. Important factors we took into consideration were: the reality that developing/facilitating this training is not in the roles or responsibilities of any staff members, the budgeting and application processes that would be required to secure funding for different aspects of the strategy, and the existing contract with Yukon University for developing and offering climate change training for Government of Yukon employees.

In the end, we were able to identify several aspects of the strategy that would be ideal to have, but might not be realistic without access to further funding or other resources. We chose to keep these options in the strategy at this point, pacing them out over a longer timeline and including key first steps as establishing the feasibility of the work. Some aspects of the strategy were left intentionally open-ended in order to remain emergent to learner's needs and welcoming to anyone who might be interested in developing and offering an aspect of that training (i.e. if someone within the organization is keen on developing and offering a lunch and learn series on climate change, this could be considered as part of the strategy). The potential is that some of the learning opportunities will be crowd-sourced from across the organization to enhance cross-departmental learning.

Finally, we built in logistics and next steps for each aspect of the strategy including highlighting key partners and collaborators, identifying where an external consultant (or the Organizational Development Branch) can help with training design and facilitation, and outlining existing and required resources needed. This was done in an effort to set the implementation up for success by identifying accessible actions that can keep the work moving forward.



# Personal Learning

## Lessons Learned

One of my biggest learnings through this work was around what people are looking for in learning experiences – both in general and specific to our organization. The power of storytelling was a really prominent theme that was woven through both the research and engagement. One of the challenges of climate change is that, as such a complex massive topic, it is difficult to personalize and digest. Telling stories that are relevant to people's experience and lives is a way to bridge that gap. It is also a powerful way of navigating the feelings of grief, denial, despair, anxiety, etc. and inspiring, as one participant put it, "active hope". Pair storytelling with experiential, hands-on, practical learning and you've got a powerful recipe for an engaging learning experience. It can also result in more accessible learning experiences where more people feel like they belong on the learning journey. This will be important for me to remember and bring into any trainings I develop, and especially in my facilitations with teams across the government (whether climate change related or not).

An assumption I had going into this work was that it was going to be a challenge to find ways to address —within a governmental institution—some of the neo-liberalist rooted barriers to climate action such as human-centrality and onus on the individual. It surprised me when this was not actually a challenge at all, as these themes came up through engagement and our design of the strategy organically. While some participants were focused on individual responses to climate action, there was also a strong theme that emerged around helping employees understand their sphere of influence on the system. Participants identified the need to understand climate change through it's interconnections with things such as food justice, housing, health, etc. and wanted training on how to make change at a systems level. I was inspired by one interview participant who explained competing and opposing priorities (such as industry vs. mitigation) as opportunities to be creative and innovative in finding solutions that benefitted both people and the planet. I was also delighted to hear the call for cross-departmental training to enable opportunities for tackling climate change issues together.

Being new to the organization, this project really helped me to find my place. As my first solo client, it furthered my understanding of my responsibilities as a consultant and my style for developing client relationships. It also played an integral role in helping me to better understand how to incorporate human-centred design both into organizational development practices and into the public service. I have developed more confidence in what I am able to offer and bring to the table, and it has helped me identify other opportunities for incorporating human-centred design and inclusive design practices into my work. Moreover, this project has supported me in better understanding how the public service works and the organizational structure of the Government of Yukon.



# Capacity Building

This project held a lot of opportunities for capacity building. As mentioned before, it was an opportunity to develop a deeper understanding of the organization including its structure, inner workings and characteristics, and how the public service functions. Through this work I feel like I gained insight into the role government plays in our community and how the two interact. It was helpful to gain a deeper understanding of what people's training needs are depending on their role within the organization. It was also interesting to see the strengths and opportunities that exist for building connections between different roles in the organization.

I personally learned more about the realities of climate change in the North by hearing from those across the organization who are working in this space. My understanding of the barriers we face in changing our behaviour for climate action has also really deepened through this work. I now understand the importance of not putting the onus on the individual and instead helping to question larger systemic forces (Selby, 2015). I've learned that creating the conditions for supporting behaviour change includes tying things back to personal, localized issues and focusing on strategies that are inspirational and obtainable. Furthermore, it is important to identify people's sphere of influence in the system as self-efficacy is integral to taking action. Finally, I've learned that this requires a shift in culture, that we have to make this a community approach and work together to demand change because social norms play a significant role in behaviour change (Stoknes, 2015).

Given the switch to working remotely in response to the pandemic, I also had the opportunity to develop my capacity in using online tools such as Mural. Rather than using whiteboards and sticky notes for the design process work, we were able to replicate each step virtually. This also resulted in a huge reduction in the number of sticky notes used, and helped me discover ways to change my practice so that I use less of them in the future as well. On a similar note, I've been able to practice some visual design skills using online tools such as Piktochart and Canva. Finally, developing the dissemination strategy was an opportunity to learn how to develop a communications plan for the government.



## Where to go from here

Throughout this program as a whole I have been learning the role I can play as an educator for sustainability outside of the school system. Through the work of this project, I have become more confident in what I have to offer in terms of: engagement around learning, experiential learning design, systems approach to curriculum, and a human-centred approach to developing learning objectives and experiences. I am not, nor will I ever likely be, a content expert when it comes to climate and sustainability, but I do have experience in process and facilitation and can leverage these to help design really impactful learning experiences for people. Where I have room to grow, however, is in storytelling. In understanding how much this pedagogical approach resonates with people, I would really like to develop my ability to incorporate this approach in my facilitations and trainings going forward.

Another area of growth I'd like to pursue is supporting people through the experience of competing priorities. As mentioned earlier, one participant defined this as an opportunity for creativity. I would like to develop my capacity for facilitating people towards that creative space and innovations that—rather than prioritize one or the other—support the wellbeing of both people and the planet.

While training is not the sole focus of my role, I will also be taking time to reflect on what I've learned through this project and how I can incorporate these learnings into my day-to-day work. It will be important for me to find ways to be taking and supporting climate action in the work I do with teams across the organization. Some of this might include helping teams incorporate a climate lens in their strategic planning, normalizing climate considerations in decision-making, incorporating the climate/environment as a stakeholder in process and program design, and more. I am committed to supporting and advocating for interconnection and intersectional climate justice both within the organization and elsewhere in life and will work to amplify BIPOC experts and advocates in this work.



# The Record

18 Discover

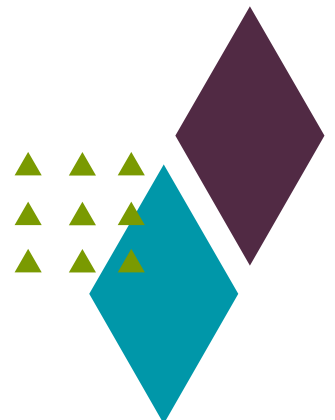
40 Understand

59 Ideate

61 Prototype

73 Test/Implement

125 References



“The topic of climate change is too important to give us a 2-day seminar and give us a binder to put on our shelves. Find a way to really teach it and bring it into our work lives.”

- Engagement Participant



# discover.

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# Design Brief

## Background

We are in a period of rapid and complex change. Our economy is changing, and our climates and ecosystems are changing at an accelerating rate. In order to address and navigate through this change, governments are being called on to develop plans that outline mitigation and adaptation strategies for their communities. With such wicked and complex problems, comes the need for trans-disciplinary, cross-sector plans of action. How do these plans, once created, move from strategy on paper to strategy in action? How do they get “rolled-out” and adopted by the people within the organization that created them and in the wider community?

How do we catalyze these plans when the action required might be complex and at odds with the needs of the groups trying to enact them? How do these plans get translated to people? What resources and support do people need to navigate the content, process the change required, and make these plans living? How do we align these plans with the values and needs of the folks who are required to live out the actions? How do we transition sustainable action from being a check-list to being a lens through which we see all we do?

## Challenge Question

**How might we develop training and facilitations to support Yukon Government employees in building their capacity for sustainable action?**

## Opportunities

- Having this ready for when the plan is released will be an easy win and good news story of how we are already working on the action items in the plan.
- This is an exciting opportunity to get people to learn
- This is an opportunity to make this process and content inclusive, and to ensure employees feel supported and that their needs are taken into consideration

## Obstacles

- We'll need to be careful and conscious of issue fatigue (some groups have been engaged a lot about this already)
- We'll need to recognize and clearly communicate about time commitments
- There is limited funding for contracting external resources (and any contracting will need to happen early before Management Board Submissions – end of March)

# Contract

February 12, 2020,

Over the last few weeks, ODB and the Climate Change Secretariat have been meeting to discuss how we could support the development and role-out of climate change training for Yukon Government employees in response to the action plan item 126 “develop and promote climate change training for Government of Yukon employees”.

## Purpose and Goals

The purpose of this work is to support Yukon Government employees not only in understanding the Our Clean Future plan, but use it as a framework for decision making in their day-to-day roles and responsibilities. A key part of this is developing training that starts Yukon Government employees on their journey from understanding climate change to considering the climate in their decision making practices.

### **The goals of this work are to:**

- Develop a clear understanding of where YG employees are at with their knowledge and practice of climate action.
- Create a strategy for climate change education within the government that meets the needs of employees in understanding climate change and adopting the climate action plan as a framework for decision making
- Design an introductory course that can be offered to all YG employees when the plan is officially rolled out in Fall 2020.
- Ensure employees not only understand the climate action plan but are excited about it and feel a sense of ownership over implementing it
- Support the Climate Change Secretariat in building their capacity to develop and offer training and are ready to continue to develop and facilitate the trainings needs identified in the strategy

## Indicators of Success

### **We know we will have been successful in this work if:**

- We have a standalone course as well as tidbits that can be incorporated into other trainings in the organization
- We have a clear understanding of the gaps in employee knowledge and how to address them
- We know who to prioritize in a phased approach
- People feel confident in applying and implementing the climate action strategy in their branches
- We have a training plan that aligns with the goals of the strategy
- Energy and Green Economy components are also integrated into the training
- Employees are better equipped to understand and navigate competing priorities (between their work and climate action)
- The outcome is a strong foundation but flexible with room for change moving forwards

# Proposed Plan

Below is a broad overview of key activities and timeframes that describe how this work will be approached. Unique to this project is that ODB staff member MacKenzie Litster will be working on this in both a professional and academic context. The differentiation in tasks and hours has been captured in the plan below.

|                | Task                          | Timeline                         | Time Allocation                                  |                         | Details                                                                                                                                                                                                       |
|----------------|-------------------------------|----------------------------------|--------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |                               |                                  | Work                                             | Personal                |                                                                                                                                                                                                               |
| Research       | Literature Review             | February - March 1 <sup>st</sup> |                                                  | Research, Writing       |                                                                                                                                                                                                               |
|                | Staff Engagement              | February-March 9 <sup>th</sup>   | Design and Facilitation<br>~20 hours (5h/week)   |                         | <ul style="list-style-type: none"> <li>Engagement Design (~5 hours)</li> <li>30 minute interviews (~6 hours: 12 interviews)</li> <li>1.5-hour stakeholder labs (~9 hours: 6 labs)</li> <li>Survey?</li> </ul> |
|                | Expert Interviews             | February-March 9 <sup>th</sup>   |                                                  | Design and Facilitation |                                                                                                                                                                                                               |
|                | Data Analysis and Synthesis   | Week of March 16 <sup>th</sup>   | Analysis and Synthesis<br>~10 hours              |                         |                                                                                                                                                                                                               |
|                | Research Output               | March 22 <sup>nd</sup>           |                                                  | Write                   | <ul style="list-style-type: none"> <li>Feeds into ideation</li> <li>Needs Analysis</li> <li>Personas?</li> </ul>                                                                                              |
| Ideation       | Ideation and Prioritization   | Week of March 23 <sup>rd</sup>   | Facilitation, Synthesis<br>~7.5 hours            | Design                  | <ul style="list-style-type: none"> <li>Ideate goals, objectives, and action items for strategy</li> </ul>                                                                                                     |
|                | Final Project Proposal        | Due: March 31 <sup>st</sup>      |                                                  | Write                   | <ul style="list-style-type: none"> <li>Writing</li> <li>Includes Research and Ideation outputs</li> <li>Summarized in a Climate Change education strategy for YG</li> </ul>                                   |
| Prototyping    | Develop Prototype             | April - May                      | 5hrs/week                                        | 5-10hrs/week            | <ul style="list-style-type: none"> <li>Develop Introductory Course for YG employees</li> <li>Dissemination plan (if necessary)</li> </ul>                                                                     |
|                | Test Prototype                |                                  | Facilitation, Analysis, & Synthesis<br>~10 hours | Design Framework        | <ul style="list-style-type: none"> <li>Design the testing framework</li> <li>Test the course with YG employees</li> <li>Analyze and synthesize feedback</li> </ul>                                            |
|                | Progress Report               | May 24 <sup>th</sup>             |                                                  | Write                   | <ul style="list-style-type: none"> <li>Write</li> <li>Work Supervisor review</li> </ul>                                                                                                                       |
| Implementation | Finalize Prototype            | June                             | Update and Finalize<br>(5 hrs/week)              | 5-10hrs/week            | <ul style="list-style-type: none"> <li>Make updates to prototype based on feedback</li> <li>Dissemination Plan (if necessary)</li> <li>Publication Plan (if necessary)</li> </ul>                             |
|                | Final Report and Presentation | Due: June 28 <sup>th</sup>       |                                                  | Write                   | <ul style="list-style-type: none"> <li>Write/Develop</li> <li>Work Supervisor Review</li> <li>Final Edits</li> <li>Present</li> </ul>                                                                         |

# Staffing

MacKenzie Litster will be the ODB consultant assigned to this contract, with oversight and support from Tracey Johnson.

# Confidentiality

ODB's working relationship with you and the employees of the Climate Change Secretariat is strictly confidential. We will not reveal any of the content that is shared with us throughout this process to anyone outside of our branch without your specific approval. If needed, we will only reveal the name of your department as our client.

# Feedback

As co-creators in the public service, we will not charge a fee for our services. We do ask, however, that you provide feedback on our performance so that we can learn as much as possible from working with you. We invite you to communicate openly throughout the project either by contacting ourselves directly or ODB Director, Desiree Hombert. When the project is done, we will ask you to submit a feedback form on how well the project met your expectations.

Thanks for reaching out to ODB! We are looking forward to working with you on this process.

Sincerely,

MacKenzie Litster



# Proposal

## Introduction

In Yukon Government's new strategy Our Clean Future: A Yukon Strategy for Climate Change, Energy, and the Green Economy the government identifies the goals, values, and strategic objectives for addressing the climate change emergency as well as clean energy and green economy opportunities over the next ten years (Yukon Government, 2019). Action 126 in the current draft of Our Clean Future is to "develop and promote climate change training for Government of Yukon employees". The team behind the plan recognizes that in order to support the uptake of action and changes in behaviour across the organization, the strategy must be living—rather than just a poster on a wall. A key part of making that happen is through providing intentional training.

The Yukon has already reached two degrees of warming (Yukon Government, 2019). It is very clear that the entire Territory needs to work together to not only reduce emissions, but enhance adaptive capacity in order to be resilient to the changes that are already arising due to this warming. We have heard through initial engagement that people across the Government are more believing of, and interesting in, climate change and that there is a desire to be involved and incorporate climate action into their work. Furthermore, addressing climate change has been incorporated in many of the newest mandate letters in departments across the organization.

Therefore, there is an opportunity to develop intentional resources in order to support collaborative, coordinated climate action across departments that also aligns with the Our Clean Future strategy. With Our Clean Future launching in the fall of 2020, as well as the increasing presence of climate action in mandate letters, this is an optimal time to develop training that will meet the needs of employees across the organization as they seek to incorporate climate action into the work of the government at all levels.



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# Project Overview

In response to this need, this project seeks to establish resources in two ways: first, through the development of a robust, detailed, and learner-centric climate change training strategy, and second through the creation of an initial component of this training strategy to launch alongside the release of **Our Clean Future**.

In order to meet the needs of key employee groups, the design of the training strategy will be heavily informed by the engagement done across the organization. Rather than provide a one-size-fits-all solution to training, the strategy will be structured in a way that offers multiple options for employees to engage and build their capacity for climate action. The strategy will include stand-alone components, new training opportunities, and opportunities to incorporate climate change into existing training and development. The focus, content, and key audiences of this strategy will be determined by the insights from engaging stakeholders across the organization. For a detailed engagement plan see Appendix B.

The climate change training strategy will likely have a several year timeframe for the coordination, creation, and offering of all the trainings. Furthermore, it will require partnership with experts in different areas for content development and facilitation. However, the Climate Change Secretariat has identified that it would be ideal to be able to offer a training option for government employees as early as Fall 2020 as a support for the roll-out of Our Clean Future. Therefore, the second part of this project will be focused on the creation of a resource that supports a training offering in Fall 2020. To be fully determined when the strategy has been developed, this part of the project may include a facilitation framework, a course framework, an activity to incorporate into a training, a review and revision of existing training, or something similar.

# Project Importance

As mentioned earlier in the document, not only is there a perceived increase in interest in climate action across the organization, there is also increasing responsibility to take action as more and more mandate letters coming from leaders are incorporating climate stewardship into the responsibilities of the department. Verplanken (2011) explains that it is ideal to first invest in systemic behaviour regulation (i.e. formal legislation or informal nudging) and follow-up with information and values-based approaches to adapt attitudes. The inclusion of climate change in mandate letters is the formal legislation signalling systemic change. Therefore, training will play an important role in helping adapt attitudes by appealing to both values and knowledge.

With this increase in expectation and responsibility, employees will be asked to take action in their roles and will need support in making that happen—especially those who have not encountered climate change or climate science in their work before. Furthermore, we anticipate that employees will need support as they navigate barriers and other departmental/organizational priorities that may seem at odds with climate action.

Some of the key needs for training that have risen through the research and engagement so far are captured in the statements below. These needs statements provide a foundation from which to ideate and prototype strategies and resources that meet these needs.

### **We need a training that is not “one size fits all”.**

We've heard so far that there are specific training needs for different roles within the organization. While it is easy to discuss and offer general, high-level training, there is significant need for more specific training for different purposes—a task that has proven more difficult to achieve in one course. Employees and experts have noted that the support a policy person would need, versus a scientist or engineer differs significantly. Other distinctions have been suggested based on department, or level of position within the organization. This supports the need for a training strategy that encompasses introductory level trainings as well as other learning opportunities designed to meet the needs of different employees.

This need is reflected in the research, which argues for learner-centric programming that is designed to align with the expectations and needs of the learner group (Kashar, 2018; Schattman, Kaplan, Aitken, Helminski, Egetenmeyer & Osborne, 2019). Training curricula should be mindful of the perspectives, subcultures, needs (Monroe, Plate, Adams & Wojcik, 2015) and values (Kashar, 2018) of the learners – and it may require diverse, yet coordinated offerings in order to meet these needs sufficiently. Finally, while the curricula of the strategy must reflect the learners, so to should those facilitating the training (Kashar, 2018; Monroe et al., 2015). In order to foster trust and legitimacy, we will need to be strategic around who is offering each training.

### **We need to be able to communicate effectively to decision makers.**

Participants have noted the need to build capacity in individuals to communicate climate change issues effectively to decision makers, who often have other things to consider and prioritize. This is not just about learning and sharing the knowledge, but developing the ability to position and frame things in a way that appeals to the values and goals of those in position to make decisions.

### **We need training that is applicable and personalized to the Yukon.**

A strong emerging theme within climate change education is the need for personalized content that is relevant to the learner's values and worldview (Lee, Stevenson, Peterson, Carrier, Strnad, & Seekamp, 2013). As learners use a sense of place to understand concepts (Marzetta, 2016), it is important to ensure the training is personalized to the Yukon experience. Information, examples, activities, and actions can not be focused solely on a global or national perspective, but must be localized to help learners navigate the topic towards action (Li & Monroe, 2019; Shapiro Ledley, Rooney-Varga, & Niepold, 2017; Schweizer, Davis, & Thompson, 2013; Arctic Institute of Community based Research, 2019; Foss & Yo, 2019; Monroe, Oxarart, & Walkingstick, 2019).

This theme has been mirrored in the themes from our engagement thus far. Due to the Yukon's highly specific experience of climate change, global and national examples are often not relevant or motivating. Therefore, there is a need for training specialized to the Yukon experience – and even specialized to the Territorial Government experience —to help employees understand how climate change is connected to their work.

### **We need people to understand the complexity and systems-nature of climate change.**

Climate change and sustainability are complex problems that require systems thinking in order to explore and understand their cross-disciplinary natures (Shapiro Ledley et al., 2017). Being able to identify patterns and interconnections is essential (DeVincenzo, 2020). We have heard that the training needs to build capacity for systems thinking in order to help employees understand and navigate the uncertainty of the topic, and see themselves and their work as interconnected with the problem, no matter what department they are in.

### **We need something applicable that helps us take action.**

While originally wildly popular, the knowledge deficit model of climate change education has been found insufficient in motivating behaviour change (Glifford, Kormos & McIntyre, 2011; Kenis & Mathijs, 2012; Vainio & Paloniemi, 2013; Busch, Ardoin, Gruehn & Stevenson, 2019; Szarka, 2014; Sussman, Glifford & Abrahamse, 2016). There is a growing understanding that people are more likely to change behaviour if the action aligns with their attitude and values, is supported within their social norms, and if they believe they are able to have an impact (Glifford et al., 2011). This speaks to the need for training that encourages people to gain ownership over solving problems (Vainio & Paloniemi, 2013).

So far, employees and experts have reinforced this need for addressing topics that are directly applicable to their day-to-day. There is a need for training that shows how to take action, and the impact this action has. The training needs to build the self-efficacy of learners.

### **We need the literacy to be able to interpret and use climate change information.**

One of the biggest barriers people face in taking climate action is understanding climate science (Elshof, 2015; Foss & Yo, 2019). With most climate data presented in complex and uncertain ways, people without significant science or statistical literacy can face tough barriers in engaging with and using the data. We have heard the need for increasing learner literacy and capacity for interpreting and using data, statistics, graphs and scenarios. This training will offer the opportunity to meet those specific needs.



# Alignment with Education for Sustainability

There is an exciting opportunity to centre the training that is developed within the principles and goals of education for sustainability. The learner-centric nature of the training will support the inclusion of different disciplines, perspectives, and even places and cultures as each community and First Nation perspective is also considered in the content development. The systems-thinking focus will support the development of a holistic understanding and approach to action not just for the climate but for the economy and the environment. It also presents an opportunity to move past human centrality towards interconnection between nature and humanity (Selby, 2015).

The training will be designed to encourage self-reflexivity and support employees with taking action in their own work. With a futures focus and the exploration of climate scenarios, learners will have the opportunity to envision and work towards a more sustainable and resilient future in the Yukon. Localizing the content will allow learners to use natural, social, and built environments as a context for learning and exploration of different options/actions and their impacts. The use of case studies and real examples will promote problem solving, critical thinking, visioning, creativity, and the goal of equity in all solutions.

Learners will build on their own foundations to create new understandings through working together to explore options and address barriers they experience in their day-to-day. With the creation of these new trainings and resources, there is an opportunity to build a curriculum on the goals and competencies of education for sustainability.

## Personal Learning

Working on this project will be an opportunity for me to discover how to build these principles of sustainability into a professional work setting. Furthermore, it will provide an opportunity for me to create a learning experience that weaves together climate change work alongside the values of equity and interconnectedness. The engagement and strategy development components will provide an opportunity for me to connect with more people across the organization and discover what opportunities for training and development already exist. I will have the opportunity to learn how to combine experiential learning with professional development, and explore how design tools can support curriculum development in a professional setting. Finally, it will challenge me to be reflexive, especially around my own values, and it will push me to balance my sense of self, best practices, as well as the needs that arise from engaging my colleagues

# Goals and Objectives

The goals and objectives this project are to:

## **Develop a climate change training strategy to support and build the capacity of YG employees as they take climate action in their work.**

- Develop a cohesive, learner-centric strategy that meets the needs of different audiences across the organization
- Create a multi-faceted training strategy that provides introductory and more advanced learning opportunities for employees to engage with
- Design a monitoring process whereby the progress and impact of the strategy can be tracked and the content can be updated to incorporate possible collaborations that emerge
- Identify key partners who could support the strategy by developing and facilitating training opportunities
- Highlight existing training and development opportunities that could incorporate climate change topics into their curriculum
- Develop a set of principles that leverage insights from adult learning theory and education for sustainability as a lens through which to carry out the strategy

## **Design a climate change training component that can be rolled out with Our Clean Future in Fall 2020.**

- Identify an aspect of the strategy that will best support the roll-out of Our Clean Future in Fall 2020
- Develop a learning opportunity that is relevant to the audience's values and worldview that will resonate strongly
- Create curricula that balances affective and cognitive development in support of behaviour change
- Use accessible, credible, and trustworthy information as the foundation for content development
- Exemplify action-oriented, futures focused learning
- Incorporate alternative learning opportunities such as storytelling, experiential learning, simulation/gamification, problem-based learning, and/or online learning

## **Ensure the client has the skills and resources to move forward and implement the strategy with energy and intentionality.**

- Provide the client with the opportunity to build capacity in engagement, data analysis, and synthesis
- Build the client's capacity for systems thinking
- Share processes and tools of human-centred design towards developing skills and values for learner-centric curriculum design
- Build client capacity to engage Yukon Government employees in change initiatives
- Develop client's self-awareness and capacity for self-reflexivity
- Ensure client is in a position to be proactive about offering holistic, personalized, action-oriented, and values-based facilitations



# Project Logistics

## Constraints

The timeline will be the main constraint of this project. The strategy itself will likely take 2-3 years to be fully operational (especially considering just-in-time content to meet the needs of action items that will not roll out for several months-years from now). Therefore, a small chunk of the strategy will be identified to work on for the purposes of this project.

Another constraint will be the time available to work on the project within the work-day. This is a fraction of the client's portfolio and one of several projects within mine. This will require balance and constraints, especially through the engagement phase.

The component of the strategy developed for the purposes of this project will have to be constrained to a particular audience or topic in order to manage scope, and out of the recognition that it will not be possible to create one thing that will be applicable to the climate change training needs of all Yukon Government employees.

Funding will be a key consideration throughout the development of the strategy, as the client will only be able to contract outside collaborators depending on budgetary allotments.

Finally, the robustness of the strategy will also be constrained by the number of people and departments we are able to engage with. We will be limited to developing a strategy that meets the needs of only those we have spoken with or that have come up through the research.

## Barriers

One of the key barriers of this processes so far has been the slow-moving and regulatory nature of the government. This has posed a challenge in getting approvals and executing engagement within original timelines. Privacy regulations required last minute changes and the use of tools that require more manual data analysis.

Another barrier is employee perspectives. If employees are under the impression that their jobs do not relate to climate change, they may assume the training may not be for them. We have had to be intentional about messaging in order to express that we want all employees' input on what kinds of training would be useful for them.

My newness to the government also presents a barrier in that I have less institutional knowledge to tap into and am experiencing and working through many of the challenges for the first time. This results in tasks taking more time as I am only just learning certain processes, procedures, and short-cuts.

Finally, COVID-19 has presented several barriers that will keep this work from moving forward as originally intended. First of all, disruptions such as the shift from workplace to work from home, and the prioritization of essential work in the first few weeks of the pandemic delayed the engagement process significantly. Understandably, approval processes were delayed, and many employees did not have the time or headspace to engage. While these barriers have mostly dissolved, there are still several key stakeholder groups who will not be available as they are on the front-lines of responding to the pandemic. Finally, we may not be able to test the training component with learners in-person, and so will need to identify ways to test the content developed remotely.

## Response to Barriers

In order to overcome these barriers, we have taken several actions:

- Moved resources for in-person interviews and focus groups to virtual interviews and an online survey
- Re-organized to use a survey tool that was within Privacy Impact Assessment of the Government and simplified it for data analysis
- Constant assessment of stakeholder engagement in order to identify and strategize how to connect with outlier perspectives
- Identified opportunities for further rounds of engagement (testing, etc.) in order to incorporate perspectives of key stakeholders who are unable to participate due to the pandemic response

## Project Timeline

Below is a proposed timeline for the remainder of the project work, adapted from the original to address the barriers and subsequent changes.

|                                             | Task                                     | Timeline                                      | Time Allocation                               |                                                    | Details                                                                                                                                                            |
|---------------------------------------------|------------------------------------------|-----------------------------------------------|-----------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             |                                          |                                               | Work                                          | Personal                                           |                                                                                                                                                                    |
| Research                                    | Literature Review                        | February - March 7 <sup>th</sup>              |                                               | Research, Writing                                  |                                                                                                                                                                    |
|                                             | Expert Interviews                        | February - March 9 <sup>th</sup>              |                                               | Design and Facilitation                            |                                                                                                                                                                    |
|                                             | Staff Engagement                         | April – May 8 <sup>th</sup>                   | Design and Facilitation ~20 hours (5h/week)   |                                                    | <ul style="list-style-type: none"> <li>Engagement Design (~5 hours)</li> <li>30 minute interviews (~10 hours: 15 interviews)</li> <li>Survey (~5 hours)</li> </ul> |
|                                             | Data Analysis                            | April 15 <sup>th</sup> - May 11 <sup>th</sup> | Analysis ~10 hours                            | Analysis ~10 hours                                 |                                                                                                                                                                    |
|                                             | Final Project Proposal                   | April 30 <sup>th</sup>                        |                                               | Write                                              | <ul style="list-style-type: none"> <li>Writing</li> <li>Includes research insights and preliminary data analysis</li> </ul>                                        |
|                                             | Data Synthesis                           | Week of May 11 <sup>th</sup>                  | Synthesis ~10 hours                           |                                                    |                                                                                                                                                                    |
| Strategy Ideation and Prototyping           | Ideation, Prioritization,                | Week of May 11 <sup>th</sup>                  | Facilitation, Synthesis ~7.5 hours            | Design                                             | <ul style="list-style-type: none"> <li>Develop design principles</li> <li>Identify training themes</li> <li>Identify key audiences</li> </ul>                      |
|                                             | Dissemination Plan                       | Due: May 17 <sup>th</sup>                     | Ideate ~2-3 hours                             | Write                                              |                                                                                                                                                                    |
|                                             | Develop Strategy Prototypes              | Week of May 18 <sup>th</sup>                  | Prototyping, Testing Framework 10hrs          | Testing Framework, Prototyping Assignment 10-20hrs | <ul style="list-style-type: none"> <li>Develop strategy options</li> <li>Design testing framework</li> <li><b>Submit Prototyping Assignment</b></li> </ul>         |
|                                             | Test Strategy Prototypes                 | Week of May 25 <sup>th</sup>                  | Facilitation, Analysis, & Synthesis ~10 hours |                                                    | <ul style="list-style-type: none"> <li>Test the strategy with key stakeholders</li> <li>Analyze and synthesize feedback</li> </ul>                                 |
| Training Component Ideation and Prototyping | Training Component Ideation              | May 25 <sup>th</sup> – May 31 <sup>st</sup>   | Identify training component ~ 2 hours         | Ideate approaches/ content                         | <ul style="list-style-type: none"> <li>Identify key training component to develop</li> <li>Ideate approaches/content</li> </ul>                                    |
|                                             | Progress Report                          | Week of May 25 <sup>th</sup>                  |                                               | Write                                              | <ul style="list-style-type: none"> <li>Write</li> <li>Work Supervisor review</li> <li>Submit Report</li> </ul>                                                     |
|                                             | Develop Training Component Prototype     | June 1 <sup>st</sup> – June 12 <sup>th</sup>  | ~10 hours                                     | 10-20 hours                                        | <ul style="list-style-type: none"> <li>Create Experience Map</li> <li>Wireframe content/resources</li> </ul>                                                       |
|                                             | Test Training Component Prototype        | Week of June 15 <sup>th</sup>                 | Facilitation, Analysis, & Synthesis ~16 hours |                                                    | <ul style="list-style-type: none"> <li>Test the component with key stakeholders</li> <li>Analyze and synthesize feedback</li> </ul>                                |
| Preparation for Implementation              | Finalize Strategy and Training Component | Week of June 22 <sup>nd</sup>                 | ~16 hours                                     | ~20 hours                                          | <ul style="list-style-type: none"> <li>Make updates to strategy and training component based on feedback</li> <li>Publication Plan (if necessary)</li> </ul>       |
|                                             | Final Report and Presentation            | Due: June 30 <sup>th</sup>                    |                                               | Write                                              | <ul style="list-style-type: none"> <li>Write/Develop</li> <li>Work Supervisor Review</li> <li>Final Edits</li> <li>Present</li> </ul>                              |

# Approval

## Cape Breton University

School of Professional Studies

Cape Breton University  
Department of Education  
P.O. Box 5300  
1250 Grand Lake Road  
Sydney Nova Scotia, Canada  
B1P6L2

### Confirmation of Support from Collaborating Organization

|                             |                                                                              |
|-----------------------------|------------------------------------------------------------------------------|
| Project Title               | Developing a Climate Change Training Strategy for Yukon Government Employees |
| Project Lead (student name) | MacKenzie Litster                                                            |
| Contact Information         | Mackenzie.litster@gov.yk.ca<br>519-503-6264                                  |

|                     |                                                                                                        |
|---------------------|--------------------------------------------------------------------------------------------------------|
| Instructor          | Dr. Patrick Howard                                                                                     |
| Course              | EDUC6800: Education for Sustainability Project                                                         |
| Contact Information | 1250 Grand Lake Rd., Cape Breton University, Sydney, NS.<br>Tel: 902 563 1300<br>Patrick_howard@cbu.ca |

| Supervisor/Head of Collaborating Organization |                                               |
|-----------------------------------------------|-----------------------------------------------|
| Name                                          | Tracey Johnson                                |
| Position                                      | Team Lead - Organizational Development Branch |
| Organization                                  | Yukon Government                              |
| Contact email/phone                           | Tracey.johnson@gov.yk.ca                      |

- I confirm that the school administration (or division head/management) is aware and fully supports the proposed applied research project.

Name: Tracey Johnson

Position: Team Lead

Signature: [Signature]

Date: May 1/2022

(Head Department/Division)

(year/month/day)

# Engagement Plan

## Overview

This document provides an abbreviated overview of the Engagement Plan for the Climate Change Secretariat and Organizational Development Branch's work on developing Climate Change Training for Government of Yukon employees.

The document introduces the methodology used in engagement, provides a stakeholder analysis, and outlines a proposed approach for connecting with stakeholders through the engagement process.

This document is intended to be a guide. It is designed to be malleable and flexible in order to be a living document that can be continuously updated throughout the engagement process. The methodology is intended to be iterative and open to leave room for changes as we learn throughout the process.

**Note:** Strikethrough text is content that was in the original plan but had to be removed due to Covid-19. Some content logistical information has been shortened or removed for succinctness.



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# Methodology

We always begin our process with getting a sense of the reality of the here and now of the system we are working in. Engagement is an important part of this initial sense making. We use tools for inquiry to engage with the whole system to get a better picture of the current reality, in order to design and develop interventions that appropriately address the needs of the system.

## Analysis and Synthesis

Once we've gathered data through engagement, we move through a sense-making process to help inform what interventions would in the given context. This sense-making process is rooted in grounded theory – a qualitative research methodology that uses inductive reasoning to analyze a collection of data. Developed by Glaser and Strauss (1967), grounded theory takes a different approach than the usual scientific method of research. Rather than starting with a hypothesis and trying to prove it, this approach is more open ended and allows conclusions to arise from the data itself (Corbin, 2017).

As we analyze the data (which has been gathered through narrative, observational, appreciative, and action-based methods), repeated ideas, concepts and themes emerge. These ideas, concepts and themes are then grouped into categories which become the main insights into the current issues and problems within the system (Corbin, 2017). It is an iterative and emergent process (Stokes, 2011).

## Engagement Tools

Below is a description of some of the engagement tools that will be used to conduct engagement for this project.

|                                                                                                                                                                                                                                                 |                                                                                                                                               |                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interviews</b><br>Short, 20-30 minute interviews with key stakeholders/informants who will be able to provide in-depth insight into an aspect of the project. These can be in-person or over the phone.                                      | <b>What ODB will do</b><br>We will help to design the interview protocols and conduct the interviews with key informants.                     | <b>What We Need From You</b><br>We will need your help in identifying which key-informants to interview. It would also be ideal if someone from the project team could co-conduct the interviews.                                                                                            |
| <b>Focus Groups</b><br>These 60-90 minute facilitations are for groups between 15-20 people. They can be designed for a particular stakeholder group, or they can be designed to bring a diverse group of people together to discuss the topic. | <b>What ODB will do</b><br>We will design the focus group activities based on the research questions and help to facilitate the focus groups. | <b>What We Need From You</b><br>We will need your help in identifying which stakeholders to engage in focus groups. Furthermore, we will likely need your support recruiting participants. Finally, it would be ideal if someone from the project team could co-facilitate the focus groups. |
| <b>Survey</b><br>A wide-reaching tool, the survey can be used to gather explorative information on needs related to the topic, or it can be used as a method to help converge on ideas.                                                         | <b>What ODB will do</b><br>We will help to design the survey and share it out with the organization.                                          | <b>What We Need From You</b><br>We will need your help in both designing the survey and getting it out to folks in the organization.                                                                                                                                                         |

# Research Questions

The purpose of engaging with different stakeholder groups for this project is to develop a deeper understanding in the following areas:

- How do people understand climate change in the Yukon Government - what do they know and what don't they know?
- What are the common perceptions and values around sustainability in the Yukon Government?
- What barriers do people face in understanding and acting for sustainability?
- What do people need in order to understand the content, process the change required, and want to take sustainable action?
- How do we reconcile the tension when the needs for climate action are at odds with the needs of an individual or group?
- How do we transition climate action from being a check-list to being a lens through which we see all we do?

# Stakeholder Analysis

In our Stakeholder Analysis and Prioritization, we identified key stakeholder groups and the questions we'd want to know from them in order to move forward with developing climate change training that meets their needs.

We also conducted a prioritization of stakeholders to identify the level of engagement that makes sense for each stakeholder group. We did this through the use of an Influence vs. Impact matrix. We sorted each group into one of the four quadrants, and this ranking is captured in the stakeholder analysis chart below.

|                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Influence/Power ↑ | <b>High Influence/Low Interest</b><br>These folks need to be engaged in order to meet their needs as they will be greatly influenced by the outcome. The goal is to increase their interest in the outcome.                                                         | <b>High Influence/High Interest</b><br>These folks are key players and need to be consulted and involved in decision making processes. They may also be involved in other decision-making bodies.                                                                                                                                |
|                   | <b>Low Influence/Low Interest</b><br>These are folks who are not going to be very impacted by the outcome and have little explicit interest in the project. They should be kept informed via communications. The goal is to increase their interest in the outcome. | <b>Low Influence/High Interest</b><br>It is important to show these folks consideration. They should be kept informed and engaged with in relation to their interest areas. They are often key supporters or ambassadors who are interested in the outcome but either won't have much influence or be influenced by the outcome. |

Interest →

| Stakeholder Group                                            | Prioritization                  | What do we want to know?                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                           |
|--------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| YG Employees                                                 | High Influence/<br>Low Interest | <ul style="list-style-type: none"> <li>What do you know?</li> <li>What are you excited about?</li> <li>What motivates you to take climate action?</li> <li>What opportunities do you see?</li> <li>What barriers do you face?</li> <li>What key topics would be helpful?</li> <li>What are the gaps in climate change training that need to be filled?</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li></li> </ul>                                                                                        |
| Staff in the Communities                                     | High Influence/<br>Low Interest |                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>What methods of training would work for you?</li> <li>What ongoing support do you need?</li> </ul> |
| Managers/Supervisors                                         | High Influence/<br>Low Interest |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                           |
| Branch Directors                                             | High Influence/<br>Low Interest |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                           |
| Policy Analysts                                              | High Influence/<br>Low Interest |                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Where do we prioritize?</li> <li>How do we turn policy into action?</li> </ul>                     |
| Climate Change Secretariat Director                          | High Influence/<br>High Power   | <ul style="list-style-type: none"> <li>Who to prioritize for training?</li> <li>What budget and resources do we have?</li> </ul>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                           |
| Strategy and Mitigation Employees                            | High Influence/<br>High Power   | <ul style="list-style-type: none"> <li>What key questions should we be asking?</li> <li>What key topics are important in climate change training?</li> <li>What key learnings do you have from educating others?</li> <li>What gaps in knowledge have you identified?</li> <li>How do we support people in deciding between options and feasibility?</li> </ul>                                                                                        |                                                                                                                                           |
| Energy Branch                                                | High Influence/<br>High Power   |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                           |
| Climate Change Information and Mainstreaming Program (CCIMP) | Low Influence/<br>High Interest | <ul style="list-style-type: none"> <li>What has worked and what hasn't in providing training?</li> <li>What learnings do you have from offering previous trainings?</li> <li>What do you see your continued role as?</li> <li>What resources do they have that might be helpful?</li> <li>What are common gaps in knowledge and misunderstandings you run into?</li> </ul>                                                                             |                                                                                                                                           |
| Assistant Deputy Ministers (ADMs)                            | Low Influence/<br>High Interest | <ul style="list-style-type: none"> <li>Who are key people to be part of this training?</li> <li>What knowledge do you need?</li> <li>What barriers do you face in taking climate action?</li> <li>What's the value-add factor that would help them recommend this training?</li> <li>What outcomes would you like to see out of this training?</li> </ul>                                                                                              |                                                                                                                                           |
| Climate related experts across YG                            | Low Influence/<br>High Interest | <ul style="list-style-type: none"> <li>What kinds of information do people need in order to incorporate climate action into their work?</li> <li>What gaps do you see in people's knowledge?</li> <li>What has worked and what hasn't worked in getting people to take climate action?</li> <li>How do you get people to buy-in (especially across barriers)?</li> <li>How involved do you want to be in developing/delivering the content?</li> </ul> |                                                                                                                                           |
| Senior Science Advisor                                       | Low Influence/<br>High Interest |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                           |
| Risk Management Reps in Departments                          | Low Influence/<br>High Interest |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                           |
| Training Centre Folks                                        | Low Influence/<br>High Interest | <ul style="list-style-type: none"> <li>Are there other models for training?</li> <li>How do we measure the success?</li> <li>Are there other trainings on this topic elsewhere in the government?</li> <li>Best practices for reaching YG audiences?</li> </ul>                                                                                                                                                                                        |                                                                                                                                           |
| Minister of Environment                                      | Low Influence/<br>Low Interest  | <ul style="list-style-type: none"> <li>What parts of the process do they want to know about?</li> <li>How do they want to be involved?</li> <li>Briefing note updates at Key stages?</li> </ul>                                                                                                                                                                                                                                                        |                                                                                                                                           |



# Approach

The following is a draft approach for engaging with different stakeholder groups. The numbers in brackets are a suggestion for the number of interviews or focus groups to allocate to each group.

|                                     | Survey | Interviews      | Notes                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------|--------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YG Employees                        | X      | <del>8-12</del> |                                                                                                                                                                                                                                                                                                                                                                                      |
| Staff in the Communities            | X      | 5               |                                                                                                                                                                                                                                                                                                                                                                                      |
| Managers/Supervisors                | X      | <del>3-6</del>  |                                                                                                                                                                                                                                                                                                                                                                                      |
| Branch Directors                    | X      | 5               | <ul style="list-style-type: none"> <li>• Community Services - Policy</li> <li>• Executive Council Office - Policy</li> <li>• Environment - Water Resources</li> <li>• Community Services - Emergency Measures Organization</li> <li>• Environment - Climate Change Secretariat</li> <li>• Energy Mines and Resources - Energy Branch</li> <li>• Highways and Public Works</li> </ul> |
| Policy Analysts                     | X      | 3-4             | <ul style="list-style-type: none"> <li>• Environment</li> <li>• Executive Council Office</li> <li>• Highways and Public Works</li> <li>• Procurement</li> </ul>                                                                                                                                                                                                                      |
| Strategy and Mitigation Folks       | X      | 2               | Mitigation Analyst<br>Strategy Analyst                                                                                                                                                                                                                                                                                                                                               |
| Energy Branch                       | X      | 2               |                                                                                                                                                                                                                                                                                                                                                                                      |
| CCIMP                               |        | 4               |                                                                                                                                                                                                                                                                                                                                                                                      |
| ADMs                                | X      | <del>6</del>    | <ul style="list-style-type: none"> <li>• Energy, Mines, and Resources</li> <li>• Environment</li> <li>• Community Services</li> <li>• Economic Development</li> <li>• Public Service Commission</li> <li>• Highways and Public Works</li> </ul>                                                                                                                                      |
| Climate related experts across YG   | X      | 1-2             | <ul style="list-style-type: none"> <li>• Economic Development</li> <li>• Finance</li> <li>• Highways and Public Works</li> </ul>                                                                                                                                                                                                                                                     |
| Risk Management Reps in Departments | X      | 1-2             | <ul style="list-style-type: none"> <li>• Highways and Public Works</li> </ul>                                                                                                                                                                                                                                                                                                        |
| Senior Science Advisor              |        | 1               |                                                                                                                                                                                                                                                                                                                                                                                      |
| Yukon First Nations                 |        | 1-3             |                                                                                                                                                                                                                                                                                                                                                                                      |
| Training Centre                     |        | 1               |                                                                                                                                                                                                                                                                                                                                                                                      |

# Survey Design

## Introduction

We are developing climate change training for Yukon Government employees and want to create training that meets the needs of all employees. That's why we need to hear from you! We want to know what knowledge and support you need, what would help you feel capable of taking action, and what kind of training would help you implement climate action into your work. Thank you for your time and input - we really appreciate it!

## Informed Consent

This survey is anonymous. That means we will not ask for your name, or other personally identifying information, and the content you provide will be analyzed thematically with that of other respondents. The only pieces of identifying information we do ask for is which department you are in and if you are in a leadership position. These questions are asked in order to track the variety of perspectives we've gathered in the survey, and to identify specific needs for particular groups within YG.

The results of the survey will be seen by the project team, which consists of Organizational Development Consultants and members of the Climate Change Secretariat. The data collected through the survey and previous interview data will be compiled into themes. No identifying information will be attached to a specific piece of information. These themes will then inform the design of a training strategy for climate change.

Your participation in this survey is completely voluntary. You are welcome to stop the survey at any point, or choose not to answer questions. The survey should take between 5-10 minutes to complete.

If you have any questions about the survey, please contact MacKenzie Litster through email at [mackenzie.litster@gov.yk.ca](mailto:mackenzie.litster@gov.yk.ca) or by phone at 867-667-8053.

## Questions

1. What opportunities do you see for taking climate action in your work? [Text box]
2. What challenges do you face in taking climate action in your work? [Text box]
3. Which climate change topics would be relevant for you to learn about? (Select all that apply)
  - Overview of climate change science
  - Climate change data, tools, projections and methodologies
  - Indigenous worldviews on climate change
  - Adapting to climate change impacts in the North
  - Mitigating greenhouse gases in the North
  - Vulnerability assessments, risk assessments, and scenario planning
  - Addressing climate anxiety (and other psychological experience of climate change)
  - Implementing "Our Clean Future" (Yukon's climate change, energy and green economy strategy)
  - Integrating climate change into decision-making
  - How to take climate action in our day-to-day work
  - Climate Leadership
  - Other: (option to add in other answers)
4. What would make this a valuable training for you? [Text box]
5. Is there anything else we should keep in mind when designing climate change training for you and other employees? [Text box]
6. Which department are you in? [Select from list of departments]
 

Question description: This question helps us to see which departments we've connected with and which we haven't. It may also help us understand whether or not there are specific training needs for certain departments.

  - Community Services
  - Economic Development
  - Education
  - Energy, Mines and Resources
  - Environment
  - Executive Council Office
  - Finance
  - French Language Services Directorate
  - Health and Social Services
  - Highways and Public Works
  - Justice
  - Public Service Commission
  - Tourism and Culture
  - Women's Directorate
  - Yukon Energy Corporation
  - Yukon Development Corporation
  - Yukon Housing Corporation
  - Yukon Liquor Corporation
  - Yukon Lottery Commission and Lotteries Yukon
  - Yukon Worker's Compensation Health and Safety Board
7. Please indicate if you are an ADM, DM, Director, Manager or Supervisor.
 

Question description: This may help us understand if there are specific training needs for different groups within YG.

  - Yes
  - No

# Sample Communication

Hello \_\_\_\_\_,

As you may know, we have been developing an action plan for the climate through the creation of Our Clean Future: A Yukon strategy for climate change, energy, and a green economy.

We know that building this healthy, resilient future is not something that can be done in isolation, but must be integrated across our organization. We also realize that all of us across the government will need support in making this happen. A key part of that support is developing our collective knowledge and capacity for action. Item 126 in our strategy is to “develop and promote climate change training for Government of Yukon employees”. The Climate Change Secretariat and ODB have teamed up to develop this training for our organization.

In an effort to develop a climate change training approach that meets the needs of Yukon Government employees, we’re hoping to engage with folks to understand what knowledge and support is needed, what common barriers people face in taking action and ownership, and what training would support implementing the strategy in the different work of our organization.

**We are reaching out to you specifically because you have experience working with Government of Yukon staff on climate change issues, as well delivering climate change training. If you’re willing, we’d love to have a short virtual interview with you to learn about climate change training needs from your perspective.**

**If you’re interested and willing in participating in an interview, please feel free to sign up for one of the available options at this link: <https://doodle.com/poll/....>**

We look forward to hearing from you!

# Sample Interview Protocol

## Employee Interview

1. Can you start by telling me a little bit more about your role?
2. What do you love about the planet? Why do you care about it?
3. What does sustainability mean to you?
4. What motivates you to take climate/sustainable action?
5. How do you see sustainability or climate action connect to the work you do?
6. What opportunities do you see for taking sustainable/climate action in the work you do?
7. What barriers do you face in taking climate/sustainable action in your day-to-day?
8. If you had a magic wand and could take any action for the climate or planet in your work, what would you do? Why?
9. What do you know about climate change/the new climate action plan and what questions do you have?
10. What key topics would be helpful to learn about?
11. How could climate change training be most supportive for you?

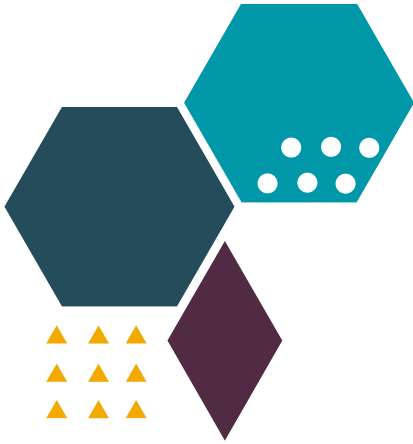


## CCIMP

1. Can you start by telling me a little bit more about your role?
2. How have you supported Government of Yukon with climate change needs in the past?
3. What has worked and not worked in providing past climate change training?
4. What are the common gaps in knowledge you run into?
5. What key topics would be helpful to address in climate change training?
6. What resources might be helpful in the development of climate change training for Government of Yukon employees?
7. What do you see your continued role being in climate change training going forward (if at all)?
8. Who else should we be talking with?

## Climate Related Experts

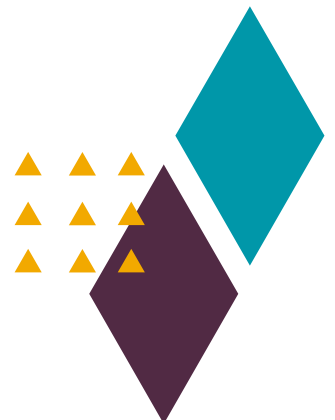
1. Can you start by telling me a little bit more about your role?
2. What has worked and not worked in getting people to take climate action?
3. What are the common gaps in knowledge you run into?
4. What key topics would be helpful to address in climate change training? What do we need to address to get folks to take action?
5. What resources might be helpful in developing training?
6. If you had a magic wand and could design the ultimate climate change training for YG employees, what would it look like?
7. How do you get people to buy-in to climate action, especially across barriers?
8. How involved would you like to be in developing/delivering content?
9. Who else should we be talking with?



# understand.

**41** Literature Review

**54** Engagement Analysis



# Literature Review

## Introduction

The Government of Yukon is in the final stages of developing a new action plan, Our Clean Future: A Yukon Strategy for Climate Change, Energy, and the Green Economy. This strategy articulates the goals, values, and strategic objectives for addressing the climate change emergency over the next ten years. The vision of the strategy is to set us on a path toward a “stronger, more sustainable future for Yukoners” (Yukon Government, 2019).

The Climate Change Secretariat of the Yukon Government recognizes that building this healthy, resilient future is not something that can be done in isolation from government policies, leadership, and decision-making. It is important that the goals of the strategy are integrated into all aspects of government planning and operations across Yukon. It is also recognized that employees across the government will require support in adopting the plan into their work in the organization. A key part of that support is developing the organization’s collective knowledge and capacity for action. Therefore, Item 126 in the strategy is to “develop and promote climate change training for Government of Yukon employees” (Yukon Government, 2019).

With the upcoming roll-out of Our Clean Future, we have an opportunity to develop a strategy, curricula, and resources for climate change training that can support employees as they digest and integrate the plan. This opportunity has presented us with the following design challenge: **how might we develop training and facilitations to support Yukon Government employees in building their capacity for sustainable action?**

As we begin the design process for both a training strategy and training content, we have an opportunity to understand what supports behaviour change for climate action, what barriers folks tend to face, and what pedagogical approaches might be effective in offering training for government employees. The following is a summary of insights from the literature around these topics.



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| 45 | Barriers         |

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| 47 | Best Practices         |
| 49 | Pedagogical Approaches |
| 52 | Conclusion             |

# Methods

The following literature review was conducted by accessing peer-reviewed articles and published literature on the topics of behaviour change related to climate action, barriers to taking climate action, and pedagogical approaches for educating on climate change. Resources were sourced through using Google Scholar, ERIC, and the CBU library search engines. A few resources were also identified in the Organizational Development Branch office. Table 1 captures the terms and combinations that were used to search for resources online. The initial search identified 247 resources. This was narrowed down to 65 sources using the inclusion and exclusion criteria outlined in Table 2. The result was a span of resources from a wide variety of disciplines, representing mostly the perspectives of the general public, the workforce, post-secondary students, and the occasional high school student. The themes and insights from the literature have been captured below in three sections: behaviour change, barriers, and pedagogical approaches. While each has a unique perspective, they all work together to tell the story of possible goals, considerations, and opportunities for climate change training for Yukon Government employees.

**Table 1 Search Terms and Combinations**

|                     |     |                  |     |                     |            |                        |    |          |
|---------------------|-----|------------------|-----|---------------------|------------|------------------------|----|----------|
| Professional        | and | Climate Change   | or  | Climate literacy    | and        | Education              | or | Training |
| Climate Action      | Or  | Climate Literacy | and | Training            | or         | Education              |    |          |
| Climate Action Plan |     |                  | And | Implement-<br>ation | or         | Education              | or | Training |
| Climate Change      | And | Education        | or  | Training            |            |                        |    |          |
| Climate Change      | And | employees        | And | Training            | Or         | Education              |    |          |
| Climate Action      | Or  | Climate literacy | And | Behaviour Change    | and        | Education              | or | Training |
| Climate Action      | Or  | Climate literacy | And | Adult Education     | And/<br>or | Experiential Education |    |          |

**Table 2 Inclusion and Exclusion Criteria**

| Inclusion Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Exclusion Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Studies in English and from English speaking countries</li> <li>2. Mitigation, adaptation, sustainability or climate change related content</li> <li>3. Anything from 2011-2020</li> <li>4. Resources focused on people ages 16+</li> <li>5. Resources discussing education or professional development opportunities for professionals</li> <li>6. Resources on best practices in education for sustainable development, climate change education, or environmental education.</li> </ol> | <ol style="list-style-type: none"> <li>1. Anything before 2011</li> <li>2. Anything past the first 5 pages of the search</li> <li>3. Resources focused on teacher training</li> <li>4. Resources referring to school-climate</li> <li>5. Resources focused on formal education, except when testing innovative curriculum, activities, or technology in climate change education</li> <li>6. Resources focused on climate change research or the impacts of climate action on climate change research</li> <li>7. Resources focused on creating (rather than implementing) climate action or energy policies</li> <li>8. Resources about literacy unrelated to climate or sustainability</li> <li>9. Resources with a focus on elementary or middle-school students</li> </ol> |

# Behaviour Change

Given that the intended goal of the training is to move people to climate action, and the use of the plan as a framework for decision-making in the day-to-day operations of the organization, it seemed prudent to develop a foundational understanding of behaviour change when it comes to climate action.

Predominantly, the approach to catalyzing positive behaviour was through the knowledge-deficit model, where it was believed that the more knowledge someone gained about climate change, the more concerned folks would be, which would then lead to these people taking climate action (Glifford, Kormos, & McIntyre, 2011). It has now been found that this approach is not often successful (Glifford, et al., 2011; Kenis & Mathijs, 2012; Vainio & Paloniemi, 2013; Busch, Ardoin, Gruehn & Stevenson, 2019; Szarka, 2014; Sussman, Glifford & Abrahamse, 2016). Instead, studies increasingly are focused on the importance of the intrapersonal, interpersonal, and external as motivations for behaviour change (Glifford, Kormos, & McIntyre, 2011). This is reflected in the growing popularity of social marketing strategies that rely on theory of planned behaviour, or the norm activation model (Reese & Bamberg, 2014). The theory of planned behaviour (depicted in Figure 2) shows how attitude, social norms, and efficacy must be present to drive intent to act, which then leads to the action itself (Glifford et al., 2011). The value belief norm theory adds that attitudes, norms, and efficacy are developed on the foundation of personal values, and that there is a reckoning of how climate change conditions will threaten something of value to the individual (Glifford et al., 2011).

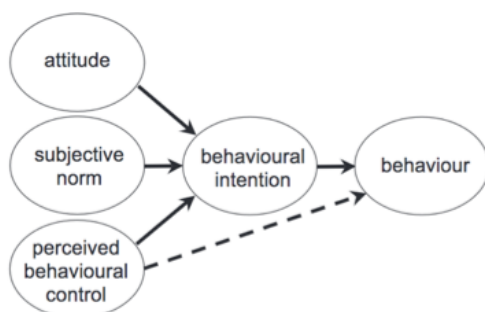


Figure 2 Theory of Planned Behaviour  
(Verplanken, 2011)

When it comes to attitude, it's been found that the strength of someone's belief in climate change is more effective in promoting action than knowledge of climate change itself (Vainio & Paloniemi, 2013; Szarka, 2014; Marzetta 2016). This correlation is strong when the belief is in local effects of climate change (Blennow, Persson, Tomé, Hanewinkel & Krueger, 2012) and in the problem being anthropogenic in nature (Vainio & Paloniemi, 2013). Behaviour is also influenced by social comparison, social identity, and social norms (Glifford et al., 2011; Busch et al., 2019).

Individuals are more likely to act if they feel like social norms support the behaviour, and if they feel like the action would be seen as normal and acceptable in the eyes of their peers (Glifford et al., 2011). Finally, the perceived ability to have an impact is a significant predictor of behaviours (Busch et al., 2019). The higher the level of self-efficacy around a particular behaviour, the more likely the person is to act (Hereen, Singh, Zwickle, Koontz, Slagle, & McCreery, 2016; Szarka, 2014). Therefore, it is important to encourage people to gain ownership over solving problems (Vainio & Paloniemi, 2013).



However, rather than jumping from belief in effects of climate change to solutions, there is an opportunity to pause in the middle to engage in strategic reflections about the anthropogenic context of the problem and draw personal conclusions of the actions required (Kenis & Mathijs, 2012). By introducing this inquiry step, people would have the chance to practice moral reasoning and move towards acting as moral agents (Swaffield & Bell, 2012). One tool that could be helpful in creating the space for this pause, is mindfulness. So much of our behaviour is actually trapped in habitual patterns – mindfulness helps to identify and undo these patterns, creating a place to pause, reflect, and decide if we want to do something different (Brannigan, 2011).

While changing individual behaviour seems to be the “holy grail” of tackling climate change, there are some folks who disagree (Kenis & Mathijs, 2012). Other important factors to consider are that behaviour is impacted by external personal, social, institutional, and cultural factors such as economic constraints, available options, and psychological barriers (Glifford et al., 2011). While research does show that individual-focused approaches do have some impacts on behaviour, they are often of small and fade over time (Reese & Bamberg, 2014). Individual approaches are contested by those who see social action to remove structural barriers as more impactful (Kenis & Mathijs, 2012). For some, the ideal approach is to first put energy into systemic behaviour regulation (i.e. through formal legislation or informal “nudging”) and then follow-up with informational, and values-based approaches to adapt attitudes (Verplanken, 2011). By changing the structure, it changes the circumstances and external factors which drive behavioural decisions (Sussman et al., 2016). For others, collective action is preferable over individual action, where an unjust status quo, belief in collective efficacy, and a shared social identity lead to more impactful change (Reese & Bamberg, 2014).

Seemingly drawing from these two perspectives, Stoknes (2015) offers a strategy for overcoming the psychological barriers to behaviour change. This strategy includes (a) turning the barriers upside down: reducing polarization and dissonance, using supportive framing, and making issues personal, urgent, and localized; (b) sticking to positive strategies: promoting desirable, inspirational, and engaging solutions; and (c) acting as social citizens not individuals: working together to demand change (Stoknes, 2015).

Given the complexity of both humans and systems, the movement through any of these behaviour change models is not often smooth. The next section explores some of the common challenges and barriers people face in the journey towards taking action for the climate.



# Barriers

The following are a collection of some of the most predominantly mentioned barriers people face as they consciously or unconsciously progress along a path towards climate action. This is by no means an exhaustive list, but a general capture to assist in identifying where training could have an impact in supporting people in taking action.

## Onus on the Individual

One of the barriers that was alluded to in the previous section is placing the onus of responsibility on the individual. Stemming from neo-liberalist tendencies (Selby, 2015), our current approaches often place responsibility for climate action solely on the individual, not questioning larger systemic forces (Selby, 2015). This can lead to feelings of discouragement about one's ability to affect change within such a large and complex problem (Foss & Yo, 2019). Furthermore, the complexity and scale of climate change can lead to feelings of powerlessness and paralysis, especially when individual action feels "negligible compared to the magnitude of the problem" (Kenis & Mathijs, 2012).

## Media and Current Narratives

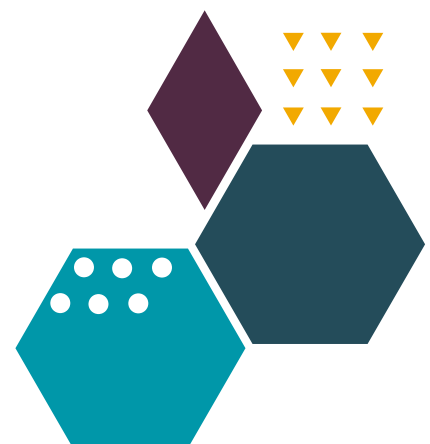
A key contributor to mistrust are the current prevailing narratives and approaches to media coverage. There is often an abundance of airtime given to climate skeptics (Foss and Yo, 2019) who are promoting fake news (Ouariachi et al., 2018). This media practice of the false balanced approach to climate coverage (Elshof, 2015) leads to a confusion around the degree of consensus on anthropogenic climate change (Otto, 2018). This confusion leads to doubt and doubt leads to passiveness and inaction (Elshof, 2015). Furthermore, the use of fear-based narratives in response to legislation that might impact carbon resource development makes belief confusing, and trust and action difficult (Elshof, 2015). Finally, without critical analysis, we easily fall into the trap of using our predispositions to select media and narratives that already match our views (Elshof, 2015). This can lead to confirmation bias, and reinforcement of narratives that allow us to reason away action.

## Understanding Complexity

Building on the notion of the complexity and scale of climate change, there is a significant gap in understanding climate change science (Elshof, 2015; Foss & Yo, 2019). Most climate information is presented in complex and uncertain ways, making it inaccessible without significant science literacy (Vainio & Paloniemi, 2013). Furthermore, the pace at which the scientific knowledge changes is difficult to keep up with (Foss and Yo, 2019). All of these factors makes it difficult for people to perceive climate change directly (Vainio & Paloniemi, 2013). While – as noted in the behavioural change section – knowledge is not indicative of action, not being able to understand the complexity still has an effect on self-efficacy levels, often resulting in a feeling of powerlessness and not knowing how to act (Kenis & Mathijs, 2012).

## Misconceptions

Other contributing factors to the difficulty of perceiving climate change directly are the common misconceptions that continue to cloud people's understanding of climate change causes. This includes considering climate change as static rather than dynamic (DeVincenzo, 2020), as well as "linking climate change to the hole in the ozone layer, confusing climate and weather, and not recognizing the anthropogenic nature of climate change" (Foss & Yo, 2019). These misconceptions are often perpetuated by ingrained mental models, cognitive biases, and misconceptions of harm and risk (DeVincenzo, 2020). A result of the difficulty in perceiving climate change directly is that it then becomes seen as a low risk (and thus not a pressing) issue because it cannot be experienced directly (Blennow et al., 2012). This is why making climate change impacts not only accessible, but locally relevant, is integral in identifying the true risk associated with the problem.



### The Five D's

Figure 3 demonstrates the 5 barriers that block us from hearing climate messages: Distance, Doom, Dissonance, Denial, and iDentity. While distance and iDentity have been noted in some of the barriers above, doom captures the feeling that change is coming and it can only be met with loss, cost, or sacrifice (Stoknes, 2015). Without practical solutions, our helplessness grows (Stoknes, 2015) and this “doom and gloom” kind of thinking becomes disabling and disempowering (Selby, 2015). Dissonance is when what we know conflicts with what we do (Stoknes, 2015). Without proper support to navigate dissonance, it can become a significant barrier to action. Denial is when we ignore or avoid acknowledging the uncomfortable realities about climate change (Stoknes, 2015). Denial is where we seek sanctuary from guilt, anxiety, frustration, overwhelm, grief (Verlie, 2019), the fear of feeling the pain the world is experiencing (McGregor, 2015a), and the feeling that we have no control over things (Vainio & Paloniemi, 2013). Denial, apathy, or disengagement is often used as a coping mechanism – many people fail to act not because they do not care, but because they care a lot (Verlie, 2019).

### Growth-Focused Culture

One of the challenges that becomes apparent as the impact of an action is evaluated is the pervasive focus on growth in society (Selby, 2015). Consumerism itself has become key to personal identity, fed by the narrative that there will be never-ending growth and ever upwards progress (Selby, 2015). By not interrogating the growth agenda, actions run the risk of perpetuating patterns of consumption and growth that lead to sustainability problems such as inequality, biodiversity loss, poverty, and climate change (Selby, 2015). If actions are to maintain the status quo of growth (just in a greener way), then they will not result in having a sustainable impact long-term (Selby, 2015). According to Selby, the “triple bottom line goal of achieving economic, environmental, and social sustainability only is feasible if we transition from growth to steady-state economy” (2015).

### Human Centrality on Earth

While the previous barrier can be explored easily through evaluation, this barrier is situated in the foundational values and attitudes of individuals and the collective. For the most part in Western culture, there is a pervasive narrative that human life is central to the existence of earth (Selby, 2015). This narrative places humans at the centre of the purpose of the world, separating us from and giving us dominance over nature (Selby, 2015). Selby argues that in order to have truly sustainable action, we must move to a narrative of interconnection, where humans are embedded in and equal to all nature (Selby, 2015). By perpetuating this narrative of separation, we are limited in our ability to act for the wellbeing of the planet (Eisenstein, 2018). However, by seeing humans as part of the ecosystem of the planet, there is increased likelihood of transformative action (Selby, 2015).

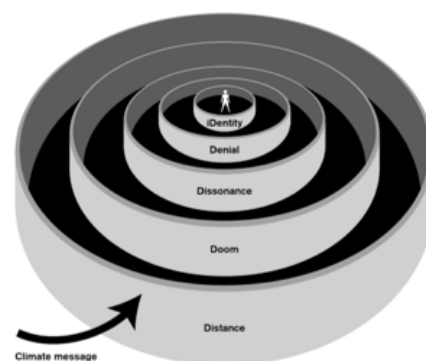


Figure 3 The Five D's (Stoknes, 2015)

# Best Practices for Climate Change Education

“Climate change cannot be addressed by a few individuals with privileged access to information, but rather requires transfer of knowledge, both intellectually and affectively, to decision-makers and their constituents at all levels,” (Shapiro Ledley, Rooney-Varga, & Niepold, 2017). Given the models for behavioural change and the common barriers that are faced in addressing climate change, the following are findings from the literature that describe how best to support employees at all levels through training and education. This section has been split into two parts: principles for climate change training and pedagogical approaches. A note that these recommendations are synthesized from across a variety of sustainable education fields including: climate change education (CCE), climate change training (CCT), education for sustainability (EFS), education for sustainable development (ESD), and environmental education (EE).

## Principles

Insights from across the literature identified several core principals and criteria for designing and implementing climate change training. These include: develop learner-centric programs; ensure relevance; balance affective and cognitive domains in the curriculum; leverage adult learning theory; integrate accessible, credible, and trustworthy information; use a systems approach; foster hope through action-oriented learning; and embrace social learning.

### Develop Learner-Centric Programs

It is imperative that climate change training opportunities are developed in a learner-centric way. In order to develop an effective learning experience, the socio-cultural context (Lee, Ceyhan, Jordan-Coolley, Sung, Eisenack, & Reckien, 2013), perspectives, subcultures, needs (Monroe, Plate, Adams & Wojcik, 2015), and values (Kashar, 2018) of the learner group must be understood and addressed. Adults are generally most interested in subjects that are relevant to them (DeVincenzo, 2020). The curriculum should be designed to align with the expectations and needs of the learner group (Kashar, 2018; Schattman, Kaplan, Aitken, Helminski, Egetenmeyer & Osborne, 2019), and ideally, it would be designed in collaboration with the learners (Kashar, 2018; Monroe et al., 2015; Lee et al., 2013). There should also be room for flexibility to meet each learner where they are at, and guide them so that they are further along than where they started (Walton, Yarker, Mesquita, & Otto, 2016; Schattman et al., 2019). Finally, having facilitators who are reflective of the values and identity of the audience can help to instill trust in the learning process (Kashar, 2018; Monroe et al., 2015). As Monroe, Oxarart & Walkingstick put it “because trust can be challenging to cultivate and important to maintain, we recommend that every aspect of the workshop be designed to engage learners, enhance their comfort, and enable them to ask questions,” (2019)

### Ensure Relevance

Similar to the previous principle, the content of the training needs to be relevant to the learner’s values and worldview (Lee et al., 2013). Content tailored for specific groups or demographics often resonate more strongly (Lee et al., 2013). Furthermore, as was alluded to in the previous two sections, learners use their sense of place to understand concepts (Marzetta, 2016). Therefore, ensuring that climate change information, examples, activities, and actions are localized to the geography, problems, values, beliefs and experience of the learners is essential in navigating the vastness of the topic and instilling a belief that leads to action (Li & Monroe, 2019; Shapiro Ledley et al., 2017; Schweizer, Davis, & Thompson, 2013; Arctic Institute of Community based Research, 2019; Foss & Yo, 2019; Monroe et al., 2019). In Kashar’s study on climate change training for environmental employees, it was found that locally framed messaging and tools were effective in supporting learning and application on the job (2018).

### Balance Affective and Cognitive Domains

As was mentioned in the section on behaviour change, the knowledge-deficit model has been proven as ineffective. Judson states, “knowledge and skills can only be meaningfully learned and understood when one’s emotions are engaged in the learning process” (2015). In order to have effective climate change training, the affective, cognitive, and behavioural domains all need to be addressed in the curriculum (Cantell, Tolppanen, Aarnio-Linnanvuori, & Lehtonen, 2019). There is often a tendency to shy away from educating about emotions (Ojala, 2016), however working through the grief, denial, and anxiety associated with climate change can ignite new and more authentic vision and commitment in learners (Selby, 2015). Verlie calls this working towards affective climate adaptation (2019). This is not just coping or resilience, it is also building the capacity to navigate the emotional and affective responses of others (Verlie, 2019).

### Leveraging Adult Learning Theory

According to Ward, “adult learning is a powerful tool for supporting the transformation to radical and creative alternatives to the existing order” (Ward, 2011). Adults learn by both connecting learning to and reflecting meaning out of experiences in their life (Kashar, 2018). Kashar defines Knowles’ two factors of adult learning as being self-driven and facilitated rather than taught (Kashar 2018). Furthermore, Kashar explains that adults learn when “(a) the new knowledge meets a personal need or benefit; (b) the learning intervention validated their expertise or allows them to share and build on their knowledge; (c) they have a degree of control over what they are learning; (d) there is practicality in the information and ability to use it immediately; and (e) the training takes different approaches to allow for multiple styles of learning” (2018). Building successful employee training will depend on these factors and the inclusion of self-reflection and other non-traditional formats (Kashar, 2018; Rayner & Minns, 2015).

### Foster Hope Through Action-Oriented Learning

Hope is an important part of taking action. Key to having hope in the face of climate change is believing in individual and collective efficacy in solving the problem (Li & Monroe, 2019). Therefore, if climate change training enhances learner knowledge of and capacity for taking action, it is likely that hopefulness will increase (Li & Monroe, 2019). This knowledge and capacity building can be done through providing examples of what others are doing in the area (Li & Monroe, 2019). Facilitators should guide learners in examining both what is possible and realistic. Knowing that there are options helps to develop hope (Ojala, 2016). Hope can also be evoked by disrupting common myths and narratives, having critical discussions, and exploring possible futures (Ojala, 2016). Cantell et al. make an important distinction between optimism and hope: “optimism is often associated with an idea that everything is OK, despite the realities. An optimistic idea of everything being OK can prevent people from making the necessary choices for change to take place. Realistic hope, on the other hand, is built only after one has faced different challenges in the world, but despite seeing these challenges, is able to believe in one’s own influence,” (2019).

### Integrate Accessible, Credible, and Trustworthy Information

While knowledge is not the key to affecting behaviour change, it is an important part of building understanding and trust in the training. To be able to trust climate science, learners need to understand scientific data and how it was produced (Forrest, Feder, & National Research Council, 2011). Therefore, activities should use up-to-date scientific research (Foss & Yo, 2019; Walton et al., 2016) and where possible, it would be powerful to allow learners to engage with experts and experience the scientific process (Monroe et al., 2019). Alongside this, learners should have a chance to explore and test the content to aid in meaning making and trust building (Monroe et al., 2019). In order to facilitate engaging with the information, the data should be made accessible in different formats (Schattman et al., 2019). Delivery of the data is also a key part in it being trustworthy. Training facilitators should provide data without influence of opinion, be honest when they don’t know something, and be willing to listen to questions (Monroe et al., 2019).

### Embrace Social Learning

With the understanding that social identity and social norms are key influencers in moving towards climate action, it would make sense that having learners share experiences and build collective knowledge would be an effective approach to climate change training. The social context that comes from sharing and dialogue amongst learners can help maintain motivation (Cantell et al., 2019), test understandings, and construct knowledge (Walton et al., 2016) across diverse viewpoints (Monroe et al., 2019). Furthermore, working together as learners helps transcend bias, group-think, and norms to deeply explore the possibilities of what could be (McGregor, 2015b).

### Use a Systems Approach

The literature has established that both climate change and sustainability are complex problems. They are dynamic systems that require a systems thinking approach in order to understand the cross-disciplinary and cross-sector nature of the problems (Shapiro Ledley et al., 2017). As noted in their study, “here, systems thinking is referred to as a set of methods and practices for understanding the often non-intuitive behavior of complex dynamic systems, describing systems in terms of stocks, flows, delays, feedbacks, and non-linear behaviors,” (Shapiro Ledley, et al., 2017). The art of being able to identify patterns and interconnections within a dynamic system (DeVincenzo, 2020) is an essential skill for learners. Perhaps, through a systems approach, learners could move towards seeing oneself as embedded in nature, rather than separate (Selby, 2015). In order to understand the systems nature of climate change, learners need a place to make connections and networks (McGregor, 2015a).

### Future Oriented

Finally, climate change training should have a future orientation. Learners should have the opportunity to explore the future critically, identify how to get to the future they want to see, and practice decision-making to test their learning (Cantell et al., 2019). Furthermore, by exploring dystopian futures in a safe space, learners have the opportunity to navigate through despair and other paralyzing feelings towards hope and action (Selby, 2015).



# Pedagogical Approaches

Educating about climate change and sustainability requires the design of an intentional, creative, and participatory approach (Ward, 2011) that places the learner at the centre (Walton et al., 2016) and engages them in exploration and reflection through things like dialogue, technology, and more (Ward, 2011).

The research highlighted how professionals use a variety of pedagogical approaches for climate change education with adults including critical pedagogy, intergenerational learning, simulation and gamification, storytelling, experiential learning, kincentric learning, problem/project based learning, adventure learning, online learning, place-based education, ecopedagogy, participatory pedagogy, transdisciplinary pedagogy, and pedagogy of transformation. For the purposes of this literature review, I've selected four of the approaches that seemed most relevant or interesting for our work to consider.

## Simulation and Gamification

There has been a recent increase in the development of both digital and analogue simulations and games for exploring climate change (Ouariachi et al., 2018). Whether online, offline, group-based, or individual, both simulation and gamification use scenario-based elements to engage learners in a real-world experience (Lee et al., 2013; Zaval & Cornwell, 2017). Both approaches promote action-based, peer-to-peer, and social learning (Lee et al., 2013; Shapiro Ledley et al., 2017). They are an avenue for skill-building (Ouariachi et al., 2018) and making complex material like climate change accessible through authentic tasks (Lee et al., 2013). They allow people to explore actions and solutions in a safe way (Lee et al., 2013) by simulating situations that would not be possible to explore in real life due to the long-term and complex nature of climate change (Ouariachi et al., 2018; Shapiro Ledley et al., 2017; Zaval & Cornwell, 2017).

A game that has been designed for learning should be achievable, challenging, concrete, rooted in credibility, efficacy-enhancing, rooted in experiential learning, feedback-oriented, fun, identity-driven, meaningful, goal-oriented, narrative-driven, reward-driven, simulating, and social (Ouariachi et al., 2018). It should disrupt current habits to develop new ones, encourage repetition of desired actions, and instill intrinsic motivation (Zaval & Cornwell, 2017), as extrinsic rewards are unlikely to impart lasting behaviour change (Sussman et al., 2016).

Role playing and simulations are slightly different as they may not share the competitive angle that games have. Simulations are powerful because they “offer the potential to compress time and reality, create experiences without requiring the ‘real thing,’ explore the consequences of our decisions that often unfold over decades, and open affective and social learning pathways,” (Shapiro Ledley, et al., 2017; Zaval & Cornwell, 2017; Rooney-Varga et al., 2018). They offer an avenue for developing systems literacy and allow for iterative experimentation (Shapiro Ledley et al., 2017). They should balance being grounded in rigorous data with incorporating the messy logic and behaviour of people (Rooney-Varga et al., 2018). This allows for the potential of affective engagement as well as cognitive engagement (Rooney-Varga et al., 2018).

In both games and simulations, the role of the messenger is played by participants themselves, allowing them to co-create knowledge, practice being the messenger, and learn from people they are likely to trust (Shapiro Ledley et al., 2017; Rooney-Varga et al., 2018). While the success of games and simulations in moving people from learning to behaviour change is not conducive, studies do find it aligns with the aforementioned principles of developing an effective and engaging learning experience around climate change.

## Storytelling

Woven through the previous sections is the idea that climate change training is more effective when the content has been localized to the specific values and experience of the learners (geographically, culturally, professionally, etc.). One powerful way the research describes doing this is through storytelling (Kashar, 2018; Forrest et al., 2011). By sharing stories, images, and local/personal accounts of both the impacts of climate change and actions taken, learners are more likely to develop empathy (Lee et al., 2013) and change their behaviour for informed action (Lee et al., 2013; Kashar, 2018). Narratives and visual imagery (Shaprio Ledley et al., 2017) are often more effective than informational content in motivating action because they heighten affective and emotional engagement (DeVincenzo, 2020). Furthermore, stories and visualizations can help learners overcome barriers by communicating that the risk is real and present, developing hope through stories of action (Ksahar, 2018), and creating shared meaning by allowing participants to share stories from their own experiences (Forrest et al., 2011). According to Kashar, best practices for using storytelling in climate change training involve creating narratives that: balance story with fact, are audience appropriate, are relevant to the training, showcase cause and effect relationships, connect the audience to at least one main character, emphasize solutions or prevention, are exciting, allow learners to imagine different possible outcomes, be relatable and surprising, and are clarified with visualizations when appropriate (2018).

## Online Learning

As our training will need to be accessible to those in remote locations across the Territory, it was logical to explore online learning approaches to climate change training. The research shows that online opportunities can be beneficial for extending learning to rural and remote communities (Henrickson, 2016). Attributes of successful online learning include learner-driven pace, collaboration, authentic content grounded in real-world issues, participatory design, and the use of relevant, relatable examples to bring climate change to life (Henrickson, 2016). Online learning can also provide a safe space for cognitive risk taking that might not feel as safe in physical environments (DeVincenzo, 2020). They are a great way of facilitating cost-effective, accessible training anywhere (Walton et al., 2016). However, online learning does not come without challenges. It requires self-directed and intrinsically motivated learners to maintain participation (DeVincenzo, 2020) and requires strong pedagogy for learners to benefit (rather than a repository of resources) (Walton et al., 2016). While discussion forums are a great way to encourage social learning, facilitators need to come up with ways to maintain engagement in the conversation on an ongoing basis (Walton et al., 2016). While online opportunities like MOOCs can have massive reach, they struggle to empower or raise consciousness of learners (Otto, 2018).

Therefore, should online learning be leveraged in the climate change strategy, it will require intentional pedagogy development to ensure that the learning experience incorporates not only cognitive information but affective processes and social learning in intentional ways.

## Kincentric and Experiential Learning

Finally, linking five different themes of experiential learning together creates a transformative approach called Kincentric learning and living (Beckwith, Halber, & Turner, 2017). Figure 4 explores this model. This transformational learning style can lead to recognizing and developing the interconnection Selby (2015) argues is needed for overcoming the barrier of human centrality to the planet (Beckwith et al., 2017). When this connection becomes part of learner's worldview and self-identity, it can lead to profound transformation that leads to confidence and motivation to tackle sustainability issues (Beckwith et al., 2017). This kind of learning can't be forced and allows for learning in an embodied way, highly connected to values, worldview, tradition, community, and ceremony (Beckwith et al., 2017). This approach is place-based, and encourages learners to spend time in nature to learn in a "multicultural, multigenerational, and multi-species" context (Beckwith et al., 2017). This type of learning can arise within applied and situated learning opportunities and provide learners with strategies for taking action (Beckwith et al., 2017). These are holistic learning environments, where participants and facilitators learn together through experience (Beckwith et al., 2017). While these learning opportunities are often immersive and sustained over time (Beckwith et al., 2017), there are aspects that could be applied to the development of professional climate change training. Experiential components can be designed to help provide authentic and engaging learning opportunities to make the abstract real and digestible, improve connection with the natural world, and make climate change learning personally meaningful – all towards the goal of enhancing climate-friendly behaviour (Rayner & Minns, 2015). Also, by providing experiential opportunities, learners have the opportunity to engage in personal reflection that "cultivates new skills, attitudes, or ways of thinking" (Kalafatis et al., 2019).

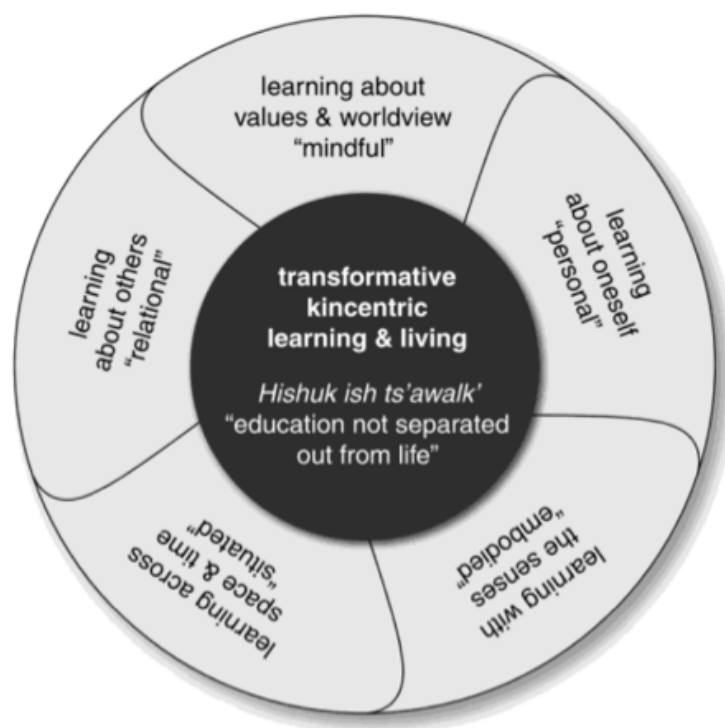


Figure 4 Model for Transformative Kincentric Learning (Beckwith et al., 2017)

# Conclusion

By exploring models for behaviour change, common barriers people face in taking climate action, and pedagogical principles and approaches for climate change education, we have developed a foundation from which to both learn from employees about their needs and build a climate change training strategy for the Yukon Government.

It is clear from the research that professional development is not just about cognitive development, but also involves engaging the whole learner by changing attitudes and behaviours (Kashar, 2018). As Rayner and Minns reference Susan Moser, climate change training is less about delivering unwelcome messages, sharing scientific data, focusing on the mind, sharing bad news, or triggering fight-or-flight responses, and more about participating in difficult dialogues, making human connections, deliberately engaging the heart, taking people on an emotional journey, and motivating active engagement (2015).

In order to develop effective and engaging training for employees that accomplishes the above, the design must be rooted in adult learning theory and climate change education research. This means framing climate change in ways relevant to learner's jobs, ensuring ongoing and consistent engagement and messaging, and providing tools and resources to enable climate action in their work (Kashar, 2018).

One consideration that was mentioned in the literature is how to acknowledge the completion of the training in a meaningful way for employees. We may want to consider some sort of certification, credits, or other incentive program (Kashar, 2018; Schattman et al., 2019), or to integrate with an existing framework within the organization.

Another key insight that arose through the literature was the role of systemic change and leadership. In order for learning to translate into action, employees must have support mechanisms in place to enable and empower them to take that action (Kashar, 2018). This could involve policy change, infrastructure updates, and/or the presence of climate literacy at leadership/agency levels (Kashar, 2018). The development of capacity for climate action at the leadership level is essential because not only does it role-model expected behaviour, it also helps leaders to remove barriers that prohibit other employees from taking climate action in their work (Kashar, 2018). While leaders might have knowledge about climate change, they also need self-awareness of how they perpetuate systemic barriers to climate action (Rickards, Wiseman, & Kashima, 2014). Willingness to participate in climate change training in the first place is affected by perceptions of institutional support (Monroe et al., 2015). Furthermore, when employees sense they have support from and alignment with leadership and colleagues on climate action behaviours, they are more likely to act (Kashar, 2018).



Finally, in the exploration of ecopedagogy and the discourse in the literature, two tensions arose that will be helpful to keep in mind. First, the literature goes back and forth between creating safe, positive spaces where learners do not experience the difficult emotions of climate change and creating spaces where learners have the opportunity to confront and navigate these difficult emotions towards transformative learning. We will need to be intentional of which approach we need to take, and how facilitation preferences may bias this. On a different note, the research on ecopedagogy surfaced an important question to keep in mind as we develop the content of the training: are we aiming to educate folks or advocate for action? We will need to be sure we know if it's one or the other, or both and be intentional about the intended outcomes and impacts.

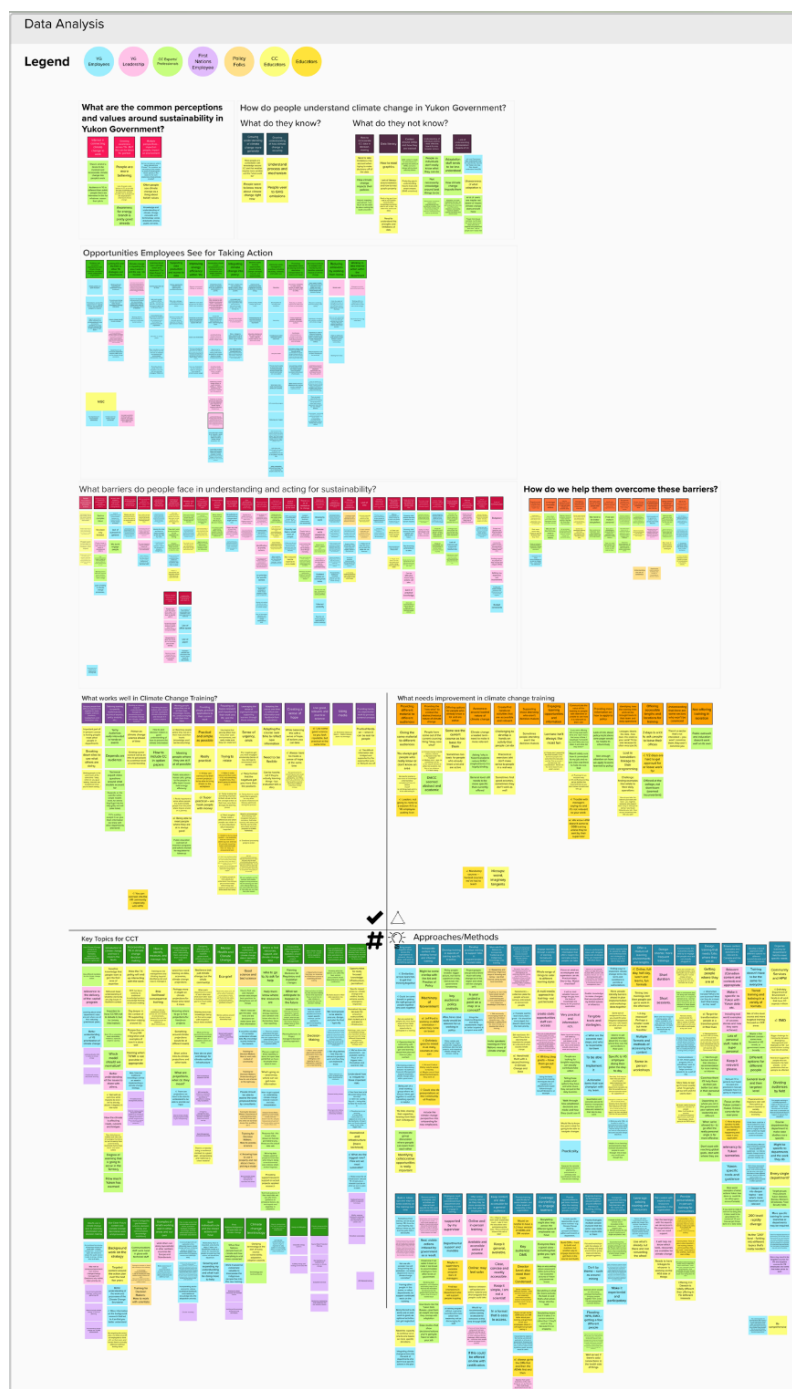
While the world of climate change training in professional development still seems to be relatively new, the research gathered in this literature review provides foundational insight into how we might design training for Yukon Government employees that builds not only capacity for, but commitment to taking climate action. It will be an interesting challenge to explore how to authentically address some of the neo-liberalist rooted barriers such as growth-focus, human-centrality, and onus on the individual within a governmental institution.

# Engagement Analysis

## Data Analysis

Data from the interviews and survey were transcribed onto digital sticky-notes using the online platform Mural. Data was colour coded based on the role of the participant and identified department through coding in the corners of sticky notes. The following image provides an overview of how the data points were organized – sorted under the key research questions. Then, the data within each key research question was analyzed by clustering into affinity groups and summarizing each cluster with a “title” sticky note.

**Note:** the quality of the image is low in order to blur out the raw data to keep within confidentiality agreements.



# Themes

Once each cluster of data was titled, we synthesized these title sticky notes into themes which became the overarching insights from the data. The images below capture these clusters. These were then summarized into the themes on the following page



# Theme Summaries

**An effective climate change training strategy would address/include/consider the following:**

**Mindful communication around the value of training and the context of climate change.** In order to be clear, engaging, and inclusive, even for employees who aren't already plugged in, we need to communicate the value of the training in a way that is sensitive to the polarizing and loaded nature of climate change.

**A holistic and interconnected approach to climate change topics from a both Indigenous and Western perspective.** Climate change is a complex, abstract topic that is often oversimplified. Training should cover basics such as mitigation, adaptation, terminology, as well as how it is interconnected with things like mental health, the natural environment, etc.

**Content, examples and activities that are relevant to employees' work, life, and Yukon.** We will need to ensure that all content is relevant to our government context and showcases local examples of what's working well alongside examples from other areas.

**Engaging, hands-on, and experiential learning opportunities and information to help learners understand.** Training should leverage hands-on activities, media, and storytelling to engage learners in a variety of learning formats and techniques

**How to include climate change information, data, and Traditional Knowledge into decision-making processes.** Training should incorporate how to communicate about climate change to decision-makers, how to include climate information into option papers, and support the development of consistencies in the use of a climate lens for decision-making.

**Opportunities for departments to collaborate, network, share ideas and best practices, troubleshoot, and breakdown silos.** Training provides an opportunity to address the lack of collaboration and alignment between departments by bringing people together around topics/themes to network, ideate, troubleshoot, and find ways to work together going forward.

**Offering an introductory level learning opportunity accessible to a general audience.** We need to build a common level of understanding through an introductory primer that explores climate change and how it impacts the North.

**Improving data literacy including how to source, collect, and use data objectively.** We have an opportunity to address the lack of data and difficulties employees experience in accessing/using data by supporting employees in producing, accessing, and using good, relevant data.

**Opportunities for ongoing engagement in training and taking action over time.** Rather than one-off training, employees are looking for multiple ways to engage, opportunities to get involved further and follow-up on training over time.

**Supporting learners who are not decision-makers in how to communicate, inspire, and steward buy-in and action.** We need to support employees with how to engage their team/clients in taking action. Furthermore, we need to support the development of consistent buy-in on teams and with those with decision-making authority.

**Identifying which individual impacts are most effective and impactful.**

Training can help employees determine which actions will have the most impact in their work and lives, including actions such as waste/emissions reduction, and less "trackable" actions that have high impact.

**Opportunities to leverage existing resources and training.** We can pair content with experts and resources already accessible in the organization, and incorporate different aspects of training into already existing formal and informal training.

**Clear, simple, practical actions that can be applied to operations, strategies, and learners' day-to-day work.** Training can provide the "now what" to combat the abstract nature of climate change and the opportunity to learn/practice tools for overcoming barriers in integrating climate change into day-to-day work.

**Personalized content for different audiences to target specific learner needs.** We need to consider a tiered approach with different options for different needs and interests as well as knowledge levels. For example, this could look like personalized training for departments, communities, beginners, policy experts, planners, decision-makers, etc.)

**A variety of mediums, lengths and locations for training.** Learning opportunities should be offered in a mixture of environments (online and in person), lengths (shorter, more frequent vs. longer stand-alone trainings), and locations to be accessible for employees.

### Content exploring Our Clean Future.

It will be important to provide an overview and background for Our Clean Future as well as training tailored to the guidelines as they role out so that people know what can be done and what impact it will have.

### Navigating difficult emotions towards a sense of hope and action.

Many people experience anxiety and a sense of helplessness when it comes to climate change and there is often resistance to change. There is an opportunity to support learners through these emotions towards a sense of hope and efficacy that leads to action.

**How learners can take action with limited resources.** A lack of human resources to do the work and a lack of funding or budget were identified as barriers to taking action. It could be useful to address how to navigate these challenges in creative, effective ways.

**Responsive and flexible training that can adapt to new information and feedback over time.** Training can be kept up-to-date through an intentional evaluation process.

**How to address competing priorities and resistance in an effective way.** It can be difficult to prioritize climate action when there is existing work to complete. It can be even more difficult when climate action is seemingly at odds with the work that needs to be done. Training can provide an opportunity to develop a climate lens to integrate into (not add to) existing responsibilities. It can also illuminate how seemingly opposing priorities are an opportunity to be creative and what to do in that case.

**How to apply and integrate climate change into policy.** Training that identifies how to consider climate change in policy development will be very useful.

**How learners can identify, measure, and manage the biggest risk areas in order to design, plan for, and create resilient government, infrastructure, and communities.** It would be beneficial to providing training on the biggest risk areas (permafrost, flooding, food security, infrastructure, etc.) and how to mitigate and adapt for these risks.

**How climate change connects to government mandates, agreements, departmental roles, and the capital plan.** It will be helpful to highlight how the government plans to address climate change and how change can take place at the systemic level.

**How to take action using a systems approach.** Climate change interconnects with many different areas and it will be important for training to address how to take action that incorporates sustainable economic values, Traditional Knowledge, and the differential impacts climate change has and will have on vulnerable populations and the environment.



# Personas

The following personas were also developed in an effort to better understand how to develop a holistic strategy that would meet the needs of different employees across the organization. It is important to note that while based on the data gathered through engagement, these personas are entirely fictional, and have not been made to represent any one specific person, rather a character that captures the experience of a group of people.

**Sam**  
Employee Generally Interested in Climate Change

*"I am excited to learn about how to implement 'Our Clean Future' in my workplace and in the broader HR practices across the organization."*

*"An unintended consequence I face is the helplessness of doing nothing in my office space. My work isn't particularly proactive or central to climate change initiatives, so I would like to feel like my branch is able to contribute in some way."*

*"I'm looking for training that can help me communicate and express why it is important to take actions to encourage others to adopt climate action behaviours."*

| BEHAVIORS        | ATTITUDES         | QUESTIONS                                   |
|------------------|-------------------|---------------------------------------------|
| Procurement      | Serves the public | Ty to be as efficient as possible with time |
| Needs/Challenges | Goals/Motivations | How Can We Help?                            |

**Quinn**  
Employee Generally Un-Interested in Climate Change

*"Yeah, it's something to think about, but there are so many other priorities right now that are more important."*

*"Why do I need to learn about that? What does it have to do with me?"*

| BEHAVIORS        | ATTITUDES          | QUESTIONS        |
|------------------|--------------------|------------------|
| Procurement      | Serving the public | Administration   |
| Needs/Challenges | Goals/Motivations  | How Can We Help? |

**Jo**  
Senior Decision Maker

*"Many decisions we make large and small can have intended and unintended actions. If informed, we can be voices and leaders for action and help influence purchasing and facilities decisions."*

| BEHAVIORS                                      | ATTITUDES                                     | QUESTIONS                                     |
|------------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| Developing and Stewarding Strategic Priorities | Providing direction on training priorities    | Decision-making on training priorities        |
| Serving the public                             | Climate change is only one of many priorities | Climate change is only one of many priorities |
| Needs/Challenges                               | Goals/Motivations                             | How Can We Help?                              |

**Kai**  
Project Manager

*"Climate change is considered on a project-by-project basis... there's no specific guidance for what should be considered, what's best practice..."*

*"I would like to integrate climate change considerations into the projects I manage. Both to make sure we are redesigning new projects with the future climate in mind and also to make sure that we understand (and reduce) the impact our projects have to the climate (e.g. emissions etc)"*

| BEHAVIORS                                    | ATTITUDES                                 | QUESTIONS                              |
|----------------------------------------------|-------------------------------------------|----------------------------------------|
| Make sure projects meet guidelines and rules | Plan, implement and monitor project needs | Identify new or emerging project needs |
| Needs/Challenges                             | Goals/Motivations                         | How Can We Help?                       |

**Luis**  
Climate Change Analyst

*"When each department is aware of each other and what each other does in building resilience, we'll be in much better shape."*

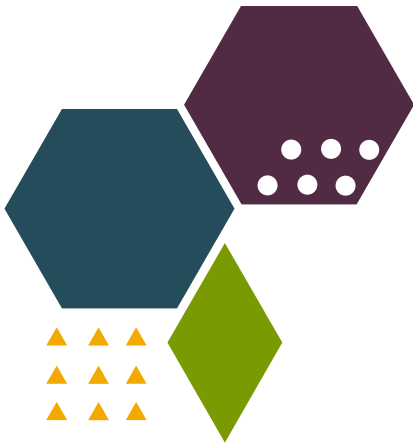
*"We're big data holders. It would be good for people to know that and have a resource list outlining the sort of resources and data sets available to them for their work. We can also offer them guidance and expertise in interpreting that data."*

| BEHAVIORS                                                  | ATTITUDES                                          | QUESTIONS                                 |
|------------------------------------------------------------|----------------------------------------------------|-------------------------------------------|
| Research, data analysis, interpretation, and communication | Informing policies and programs for climate action | Understanding and using data is difficult |
| Needs/Challenges                                           | Goals/Motivations                                  | How Can We Help?                          |

**Jordan**  
Policy Analyst

*"Incorporating climate change policies into my policy work for the branch would be the most likely way to take action (e.g. with purchase of new vehicles - taking fuel efficiency/electric options into consideration)"*

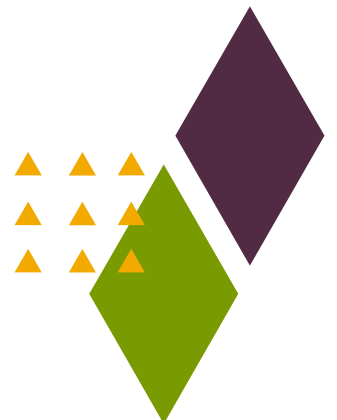
| BEHAVIORS                                                       | ATTITUDES                       | QUESTIONS                                |
|-----------------------------------------------------------------|---------------------------------|------------------------------------------|
| Building programs and policies, social legislation, or programs | Research and evidence gathering | Communicating options to decision-makers |
| Needs/Challenges                                                | Goals/Motivations               | How Can We Help?                         |



# ideate.

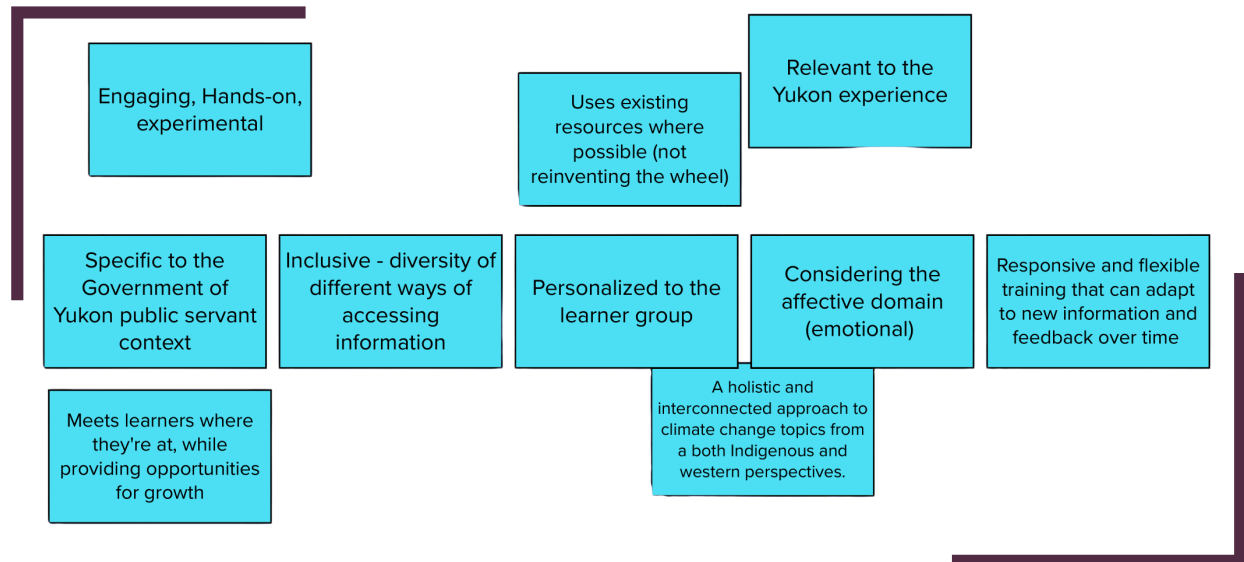
**60** Principles

**60** Strategy Components



# Principles

Using the key themes and personas from engagement alongside insights from the literature review, we ideated on principles to guide both the development of the strategy and any subsequent curriculum and training.

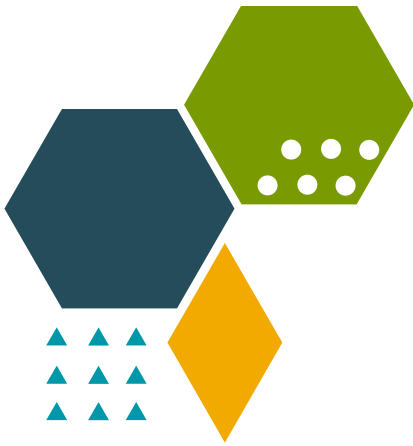


# Components

We then ideated all the components that could be included in the strategy to meet the needs and opportunities identified in the research and engagement. A snapshot of these ideas are included in the image below.

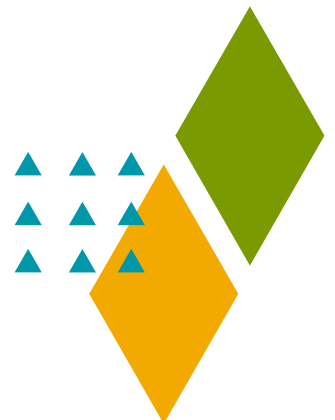
## What components do we want to include in a climate change training strategy?





# prototype

- 62** Mission, Vision
- 62** Principles
- 63** Prototype 1
- 64** Prototype 2
- 65** Feedback
- 68** Prioritization
- 69** Learning Objectives



The following are the two prototypes that have been designed to incorporate the insights and needs that were identified in secondary research and the themes and personas from the staff engagement.

These strategies are in prototype form, meaning they are sketches of options that could be. At this stage, they are focused on the structure/framework and offerings rather than on resources and timelines. These latter details will be identified and incorporated alongside other logistics (such as collaborations, etc.) once we've narrowed in on a framework for the strategy.

Each prototype strategy is developed on the foundation of the following Mission, Vision, and Principles:

## Vision

**All Government of Yukon employees are empowered to effectively incorporate climate change considerations into their work.**

## Mission

**This climate change training strategy is designed to empower all Government of Yukon staff with the knowledge, skills, tools, values and support they need to take climate action through the development of a tiered systems of engaging and personalized learning opportunities.**

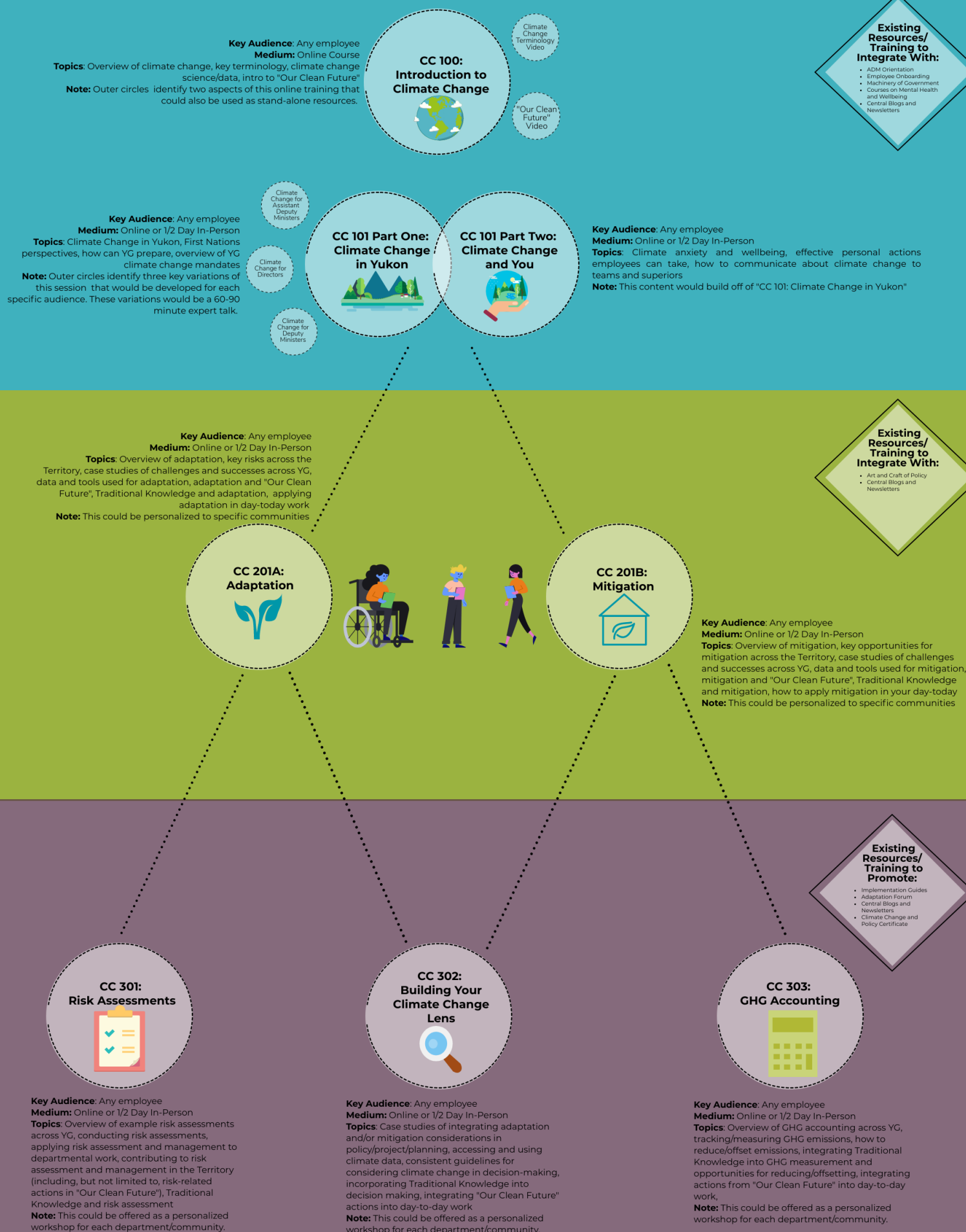
## Principles

All training developed or sourced for this strategy should:

- Be engaging, hands-on, and experiential
- Be relevant to the Yukon experience and specific to the Government of Yukon public servant context
- Have the ability to be personalized to different learner groups
- Use existing resources where possible (i.e. existing trainings, case studies, materials, etc.)
- Be learner-centric, meeting learners where they are at and providing opportunities for growth
- Be inclusive of diverse perspectives and different ways of knowing and accessing information
- Take a holistic and interconnected approach to climate change topics, inclusive of both Indigenous and western worldviews
- Incorporate the affective domain and support learners in processing the emotional and social aspects of climate changes
- Be responsive and adaptable to new information and feedback

# Prototype 1

## Introduction Application Integration



## Ongoing Learning Opportunities:



### Deep-Dive Lunch and Learn Series

Quick 45-minute sessions that dive deep into a climate change related topic such as scenario planning, climate change data, alternative energy, etc. These could be hosted online or in-person.



### Resource Site

A Yukon Government-wide central site for people to access climate change resources (i.e. people, websites, tools, data resources, guidelines, etc.).



### Funding for Specialized Training

A pool of funding available for departments or individuals to access for specialized training or external learning opportunities (i.e. conferences, etc.)



### Climate Leaders Series

A series of short stories that highlight people across the organization who are leading climate action in their work. Stories would share the person's work and their favourite tips/tools/etc. for making action work. They could be captured in videos, blog-posts, etc.

# Prototype 2

## Introduction



### Leadership Series

**Key Audience:** Senior Leadership

**Medium:** 60-90 minute expert talk

**Topics:** Overview of climate change and impacts in the North, using a climate lens in decision making, and how climate change connects to their mandate.

**Note:** Circles below identify three key parts to the series



### Introduction to Climate Change

**Key Audience:** Any employee

**Medium:** Online Course

**Topics:** Overview of climate change, key terminology, adaptation, mitigation, climate change science/data, Yukon context, First Nations perspectives, intro to "Our Clean Future"

**Note:** Circles below identify two aspects of this online training that could also be used as stand-alone resources.



### Stories from the Land Series

A series of short stories that tell the Land's story of climate change across Yukon. These could be made centrally or crowd-sourced. They could be captured in videos, blog-posts, or by lunch-time visits to certain locations to hear from the Land itself.



Existing resources/training to integrate with:



Central Blogs and Newsletters

## Application



### Climate Change and Decision Making Series

**Key Audience:** Employees involved in policy, project management, or decision-making

**Medium:** Both online and in-person offerings

**Topics:** Impacts of climate change on their work, case studies of considering climate change in policy/project/planning, accessing and using data, risk management considerations for policy/projects/planning, consistent guidelines for considering climate change, incorporating Traditional Knowledge into the work

**Note:** Circles below identify three specific and unique courses in the series



Existing resources/training to integrate with:



## Integration

### Deep-Dive Lunch and Learn Series

Quick 45-minute sessions that dive deep into a climate change related topic such as scenario planning, climate change data, alternative energy, etc. These could be hosted online or in-person.

### Climate Mentorship Circle

An opportunity for a cohort of people from across the organization to gather together for a series of sessions to support each other in implementing a climate lens in their work. Topics could range from introduction into climate change, to methods for taking action, to approaches to climate leadership in their team/department.

### Climate Leaders Series

A series of short stories that highlight people across the organization who are leading climate action in their work. Stories would share the person's work and their favourite tips/tools/etc. for making action work. They could be captured in videos, blog-posts, etc.

### Resource Site

A Yukon Government-wide central site for people to access climate change resources (i.e. people, websites, tools, data resources, guidelines, etc.).

### Funding for Specialized Training

A pool of funding available for departments or individuals to access for specialized training or external learning opportunities (i.e. conferences, etc.).

### Climate Coaching

Personalized 1:1 coaching for leaders in the organization to help them develop their climate lens in their roles and implement action in their departments.

### Themed Workshops

**Medium:** 1/2-Full Day In-Person  
A workshop that focuses on a specific climate change topic, such as scenario planning, energy, flood risk, etc. People from across the organization could be invited to participate, to problem-solve around key climate change topics such as scenario planning, energy, flood risk, etc.

### Drop-In Problem Jamming

**Medium:** 1-2 Hour In-Person  
Drop-in sessions where people from across the organization could come to discuss their climate action goals and challenges and workshop them with climate experts and other employees.

Existing resources/training to promote:



# Feedback

## Feedback Form

With the inability to gather together in person, and the balancing of busy schedules, we took an asynchronous approach to gathering feedback. Each group was given the opportunity to have a facilitated session (for which one person took us up on the offer). Otherwise, participants engaged with the prototypes after reading through the insights from the research, and provided their feedback using the feedback form below.

### Feedback Form

#### Mission, Vision, Principles

1. What works well about the Vision, Mission, and Principles?
2. What would you change about the Vision, Mission, and Principles?

#### Prototype 1:

1. What works well/what do you like about this strategy?
2. What needs improvement/what would you change about this strategy?
3. What questions do you have about this strategy?
4. What new ideas would you contribute to this strategy?

#### Prototype 2:

What works well/what do you like about this strategy?

What needs improvement/what would you change about this strategy?

What questions do you have about this strategy?

What new ideas would you contribute to this strategy?

#### Next Steps:

1. Which of the two strategies would you lean towards more? Why?
2. Which part of either of the strategies do you think is the highest priority?
3. Which part of either strategy do you think is most feasible to develop first?
4. What expertise might we connect with to make a certain part of the strategy happen (i.e. is there someone out there already doing this that we could tap on the shoulder)?
5. Would you like to be involved in the development of any of these learning opportunities? If so, which?

# Themes from Feedback

In reviewing the feedback, we identified the following key learnings:

## Storytelling

One of the insights from both the research and engagement was the importance of using storytelling to bring people into the conversation and help engage them in learning and moving towards action. With this insight, we built in a few story-based learning opportunities throughout the strategies. These were highlighted in the feedback and reiterate the importance of story-based pedagogies. This may result in the prioritization of things like Stories from the Land and the Climate Leadership series.

## Mandatory vs. Optional

The question of “will people even take this” was raised again in the feedback. This has been a topic since the beginning, and through engagement we learned that mandatory training is often not very effective. Through feedback, participants shared an alternative option of targeting other mandatory (or quasi-mandatory) trainings that employees have to take, and incorporate content into these courses. This could definitely be a focus for which courses we prioritize connecting with.

## No Brain Without the Heart

A very strong theme throughout the research and engagement was the need for learning opportunities that balanced the cognitive and affective domains of learners on topics in both their personal and professional lives. Furthermore, we often heard about the need for supporting people through negotiating the emotional responses that accompany the grief and cognitive dissonance of navigating climate change towards climate action. This was reiterated in the feedback, signalling that it must remain an intentional aspect of all learning opportunities within the strategy.

## Senior leadership

One of our big learnings through engagement was that senior leadership would be more engaged if they had their own training to attend that was specifically designed for their position, portfolio, and availability. Furthermore, we heard that support of leadership is essential in employees feeling supported enough to take training and action. This was reiterated in the feedback, as participants identified the importance of leader focused training, and challenged us to consider what more we can be asking them to take on throughout the three stages of the strategy. While we had only really considered leadership at the onset, considering opportunities for leader learning through the application and integration stages is an interesting aspect to consider. Finally, getting leaders onboard was re-highlighted as a priority for preliminary action.

## Language Matters

A really interesting point brought up in the feedback was that all the training was named “climate change” training, when it seemed more like training for climate action/literacy/etc. This provided a powerful moment of reflection and signified an opportunity to update the language around the courses to better reflect what kind of focus the training has – be that information focused, application focused, leadership focused, or more. It shifted “climate change” from being an all encompassing title to one aspect of what we’re trying to educate on and accomplish with this training.

## Alternative Learning

Taking in all the feedback generally, there seemed to be significant enthusiasm around the alternative forms of learning that were incorporated, including the Stories from the Land series, climate mentorship circles, and climate coaching. Perhaps the interest in these ideas connects with the insight from engagement around the importance of creating personalized learning opportunities that meet people where they are at.

## Roles vs. Topics

In engagement we heard overwhelmingly that training should have a tiered approach with multiple levels of learning, split up in different ways. Some participants suggested creating training specific for departments, some for specific roles (i.e. policy, project management, planning, etc.) and some suggested breaking things up by topic. In the feedback to the prototypes we’ve heard that creating training based on roles seems to be the best fit, with the topics either incorporated into that training, or offered in more lunch-and-learn, deep-dive type formats. Furthermore, we gained insight into the tricky logistics of department-specific training, which brought us to the conclusion that instead of offering departmental trainings in the strategy, certain courses could be requested by teams or groups as a special offering outside of the scheduled offerings throughout the year.

## Priorities

Finally, we wanted to know what seemed most urgent and feasible to participants providing feedback. Introductory content was definitely noted most as important and most feasible, although one person debated as to whether it would be the most valuable. We also heard that learning opportunities for leaders were a high priority (as mentioned before). Finally, it was interesting to note that content that could be easily accessed as online training was identified as impactful, given that most training during COVID-19 times has moved to online formats.



## Next Steps

The following are next steps that will be taken to further develop the strategy:

- Update vision and principles to incorporate feedback
- Consolidate prototypes into one strategy that incorporates the strengths of each prototype
- Craft learning objectives for each aspect of the strategy
- Identify the key topics covered in each aspect of the strategy
- Identify existing resources available and other resources that will be required to make each aspect happen
- Identify key roles, responsibilities, and collaborations in implementing each aspect of the strategy
- Conduct a prioritization of each aspect in the strategy based on impact and effort to identify the timeline of implementation

## Aspect of Strategy

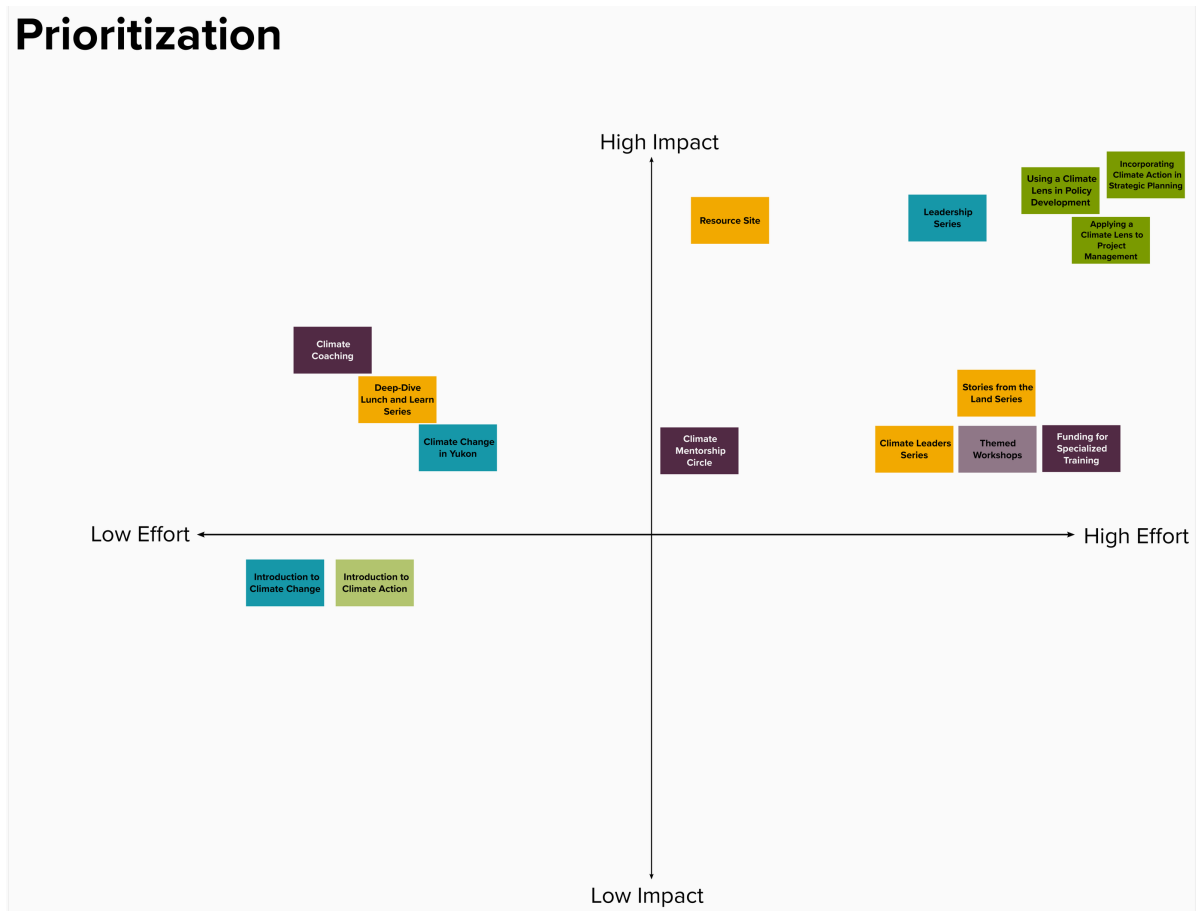
After reviewing the feedback and discussing what aspect was most applicable and realistic for me to support in the development, we decided that I would focus on building out a facilitation for Senior Leadership. This facilitation would include an overview of climate change and the Our Clean Future plan, a guest expert on climate leadership, and an exploration of their role in taking climate action within their work.

This aspect was chosen for a few reasons. First, the introductory learning opportunities were deemed to fall within the content that would be updated/developed in partnership with Yukon University and offered as a training. Second, given the key learning that leadership must be brought on board quickly in order to secure support for the development of and engagement in further training, the desire to roll a Senior Leader learning opportunity out with the launch of the strategy in the late summer/early fall is a priority. Finally, the courses developed on decision-making will require the development of what the government's approach to a "climate lens" is. This will be work done by the Climate Change Secretariat in coordination with the Executive Council Office. Once this lens is developed, I may then support in designing a facilitation to engage people in using this lens.



# Prioritization

Once we had finalized the components of the strategy, we conducted a prioritization process in order to develop a timeline for implementation. To do this, we mapped each training component on a 4x4 matrix where the y-axis indicated impact and the x-axis indicated effort. The results of the prioritization are captured in the image below.



# Learning Objectives

In order to develop the learning objectives for each training within the strategy, I prototyped by ideating what knowledge, skills, and values participants could come away with. These were rooted in the research as well as what we heard through engagement. Below are a few samples of this work.

## Leadership Series

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Skills                                                                                                                                                | Values                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• How climate change and climate action connects to government mandates, departmental roles, and the capital plan</li> <li>• Understanding the UFA in relation to climate change</li> <li>• Background on and content of Our Clean Future</li> <li>• Where to access funding (and other resources) for climate change initiatives</li> <li>• Systemic, intersectional nature of climate change</li> <li>• How climate change is impacting and will impact Yukon</li> <li>• Opportunities for adaptation in Yukon and in governmental work</li> <li>• Where departments can collaborate to take climate action</li> </ul> | <ul style="list-style-type: none"> <li>• Climate leadership</li> <li>• Finding opportunities for climate action within existing strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Sharing resources and knowledge across departments and coordinating response (resilience)</li> <li>• Climate change training is something we want our teams to take so we can be doing this well</li> <li>• Climate action is necessary and applicable to all areas</li> <li>• We need to work together across the government to make change</li> <li>• Personal efficacy</li> <li>• Hope</li> </ul> |

# Learning Objectives

In order to develop the learning objectives for each training within the strategy, I prototyped by ideating what knowledge, skills, and values participants could come away with. These were rooted in the research as well as what we heard through engagement. Below are a few samples of this work.

## Leadership Series

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Skills                                                                                                                                                | Values                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• How climate change and climate action connects to government mandates, departmental roles, and the capital plan</li> <li>• Understanding the UFA in relation to climate change</li> <li>• Background on and content of Our Clean Future</li> <li>• Where to access funding (and other resources) for climate change initiatives</li> <li>• Systemic, intersectional nature of climate change</li> <li>• How climate change is impacting and will impact Yukon</li> <li>• Opportunities for adaptation in Yukon and in governmental work</li> <li>• Where departments can collaborate to take climate action</li> </ul> | <ul style="list-style-type: none"> <li>• Climate leadership</li> <li>• Finding opportunities for climate action within existing strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Sharing resources and knowledge across departments and coordinating response (resilience)</li> <li>• Climate change training is something we want our teams to take so we can be doing this well</li> <li>• Climate action is necessary and applicable to all areas</li> <li>• We need to work together across the government to make change</li> <li>• Personal efficacy</li> <li>• Hope</li> </ul> |

# Introduction to Climate Change

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Skills                                                                                                                                                                                                                                                                          | Values                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Mitigation</li> <li>• Adaptation</li> <li>• Key terminology: vulnerability, adaptability, resilience, exposure, adaptive capacity</li> <li>• What are climate projections and what do they mean?</li> <li>• Indigenous worldviews on climate change</li> <li>• Mental Health impacts of Climate Change</li> <li>• Key aspects of resilience and different types of adaptation actions</li> <li>• Intersectionality of climate change (inequality, racism, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• Communicating climate change to other people</li> <li>• Navigating eco-grief and eco-anxiety</li> <li>• Identifying how climate change may impact personal/work lives</li> <li>• Systems thinking</li> <li>• Media Literacy</li> </ul> | <ul style="list-style-type: none"> <li>• Climate change is real and we need to address it</li> <li>• Climate change is an intersectional and interconnected issue that requires a systems response</li> <li>• Indigenous worldviews on climate change</li> <li>• Personal efficacy</li> <li>• Hope</li> </ul> |

## Climate Change in Yukon

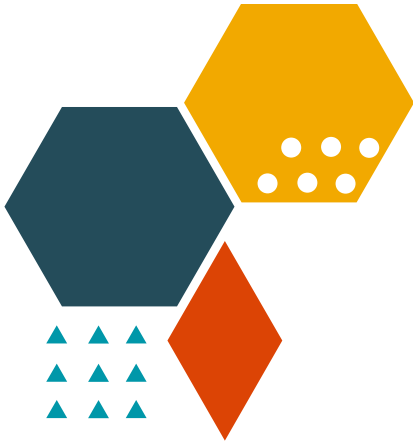
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Skills                                                                                                                                                                                                                                                                                                               | Values                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• How climate change is impacting the North (i.e. infrastructure)</li> <li>• Climate Scenarios for Yukon</li> <li>• Warming in Yukon (how much will it increase and what will the changes be)</li> <li>• What is Traditional Knowledge?</li> <li>• Traditional Knowledge around changes to the Northern climate</li> <li>• Adaptation in Yukon</li> <li>• Mitigation in the North</li> <li>• Biggest risk areas (permafrost, flooding, food security, infrastructure)</li> <li>• Food security and climate change</li> <li>• Traditional approaches to risk management</li> <li>• Who is the Climate Change Secretariat and what do they do?</li> <li>• Background on and content of Our Clean Future</li> <li>• Community case-studies</li> <li>• Local social-issues of climate change</li> <li>• Alternative energy opportunities in Yukon</li> <li>• Climate change and Yukon's economy</li> </ul> | <ul style="list-style-type: none"> <li>• Developing an adaptation plan</li> <li>• Finding, using, and interpreting climate change data for Yukon</li> <li>• Navigating eco-grief and eco-anxiety</li> <li>• Adapting to climate change in the North</li> <li>• Systems thinking</li> <li>• Media Literacy</li> </ul> | <ul style="list-style-type: none"> <li>• Climate change is happening in Yukon and we need to address it</li> <li>• Climate change is an intersectional and interconnected issue that requires a systems response</li> <li>• Indigenous worldviews on climate change</li> <li>• Personal efficacy</li> <li>• Hope</li> </ul> |

# Taking Climate Action

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>How climate change and climate action connects to government mandates, departmental roles, and the capital plan</li> <li>Mental Health and Climate Change</li> <li>Who to go to, to ask for help (resources for taking action)</li> <li>Tools and resources available for applying climate action in the work</li> <li>Clear guidelines for how to implement climate action into daily operations</li> <li>Background on and content of Our Clean Future</li> <li>How individual actions impact the big picture (which are most effective)</li> <li>What action looks like on a personal level</li> <li>Indigenous worldviews on climate action</li> <li>Best practices and innovations from different areas</li> <li>Creating change at different levels (personal, departmental, organizational, systems)</li> </ul> | <ul style="list-style-type: none"> <li>Navigating eco-grief and eco-anxiety</li> <li>Mental health support</li> <li>Encouraging others to adopt climate action</li> <li>Implementing climate change into terms and conditions/permits/authorizations</li> <li>Considering climate change in procurement</li> <li>Identifying sphere of influence and opportunities for action</li> <li>Setting tasks/milestones within departmental mandates that will be supported</li> <li>Identifying how climate change will impact their day-to-day</li> <li>Communicating with and convincing decision-makers</li> <li>How to talk to “climate deniers”</li> <li>Taking action with limited resources</li> <li>Mapping impacts of potential actions</li> <li>Navigating resistance to change (in yourself and in others)</li> <li>Finding opportunities for climate action within existing strategies</li> <li>Navigating competing priorities</li> <li>Systems thinking</li> </ul> | <ul style="list-style-type: none"> <li>Interconnection (personal wellbeing and climate wellbeing)</li> <li>Action must take into consideration the differential impacts on vulnerable, marginalized, and racialized populations as well as the environment</li> <li>Action is important</li> <li>Individual actions will benefit the big picture</li> <li>We need to work together across the government to make change</li> <li>Indigenous worldviews on climate change</li> <li>Hope</li> <li>Climate change is an intersectional and interconnected issue that requires a systems response</li> </ul> |

## Using a Climate Change Lens in Policy Development

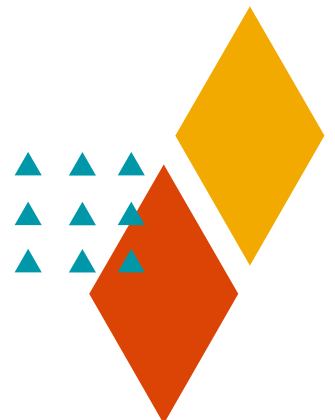
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Values                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Connect to government mandates, departmental roles, and the capital plan</li> <li>How Traditional Knowledge and western knowledge can be reflected together</li> <li>Understanding the UFA in relation to climate change</li> <li>Uncertainty: what it is and how to navigate it</li> <li>Who to go to, to ask for help</li> <li>Tools and resources available for applying climate action in the work</li> <li>What is climate change and how it impacts their work</li> <li>Best practices and innovations from different areas</li> <li>Background on and content of Our Clean Future</li> </ul> | <ul style="list-style-type: none"> <li>Incorporating Traditional Knowledge into decision-making</li> <li>Cost/benefit analysis and climate financing</li> <li>Identifying, measuring, and managing risk</li> <li>Interpreting and leveraging climate scenarios and scenario planning</li> <li>Interpreting climate data</li> <li>Incorporating data and innovative science in decision-making</li> <li>Communicating effectively with the science community</li> <li>Using a climate change lens in prioritization and decision-making</li> <li>Engaging marginalized, minority, and under-represented groups in the process</li> <li>Including CC in option papers</li> <li>Communicating with and convincing decision-makers</li> <li>Setting performance indicators related to climate action</li> </ul> | <ul style="list-style-type: none"> <li>Sharing resources and knowledge across departments and coordinating response</li> <li>Resilience mindset</li> <li>Indigenous worldviews on climate change</li> <li>Action must take into consideration the differential impacts on vulnerable, marginalized, and racialized populations as well as the environment</li> <li>Hope</li> </ul> |



# test/ implement

**74** The Strategy

**23** Communications Strategy



# Climate Change Training Strategy

Government of Yukon

July 3, 2020





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# Introduction

## Overview

This document captures the Climate Change Training Strategy for Government of Yukon Employees.

The document provides an overview of the background and approach used to develop this strategy, the mission, vision, and principles for the work, details for each aspect of the strategy as well as supporting materials such as themes from engagement, a session overview, and a resource guide.

This strategy is intended to be a map for creating learning opportunities around climate change and climate action for Government of Yukon employees. It is designed to be responsive and flexible in order to be a living strategy that can be continuously updated throughout the implementation process. The methodology used is intended to be iterative and open in order to leave room for changes as we learn throughout the process. It should be noted that while the strategy was developed for Government of Yukon employees, training will be open to Yukon First Nations employees as well.

This document is intended to be used by the internal working groups as a guide for creating and implementing climate change training opportunities across the government.

## Background

Yukon has already reached two degrees of warming (Yukon Government, 2019). Given this reality, it is clear that the Territory needs to work together to not only reduce emissions, but enhance adaptive capacity in order to be resilient to the changes that are already happening due to climate change.

In the Government of Yukon's new strategy *Our Clean Future: A Yukon Strategy for Climate Change, Energy, and the Green Economy* the government identifies the goals, values, and strategic objectives for addressing the climate change emergency as well as clean energy and green economy opportunities over the next ten years (Yukon Government, 2019). The vision of the strategy is to set us on a path toward a "stronger, more sustainable future for Yukoners" (Yukon Government, 2019). Achieving this vision will require everyone to take action, and employees across the government will require support in adopting the plan into their work within the organization.

Article 126 in the current draft of *Our Clean Future* is to "develop and promote climate change training for Government of Yukon employees". In order to support the uptake of action and changes in behaviour across the organization, the strategy must be living—rather than just a poster on a wall. A key part of making that happen is through providing intentional training.

With the upcoming roll-out of *Our Clean Future*, we have an opportunity to develop curricula, and resources for climate change training that can support employees as they digest and integrate the plan and climate action into their lives and their work.



# Approach

With the need for climate change education for employees identified as an action item in the draft strategy of Our Clean Future, the Climate Change Secretariat partnered with the Organizational Development Branch to work on determining what this training would look like. Using Human Centred Design process methodology (illustrated in Figure 1), we strove to develop a training strategy that would meet the needs of Government of Yukon employees. Together, in the discover phase, we identified key stakeholders to engage, with the goal of understanding employee needs and interests regarding climate change training.

Through a process of understanding, which included a literature review as well as engagement with key stakeholders, we were able to identify best practices and employee needs in regards to climate change training (a summary of the insights from engagement is included in Appendix A). These insights became our foundation for ideating potential components of the strategy. We then developed two strategy prototypes by bringing these components together. These prototypes were shared back with key stakeholders for testing. The feedback provided by these key audiences helped us to further define and eventually choose which prototype to move forward with. The iterative cycle of prototyping and testing occurred a few more times before we were ready to move ahead into implementation with the strategy in this document.

Iteration will continue throughout implementation to ensure the strategy remains responsive to Government of Yukon employees. Some aspects of the strategy have been left intentionally vague and will be implemented later on in order to leave room for responsiveness to emergent needs.

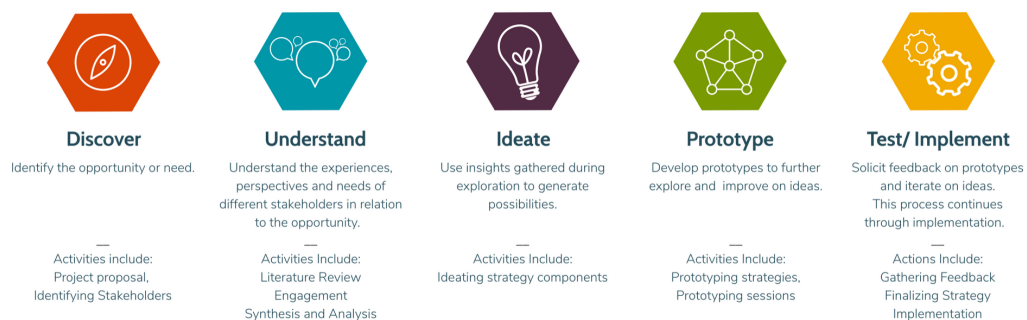


Figure 1. Human-Centred Design Process for Strategic Planning (Adapted from IDEO's Design Thinking Toolkit © 2012 IDEO LLC. All rights reserved. <http://designthinkingforeducators.com/>)

## Next Steps

While each aspect of the training strategy has identified next steps, the strategy overall requires a few more actions to be completed ahead of implementation. These include:

- Identify person(s) responsible for stewarding the implementation of the strategy
- Review with and seek feedback from partners at Yukon University and Council of Yukon First Nations (CYFN)
- Review with and seek feedback from groups missed during engagement
- Share strategy back with engagement participants
- Identify how to move forward with training opportunities that best support Government of Yukon and First Nations Government employees and that appropriately respect and reflect Yukon First Nations ways of knowing, doing, and being.
- Develop a monitoring/evaluation process for tracking the progress, impact, and updates needed for the strategy

“Many decisions we make large and small can have intended and unintended actions. If informed, we can be voices and leaders for action and help influence purchasing and facilities decisions.”

- Engagement Participant



# Climate Change Training Strategy

## vision.

The Government of Yukon integrates climate action across its operations and decision making, leading the way towards building thriving, resilient communities powered by clean energy and supported by a sustainable green economy.

## mission.

This climate change training strategy is designed to empower all Government of Yukon staff with the knowledge, skills, tools, values, and support they need to take climate action through the development of a multi-faceted system of engaging and personalized learning opportunities.



# principles.

All training developed or sourced for this strategy should:



Be engaging, hands-on, and experiential where possible and appropriate



Amplify Black, Indigenous, People of Colour (BIPOC) climate change leaders, experts, activists, and educators (content, facilitation, etc.)



Be relevant to the Yukon experience and specific to the Government of Yukon public service context



Take a holistic, intersectional and interconnected approach to climate change topics, addressing intersecting social and environmental injustices such as colonialism, systemic racism, food sovereignty, etc.



Have the ability to be personalized to different learner groups



Respect and reflect Yukon First Nations ways of knowing, doing, and being



Use and incorporate into existing resources where possible (i.e. existing trainings, case studies, materials, etc.) in the spirit of resourcefulness and maximum accessibility



Incorporate the affective domain and support learners in processing the emotional and social aspects of climate change



Be learner-centric, meeting learners where they are at, being inclusive of diverse perspectives and different ways of knowing and providing opportunities for growth



Be responsive and adaptable to new information and feedback

# Government of Yukon

## Climate Change Training Strategy



### Ongoing



#### Stories from the Land Series

A series of short stories that tell the Land's story of climate change across Yukon. These could be made centrally or crowd-sourced. They could be captured in videos, blog-posts, or by lunch-time visits to certain locations to hear from the Land itself.



#### Deep-Dive Lunch and Learn Series

Quick 45-minute sessions that dive deep into a climate change related topic such as scenario planning, climate change data, alternative energy, etc. These could be hosted online or in-person.



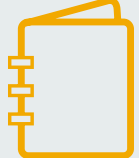
#### Climate Leaders Series

A series of short stories that highlight people across the organization who are leading climate action in their work. Stories would share the person's work and their favourite tips/tools/etc. for making action work. They could be captured in videos, blog-posts, etc.



#### Resource Site

A Yukon Government-wide central site for people to access climate change resources (i.e. people, websites, tools, data resources, guidelines, etc.).



#### Training for Climate Change Staff

Formal and informal opportunities for employees working in climate change positions to remain up-to-date with emerging best-practices, research, and innovations.

### Introduction



#### Leadership Series

**Key Audience:** Senior Leadership  
**Format:** 60-90 minute expert talk  
**Description:** A session for senior leaders across the organization to get up to speed on the Territory's climate action plan, identify opportunities for collaborative climate action, and explore what it means to be a climate leader for their departments.



#### Introduction to Climate Change

**Key Audience:** Any employee  
**Format:** Online  
**Description:** Designed to provide participants with an accessible overview of climate change topics, this course covers foundational information about climate change including key terminology, adaptation, mitigation, and climate science; preparing employees with a baseline understanding that will support them in further climate change training.  
**Note:** Circles below identify two aspects of this online training that could also be used as stand-alone resources



#### Climate Change in Yukon

**Key Audience:** Any employee  
**Format:** Online  
**Description:** By exploring climate change social, economical, and environmental impacts in the North and mitigation and adaptation efforts in the Territory, participants have the opportunity to develop a well-rounded understanding of Yukon's climate change realities.



#### Intro to Climate Action

**Key Audience:** Any employee  
**Format:** 1/2- Day In-Person  
By exploring climate action on personal, departmental, and organizational scales, participants have the opportunity to identify which actions are most effective, build their capacity for taking action, and learn how to communicate the importance of acting to others.

### Ongoing

### Application



#### Using a Climate Change Lens in Policy Development

**Key Audience:** Employees involved in policy development  
**Format:** Online and in-person offerings  
**Description:** Policy-involved employees will build their capacity for incorporating climate considerations into decision-making. This includes, but is not limited to, using a climate change lens, accessing and using climate data, respecting and reflecting Yukon First Nations ways of knowing, doing, and being, and mapping the systemic impacts of climate change in their area.



#### Applying a Climate Change Lens to Project Management

**Key Audience:** Employees responsible for project management  
**Format:** Online and in-person offerings  
**Description:** Employees responsible for project management will build their capacity for incorporating climate considerations into planning and decision-making. This includes but is not limited to using a climate change lens, accessing and using climate data, respecting and reflecting Yukon First Nations ways of knowing, doing, and being, risk management considerations, GHG accounting, and mapping the systemic impacts of climate change in their focus area.



#### Incorporating Climate Action in Strategic Planning

**Key Audience:** Employees involved in strategy development and strategic decision-making  
**Format:** Online and in-person offerings  
**Description:** Employees responsible for strategic planning will build their capacity for incorporating climate considerations into planning, prioritizing and decision-making. This includes but is not limited to using a climate change lens, accessing and using climate data, respecting and reflecting Yukon First Nations ways of knowing, doing, and being, risk management considerations and mapping the systemic impacts of climate change within their work.



#### Themed Workshops

**Format:** 1/2-Full Day In-Person  
Engaging and interactive workshops that bring key people from across the organization together to problem-solve around climate change topics such as permafrost, food security, flooding, etc.

### Integration



#### Peer-to-Peer Support

Opportunities for peer-to-peer support in taking climate action such as climate coaching (personalized 1:1 coaching for leaders to develop their climate lens in their roles) and climate mentorship circles (cohorts of employees gathering over a series of sessions to support each other in implementing a climate lens in their work).



#### Funding for Specialized Training

A pool of funding available for departments or individuals to access for specialized training or external learning opportunities (i.e. conferences, etc.)



# implementation timeline.



- Leadership Series  
October 2020
- Training for Climate Change Staff  
November 2020
- Intro to Climate Change  
December 2020
- Climate Change in Yukon  
December 2020
- Intro to Climate Action  
Winter 2021

- Lunch and Learn Series  
Winter 2021
- Stories from the Land  
Winter 2021
- Incorporating Climate Action into Strategic Planning  
Winter 2021
- Using a Climate Change Lens in Policy Development  
Winter 2021
- Applying a Climate Change Lens to Project Management  
Winter 2021
- Resource Site  
Spring 2021

- Themed Workshops  
Fall 2021
- Climate Leader Series  
Winter 2022
- Funding for Specialized Training  
Spring 2022
- Peer-to-Peer Support  
Spring 2022



Winter: January - March

Spring: April - June

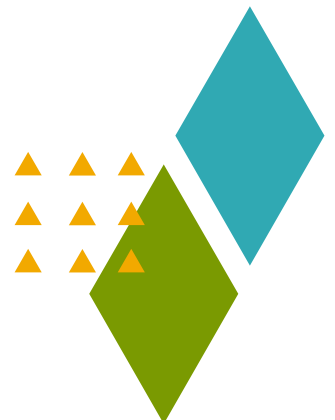
Summer: July - September

Fall: October - December



# introduction.

- 84** Leadership Series
- 86** Introduction to Climate Change
- 88** Climate Change in Yukon
- 90** Intro to Climate Action





# Leadership Series

A 90-minute session for senior leaders across the organization to get up to speed on the Territory's climate action plan, identify opportunities for collaborative climate action, and explore what it means to be a climate leader for their departments. Separate sessions would be held for DMS, ADMs, and Directors in order to specifically address the unique role of each within the organization

## Audience

Senior Leadership Groups (Cabinet, DMs, ADMs, and Directors)

## Learning Objectives

The objectives of this learning opportunity are to:

- (Re-) Introduce participants to Our Clean Future; providing a background on the creation of the plan and an overview of action opportunities within each area (transportation, homes and buildings, energy production, communities, innovation, and leadership).
- Identify why taking action is necessary and how it connects with government mandates, existing departmental strategies, the capital plan, and the Umbrella Final Agreements.
- Explore the realities of climate change in Yukon and develop understanding of the wide reaching and intersectional impacts of climate change.
- Develop climate leadership within the organization that enables climate action opportunities within their departments by promoting training, supporting the prioritization of climate action initiatives and decisions, and accessing resources to support climate action.
- Identify opportunities for collaborative climate action across departments and support a culture of sharing resources and knowledge across departments in the spirit of working together as “one government” to make change.
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.

## Timeline

Fall 2020

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- Organizational Development Branch
- External Speakers

## Next Steps

- Finalize session outlines (included in Appendix B)
- Identify budget availability
- Contract facilitator to develop facilitation
- Set dates and send invitations

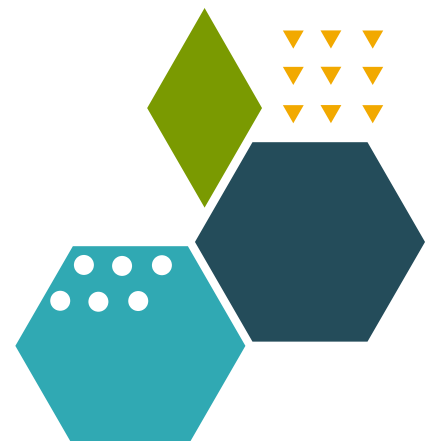
## Resources

**Existing:**

- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- ADM Orientation

**Potentially Required:**

- Funds to hire external facilitator





# Introduction to Climate Change

An online learning experience, Introduction to Climate Change is designed to provide participants with an accessible overview of climate change topics. In 60-90 minutes, this online course covers foundational information about climate change including key terminology, adaptation, mitigation, and climate science; preparing employees with a baseline understanding that will support them in further climate change training.

## Audience

Any Government of Yukon Employee

## Learning Objectives

The objectives of this learning opportunity are to:

- Provide a foundational overview of key climate change concepts and terminology such as mitigation, adaptation, vulnerability, adaptability, resilience, exposure, adaptive capacity, etc.
- Discuss climate change tools such as climate projections, risk assessments, etc. to understand what they are and to identify how climate change may impact personal and work lives.
- Develop participants' understanding of the role of uncertainty in climate change, especially when navigating media and analyzing data.
- Introduce participants to Yukon First Nations ways of knowing, doing, and being and help build participant respect and appreciation for its importance in how they understand climate change.
- Explore the intersectional and interconnected nature of climate change and introduce the importance of systems responses.
- Identify the impacts of climate change on personal wellbeing and provide participants with tools for navigating experiences such as eco-grief and eco-anxiety.
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.

### Potential Topics:

- |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Mitigation (Greenhouse Gas Effect, Carbon cycle, etc.)</li><li>• Adaptation (resilience, vulnerability, exposure, adaptive capacity, risk management, etc.)</li><li>• Climate projections and scenarios</li><li>• Mental health impacts of climate change (eco-grief, eco-anxiety, etc.)</li></ul> | <ul style="list-style-type: none"><li>• Media Literacy</li><li>• Impacts of climate change</li><li>• Intersectionality of climate change (i.e.. environmental racism)</li><li>• Indigenous worldviews on climate change</li><li>• Yukon First Nations' insights around climate change</li></ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Timeline

Fall 2020

## Roles

**Lead:** CCIMP

**Potential Collaborators:**

- CCS
- CYFN
- AFN
- ODB (YGLearn Support)

## Next Steps

- Meet with CCIMP to discuss course development
- Connect with Indigenous leaders on climate change in Yukon, understand how to respectfully reflect Yukon First Nations' ways of knowing, doing, and being, and identify opportunities for collaboration and respectful reciprocity

## Resources

**Existing:**

- CCIMP Transfer Payment Agreement for course development
- YGLearn platform for course offering
- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- Central Blogs and Newsletters

**Potentially Required:**

- Gifts and compensation for Indigenous Elders, People, and Communities





# Climate Change in Yukon

Building on the foundational content of Introduction to Climate Change, Climate Change in Yukon explores key climate change topics as they relate specifically to Yukon and the North. By exploring climate change social, economical, and environmental impacts in the North and mitigation and adaptation efforts in the Territory, participants have the opportunity to develop a well-rounded understanding of Yukon's climate change realities. Available as a 60-90-minute online or in-person course, Climate Change in Yukon pairs well with Introduction to Climate Change and is a helpful pre-cursor for Intro to Climate Action. It can even be paired with Intro to Climate Action for a full-day training.

## Audience

Any Government of Yukon Employee

## Learning Objectives

The objectives of this learning opportunity are to:

- Explore the realities of climate change in Yukon including the Territory's climate scenarios, biggest risk areas, and climate change connections to the economy.
- Develop participants' understanding of the wide reaching and intersectional impacts of climate change in Yukon.
- Explore effective, systems-focused adaptation and mitigation opportunities in the Territory.
- Introduce participants to Yukon First Nations ways of knowing, doing, and being and help build participant respect and appreciation for its importance in how they understand climate change.
- Build capacity in finding, using and interpreting Yukon climate change data.
- Identify the impacts of climate change on wellbeing in Yukon and provide participants with tools for navigating experiences such as eco-grief and eco-anxiety.
- Introduce participants to Our Clean Future; providing a background on the creation of the plan and an overview of action opportunities within each area (transportation, homes and buildings, energy production, communities, innovation, and leadership)
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.

### Potential Topics:

- |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• How climate change is impacting the North</li><li>• Climate Scenarios for Yukon</li><li>• Warming in Yukon</li><li>• Adaptation in Yukon</li><li>• Mitigation in the North</li><li>• Biggest risk areas (permafrost, flooding, food security, infrastructure) in Yukon</li><li>• Traditional approaches to risk management</li></ul> | <ul style="list-style-type: none"><li>• Climate Change Secretariat and Our Clean Future</li><li>• Community case-studies</li><li>• Socio-economic impacts of climate change in Yukon (i.e. food security)</li><li>• Alternative energy opportunities in Yukon</li><li>• Adaptation plans</li><li>• Media Literacy</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Timeline

Fall 2020

## Roles

**Lead:** CCIMP

**Potential Collaborators:**

- CCS
- CYFN
- AFN
- Energy Branch
- ODB (YGLearn Support)

## Next Steps

- Meet with CCIMP to discuss course development
- Connect with Indigenous leaders on climate change in Yukon, understand how to respectfully reflect Yukon First Nations' ways of knowing, doing, and being, and identify opportunities for collaboration and respectful reciprocity

## Resources

**Existing:**

- CCIMP Transfer Payment Agreement for course development
- YGLearn platform for course offering
- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- Employee Onboarding
- Courses on Mental Health and Wellbeing
- Central Blogs and Newsletters

**Potentially Required:**

- Gifts and compensation for Indigenous Elders, People, and Communities





# Intro to Climate Action

An interactive, half-day, in-person training, Intro to Climate Action explores how employees can take climate action both in their work and their personal lives. By exploring climate action on personal, departmental, and organizational scales, participants have the opportunity to identify which actions are most effective, build their capacity for taking action, and learn how to communicate the importance of acting to others.

## Audience

Any Government of Yukon Employee

## Learning Objectives

The objectives of this learning opportunity are to:

- (Re-)Introduce participants to Our Clean Future; providing a background on the creation of the plan and an overview of action opportunities within each area (transportation, homes and buildings, energy production, communities, innovation, and leadership).
- Identify why taking action is necessary and how it connects with government mandates, existing departmental strategies, the capital plan, and the Umbrella Final Agreements.
- Provide participants with support and tools for navigating experiences such as cognitive dissonance, eco-grief and eco-anxiety.
- Help build participants' capacity, competency, and capability to respect and reflect Yukon First Nations' ways of knowing, doing, and being when taking climate action
- Identify opportunities for collaborative climate action across departments and support a culture of sharing resources and knowledge across departments in the spirit of working together as "one government" to make change.
- Illustrate how to access and implement tools and resources for taking climate action.
- Build participant capacity for taking action at personal, departmental, and organizational levels and help develop the practice importance of considering differential impacts on vulnerable, marginalized and racialized populations as well as the planet.
- Develop participant's ability to communicate the importance of climate action and navigate resistance in themselves and others
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.

### Potential Topics:

- |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Tools and resources available for applying climate action in the work</li><li>• Guidelines for how to implement climate action into daily operations</li><li>• Our Clean Future</li><li>• Impactful and effective personal actions</li><li>• Best practices and innovations from different areas</li><li>• Navigating cognitive dissonance, eco-grief and eco-anxiety</li></ul> | <ul style="list-style-type: none"><li>• Encouraging others to adopt climate action</li><li>• Implementing climate change into terms and conditions/permits/authorizations</li><li>• Considering climate change in procurement</li><li>• Identifying sphere of influence and opportunities for action</li><li>• Communicating with and convincing decision-makers</li><li>• How to talk to "climate deniers"</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Timeline

Winter 2021

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- CCIMP
- CYFN
- AFN
- Energy Branch
- ODB (YGLearn Support)

## Next Steps

- Connect with Indigenous leaders on climate change in Yukon, understand how to respectfully reflect Yukon First Nations' ways of knowing, doing, and being, and identify opportunities for collaboration and respectful reciprocity

## Resources

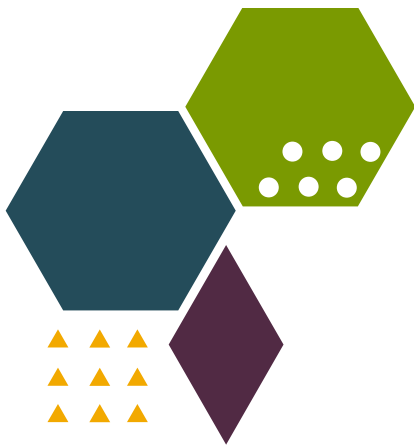
**Existing:**

- YGLearn platform for course offering
- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- Employee Onboarding
- Courses on Mental Health and Wellbeing
- Machinery of Government

**Potentially Required:**

- Gifts and compensation for Indigenous Elders, People, and Communities





# application.

- 93** Using a Climate Change Lens in Policy Development
- 95** Applying a Climate Change Lens in Project Management
- 97** Incorporating a Climate Change Lens in Strategic Planning





# Using a Climate Change Lens in Policy Development

Offered both online and in-person this four-hour training is designed specifically for employees who are engaged in policy development across the organization. Through the introduction of the organization's climate change lens, policy-involved employees will build their capacity for incorporating climate considerations into decision-making. This includes but is not limited to accessing and using climate data, respecting and reflecting Yukon First Nations ways of knowing, doing, and being, and mapping the systemic impacts of climate change in their area.

## Audience

Policy Analysts, Subject Area Specialists, Cabinet Analysts, Directors, Managers

## Learning Objectives

The objectives of this learning opportunity are to:

- (Re-)Introduce participants to Our Clean Future; providing a background on the creation of the plan and an overview of action opportunities within each area (transportation, homes and buildings, energy production, communities, innovation, and leadership).
- Identify why taking climate action in policy is necessary and how it connects with government mandates, existing departmental strategies, the capital plan, the Umbrella Final Agreements, and participant portfolios.
- Illustrate how to access and implement tools and resources for taking climate action.
- Help build participants' capacity, competency, and capability to respect and reflect Yukon First Nations' ways of knowing, doing, and being in climate actions and decision-making
- Build participants' capacity for interpreting and incorporating climate science into their work.
- Introduce the climate change lens and develop participant's ability to use it in prioritization and decision-making.
- Develop the practice the importance of considering differential impacts of climate change and action options on vulnerable, marginalized and racialized populations as well as the planet.
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward
- Explore effective means for communicating with and convincing decision-makers to take climate action.
- Identify opportunities for collaborative climate action across departments in the spirit of working together as "one government" to make change.

## Potential Topics:

- Our Clean Future
- Climate change/action and government mandates, departmental roles, the capital plan, and Umbrella Final Agreements
- Uncertainty: what it is and how to navigate it
- Best practices and innovations from different areas
- Cost/benefit analysis and climate financing
- Identifying, measuring, and managing risk
- Interpreting and leveraging climate scenarios and scenario planning
- Incorporating data and innovative science in decision-making
- Interpreting climate data
- Competencies for respecting and reflecting Yukon First Nations ways of knowing, doing, and being in decision-making
- Responsibly engaging marginalized, minority, and under-represented perspectives in climate action policy development
- Including CC in option papers
- Setting performance indicators related to climate action

## Timeline

**Winter 2021**

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- CYFN
- AFN
- External Consultant
- ODB (YGLearn Support/Course Design)

## Next Steps

- Connect with Indigenous leaders on climate change in Yukon, understand how to respectfully reflect Yukon First Nations' ways of knowing, doing, and being, and identify opportunities for collaboration and respectful reciprocity
- Develop Climate Change Lens
- Determine if this separate training is needed or if it can be amalgamated with one of the other "application" trainings

## Resources

**Existing:**

- YGLearn platform for course offering
- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- Art and Craft of Policy

**Potentially Required:**

- Gifts and compensation for Indigenous Elders, People, and Communities
- Funding for hiring external consultant



# Applying a Climate Change Lens in Project Management

Offered both online and in-person this four-hour training is designed specifically for employees who are engaged in project management across the organization. Through the introduction of the organization's climate lens, employees responsible for project management will build their capacity for incorporating climate considerations into planning and decision-making. This includes but is not limited to accessing and using climate data, respecting and reflecting Yukon First Nations ways of knowing, doing, and being, risk management considerations, GHG accounting, and mapping the systemic impacts of climate change in their focus area.

## Audience

Project managers, program managers, policy analysts

## Learning Objectives

The objectives of this learning opportunity are to:

- (Re-)Introduce participants to Our Clean Future; providing a background on the creation of the plan and an overview of action opportunities within each area (transportation, homes and buildings, energy production, communities, innovation, and leadership).
- Introduce clear guidelines for how to implement climate action into daily operations and develop participant's ability to use a climate change lens in prioritization and decision-making.
- Help build participants' capacity, competency, and capability to respect and reflect Yukon First Nations' ways of knowing, doing, and being in climate actions and decision-making.
- Build participants' capacity for interpreting and incorporating climate science into their work.
- Explore tools and resources for taking action such as risk management, adaptation plans, and planning horizons.
- Develop the practice of considering differential impacts of climate change and action options on vulnerable, marginalized and racialized populations as well as the planet.
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.
- Identify opportunities for collaborative climate action across departments in the spirit of working together as "one government" to make change

## Potential Topics:

- Our Clean Future
- Uncertainty: what it is and how to navigate it
- Best practices and innovations from different areas
- Cost/benefit analysis and climate financing
- Identifying, measuring, and managing risk
- Interpreting climate data
- Guidelines for climate action in project work
- Planning and designing for climate resiliency
- Incorporating data and innovative science in decision-making
- Competencies for respecting and reflecting Yukon First Nations ways of knowing, doing, and being in decision-making
- Setting performance indicators related to climate action
- Planning Horizons for Regulator/Legislative Changes
- Developing adaptation plans

## Timeline

**Winter 2021**

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- CYFN
- AFN
- External Consultant
- ODB (YGLearn Support/Course Design)

## Next Steps

- Connect with Indigenous leaders on climate change in Yukon, understand how to respectfully reflect Yukon First Nations' ways of knowing, doing, and being, and identify opportunities for collaboration and respectful reciprocity
- Develop Climate Change Lens
- Determine if this separate training is needed or if it can be amalgamated with one of the other "application" trainings

## Resources

**Existing:**

- YGLearn platform for course offering
- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- HPW Training

**Potentially Required:**

- Gifts and compensation for Indigenous Elders, People, and Communities
- Funding for hiring external consultant



# Incorporating a Climate Change Lens in Strategic Planning

Offered both online and in-person this four-hour training is designed specifically for employees who are engaged in strategic planning across the organization. Through the introduction of the organization's climate lens, employees responsible for strategic planning will build their capacity for incorporating climate considerations into planning, prioritizing and decision-making. This includes but is not limited to accessing and using climate data, respecting and reflecting Yukon First Nations ways of knowing, doing, and being, risk management considerations and mapping the systemic impacts of climate change within their work.

## Audience

Directors and Supervisors responsible for strategic planning, Senior Leadership

## Learning Objectives

**The objectives of this learning opportunity are to:**

- (Re-)Introduce participants to Our Clean Future; providing a background on the creation of the plan and an overview of action opportunities within each area (transportation, homes and buildings, energy production, communities, innovation, and leadership).
- Identify why considering climate change in strategic planning is necessary and how it connects with government mandates, existing departmental strategies, the capital plan, and the Umbrella Final Agreements.
- Explore tools and resources for considering climate change in strategic planning such as Yukon's climate projections, risk assessment and asset management.
- Help build participants' capacity, competency, and capability to respect and reflect Yukon First Nations' ways of knowing, doing, and being in climate actions and decision-making.
- Build participants' capacity for interpreting and incorporating climate science into strategic planning.
- Introduce the climate change lens and develop participant's ability to use it in prioritization and decision-making.
- Develop the practice of considering differential impacts of climate change and action options on vulnerable, marginalized and racialized populations as well as the planet.
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.
- Explore effective means for communicating with and gaining senior-leader support in incorporating climate action in strategies.
- Identify opportunities for collaborative climate action across departments in the spirit of working together as "one government" to make change

## Potential Topics:

- Our Clean Future
- Uncertainty: what it is and how to navigate it
- Best practices and innovations from different areas
- Cost/benefit analysis and climate financing
- Identifying, measuring, and managing risk
- Guidelines for climate action in project work
- Planning and designing for climate resiliency
- Incorporating data and innovative science in decision-making
- Competencies for respecting and reflecting Yukon First Nations ways of knowing, doing, and being in decision-making
- Setting performance indicators related to climate action
- Planning Horizons for Regulator/Legislative Changes
- Developing adaptation plans
- Communicating with and convincing decision-makers

## Timeline

Winter 2021

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- CYFN
- AFN
- External Consultant
- ODB (YGLearn Support/Course Design)

## Next Steps

- Connect with Indigenous leaders on climate change in Yukon, understand how to respectfully reflect Yukon First Nations' ways of knowing, doing, and being, and identify opportunities for collaboration and respectful reciprocity
- Develop Climate Change Lens
- Determine if this separate training is needed or if it can be amalgamated with one of the other "application" trainings

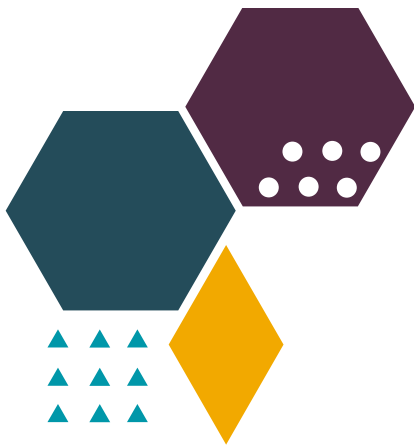
## Resources

**Existing:**

- YGLearn platform for course offering
- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- New Strategic Planning process

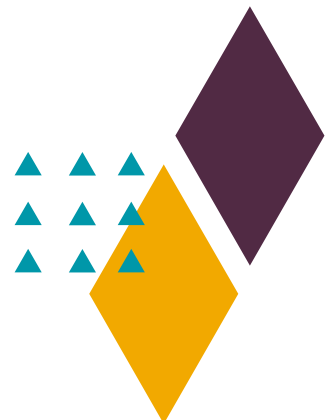
**Potentially Required:**

- Gifts and compensation for Indigenous Elders, People, and Communities
- Funding for hiring external consultant



# integration.

- 100** Themed Workshops
- 102** Peer-to-Peer Support
- 104** Funding for Specialized Training





# Themed Workshops

These half or full day in-person workshops are an engaging and interactive opportunity for employees from across the organization to come together to problem solve around key climate change topics such as permafrost, food security, flooding, etc. Through the workshop, participants will broaden their understanding of different areas' responses and needs in regards to different problems and discover opportunities for future collaboration in addressing the problem.

## Audience

Directors and Employees from across the organization (topic dependent)

## Learning Objectives

The objectives of this learning opportunity are to:

- Identify opportunities for collaborative climate action across departments and support a culture of sharing resources and knowledge across departments in the spirit of working together as “one government” to make change.
- Develop the organization’s capacity to take a systems approach to problem solving for climate action.
- Discover the importance and help develop the practice of considering differential impacts of climate change and action options on vulnerable, marginalized and racialized populations as well as the planet.
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward

### Potential Topics:

- Permafrost conservation
- Wildfire response training and Traditional and wildfire management techniques
- Source water protection planning

## Timeline

Fall 2021

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- ODB (YGLearn Support or Facilitation)

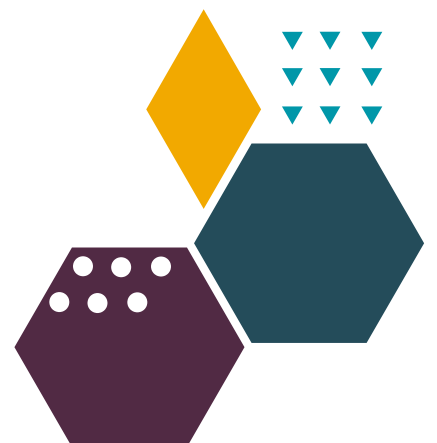
## Next Steps

- Gather insights from other learning opportunities on topics and opportunities for collaboration

## Resources

**Existing:**

- Adaptation Forum
- Implementation Groups





# Peer-to-Peer Support

Further developed as needs arise, opportunities for peer-to-peer support in taking climate action could include things such as climate coaching (personalized 1:1 coaching for leaders to develop their climate lens in their roles) or climate mentorship circles (cohorts of employees gathering over a series of sessions to support each other in implementing a climate lens in their work).

## Audience

Any employee

## Learning Objectives

The objectives of this learning opportunity are to:

- Illustrate how to access and implement tools and resources for taking climate action in participants' day-to-day work.
- Provide participants with support and tools for navigating experiences such as cognitive dissonance, eco-grief and eco-anxiety.
- Build participant capacity for taking action at personal, departmental, and organizational levels and help develop the practice of considering differential impacts on vulnerable, marginalized and racialized populations as well as the planet.
- Develop participant's ability to communicate the importance of climate action and navigate resistance in themselves and others.
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward

### Potential Topics:

- Climate leadership
- Climate change and wellbeing
- Navigating resistance to change
- Supporting peers in taking action
- Systems thinking
- Navigating competing priorities
- Spheres of influence and opportunities for action

## Timeline

Spring 2022

## Roles

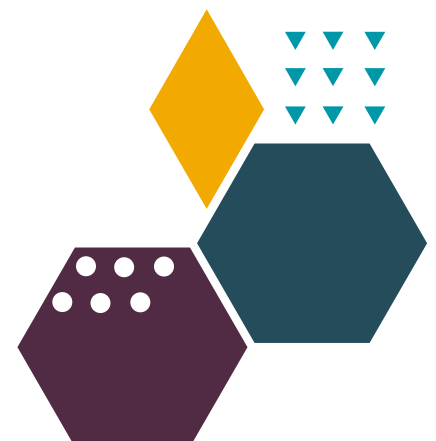
**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- ODB (YGLearn Support and/or Design)

## Next Steps

- Gather insights from other learning opportunities on topics and opportunities for collaboration





# Funding for Specialized Training

A pool of funding available for departments or individuals to access for specialized training or external learning opportunities (i.e. conferences, etc.)

## Audience

Employees and departments requiring specialized training in order to undertake climate action

### Timeline

Spring 2022

### Roles

**Lead:** Climate Change Secretariat

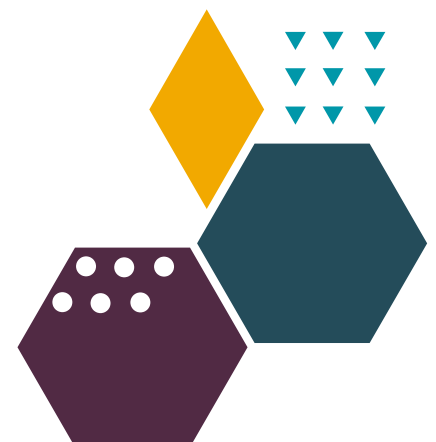
### Next Steps

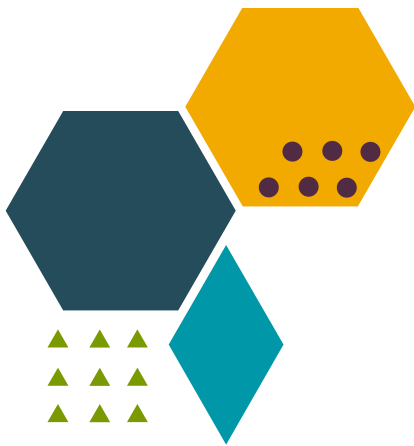
- Determine possibility of developing a funding pool
- Research funding opportunities
- Secure funding
- Develop requirements/application for funding

### Resources

**Required:**

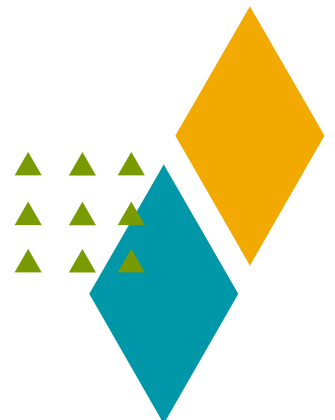
- Seed funding for training opportunities





# ongoing.

- 106** Stories from the Land
- 108** Deep-Dive Lunch and Learn Series
- 110** Climate Leaders Series
- 112** Resource Site
- 113** Training for Climate Change Staff





# Stories from the Land

A series of short narratives that tell the Land's story of climate change across Yukon. These could be made centrally or crowd-sourced. They could be captured in videos, blog-posts, or by lunch-time visits to certain locations to hear from the Land itself.

## Audience

All employees

## Learning Objectives

The objectives of this learning opportunity are to:

- Explore the realities of climate change in Yukon and develop participants' understanding of the wide reaching and interconnected impacts it has.
- Explore effective, systems-focused adaptation and mitigation examples from across the Territory.
- Introduce participants to Yukon First Nations ways of knowing, doing, and being and help build participant respect and appreciation for its importance in how they understand climate change.
- Identify the impacts of climate change on wellbeing in Yukon
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.

## Timeline

Spring 2021

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- Energy Branch
- Communications Team
- CYFN
- AFN

## Next Steps

- Connect with Indigenous leaders on climate change in Yukon to explore if this would be something of interest to collaborate on
- Determine how/if this can be done respectfully and in a way that supports and respects Yukon First Nations, the Land, and other communities in the Territory

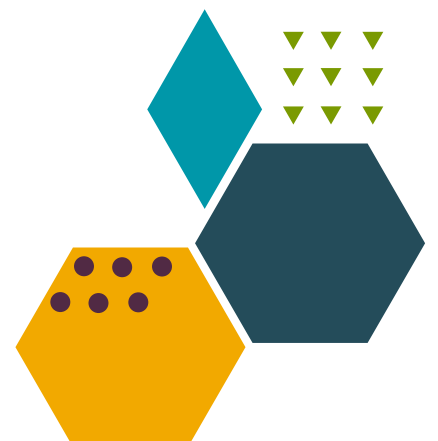
## Resources

**Existing:**

- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- Central Blogs and Newsletters

**Potentially Required**

- Funding for materials and production if needed
- Gifts and compensation for those who are telling the stories





# Deep-Dive Lunch and Learn Series

Quick 45-minute sessions that dive deep into a climate change related topic such as scenario planning, climate change data, alternative energy, etc. These could be hosted online or in-person.

## Audience

All employees

## Learning Objectives

The objectives of this learning opportunity are to:

- Provide a deeper insight into different aspects of and perspectives on climate change
- Explore effective, innovative, and systems-focused adaptation and mitigation examples from across the Territory.
- Introduce participants to Yukon First Nations ways of knowing, doing, and being and help build participant respect and appreciation for its importance in how they understand and address climate change.
- Build participant capacity for taking action at personal, departmental, and organizational levels and help develop the practice of considering differential impacts on vulnerable, marginalized and racialized populations as well as the planet.
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.
- Provide participants with support and tools for navigating experiences such as cognitive dissonance, eco-grief and eco-anxiety

## Potential Topics:

- |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Climate change and land use planning</li><li>• Hosting sustainable meetings/conferences/gatherings</li><li>• Climate Proposal Writing</li><li>• Climate Change and Hydrology</li><li>• Examples of what others are doing successfully in the North</li><li>• Circular economy</li><li>• Traditional hunting, processing, and preserving techniques</li></ul> | <ul style="list-style-type: none"><li>• Renewable energy systems</li><li>• Wetlands and climate change</li><li>• Gardening, beekeeping, local husbandry, and tree-planting</li><li>• Climate leadership</li><li>• Taking nature/land out of the market</li><li>• Hyperconsumption vs collaborative consumption</li><li>• Sustainable Happiness</li><li>• Climate Change and Media (Literacy</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Timeline

Winter 2021

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- Energy Branch
- Indigenous leaders on climate change in Yukon
- ODB (YG Learn Support)
- SCOPe

## Next Steps

- Establish frequency and location
- Establish topics
- Connect with Indigenous leaders on climate change in Yukon to explore if this would be something of interest to collaborate on

## Resources

**Existing:**

- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- YG Learn Platform

**Potentially Required:**

- Funding for materials/speakers if needed
- Gifts and compensation for Indigenous Elders, People, and Communities





# Climate Leaders Series

A series of short stories that highlight people across the organization who are leading climate action in their work. Each story shares the person's work and their favourite tip/tool/etc. for making action work. Stories could be told through videos, blog-posts, etc.

## Audience

All employees

## Learning Objectives

The objectives of this learning opportunity are to:

- Explore the realities of climate change in Yukon and develop participants' understanding of the wide reaching and interconnected impacts it has.
- Explore effective, systems-focused adaptation and mitigation examples from across the Territory.
- Introduce participants to Yukon First Nations ways of knowing, doing, and being and help build participant respect and appreciation for its importance in how they understand and address climate change.
- Illustrate how to access and implement tools and resources for taking climate action in participants' day-to-day work.
- Build participant capacity for taking action at personal, departmental, and organizational levels and help develop the practice of considering differential impacts on vulnerable, marginalized and racialized populations as well as the planet.
- Develop participant's ability to communicate the importance of climate action and navigate resistance in themselves and others
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.

## Timeline

Winter 2022

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- Energy Branch
- Communications Team

## Next Steps

- Establish format of stories
- Determine sourcing function

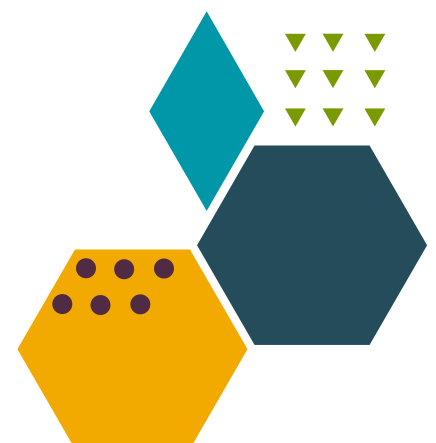
## Resources

**Existing:**

- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- Central blogs and newsletters

**Potentially Required:**

- Funding for materials/production if needed
- Gifts and compensation for people who are sharing stories



# Resource Site

A Yukon Government-wide central site for people to access climate change resources (i.e. people, websites, tools, data, resources, guidelines, etc.).

## Timeline

Spring 2021

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- Energy Branch
- Communications Team

## Next Steps

- Establish format and conditions of site (what is included, what isn't)
- Determine location on governmental website
- Gather and sort resources

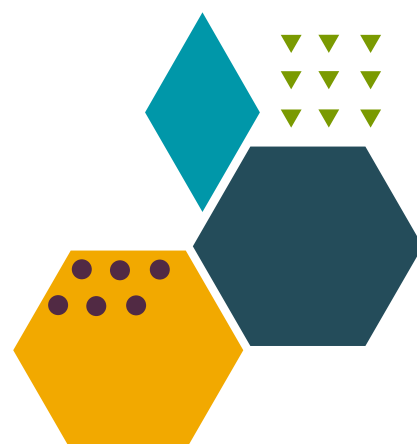
## Resources

**Existing:**

- Towards the Government of Yukon's Approach to (Traditional Knowledge)\*
- Central blogs and newsletters

**Potentially Required:**

- Ongoing human resources for the development and maintenance of the resource site



# Training for Climate Change Staff

Formal and informal opportunities for employees working in climate change positions to remain up-to-date with emerging best-practices, research, and innovations.

## Timeline

Fall 2020

## Roles

**Lead:** Climate Change Secretariat

**Potential Collaborators:**

- Energy Branch

## Next Steps

- Ideate on needs and opportunities
- Establish if funding is required
- Secure funding if required

## Resources

**Potentially Required:**

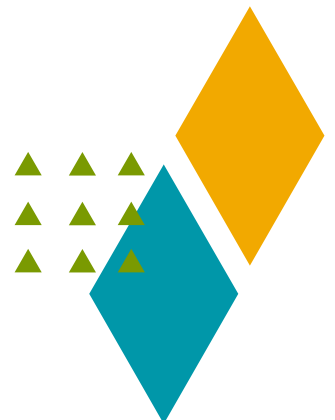
- Funding for training





# appendices.

- 115** Appendix A: Engagement Insights
- 117** Appendix B: Leadership Series Session Overviews
- 120** Appendix C: Supporting Resources



# Appendix A: Theme Summaries

Throughout the exploration phase, we had the opportunity to gather data through interviews with 13 people inside and outside of the organization, and through a survey which gathered responses from 40 employees across the organization. Using a grounded theory approach, we analyzed this data for repeated ideas and concepts. These ideas and concepts were then grouped into themes which became the main insights into what was needed in a climate change strategy for the Government of Yukon. We also developed personas to highlight the attitudes, challenges, and goals of key perspectives we heard through engagement. A summary of the themes is included below and a more fulsome description as well as the literature review can be found in the appendices.

**An effective climate change training strategy would address/include/consider the following:**

**A holistic and interconnected approach to climate change topics from a both Indigenous and Western perspective.** Climate change is a complex, abstract topic that is often oversimplified. Training should cover basics such as mitigation, adaptation, terminology, as well as how it is interconnected with things like mental health, the natural environment, etc.

**Content, examples and activities that are relevant to employees' work, life, and Yukon.** We will need to ensure that all content is relevant to our government context and showcases local examples of what's working well alongside examples from other areas.

**Engaging, hands-on, and experiential learning opportunities and information to help learners understand.** Training should leverage hands-on activities, media, and storytelling to engage learners in a variety of learning formats and techniques

**How to include climate change information, data, and Traditional Knowledge into decision-making processes.** Training should incorporate how to communicate about climate change to decision-makers, how to include climate information into option papers, and support the development of consistencies in the use of a climate lens for decision-making.

**Opportunities for departments to collaborate, network, share ideas and best practices, troubleshoot, and breakdown silos.** Training provides an opportunity to address the lack of collaboration and alignment between departments by bringing people together around topics/themes to network, ideate, troubleshoot, and find ways to work together going forward.

**Improving data literacy including how to source, collect, and use data objectively.** We have an opportunity to address the lack of data and difficulties employees experience in accessing/using data by supporting employees in producing, accessing, and using good, relevant data.

**Opportunities for ongoing engagement in training and taking action over time.** Rather than one-off training, employees are looking for multiple ways to engage, opportunities to get involved further and follow-up on training over time.

**Supporting learners who are not decision-makers in how to communicate, inspire, and steward buy-in and action.** We need to support employees with how to engage their team/clients in taking action. Furthermore, we need to support the development of consistent buy-in on teams and with those with decision-making authority.

**Offering an introductory level learning opportunity accessible to a general audience.** We need to build a common level of understanding through an introductory primer that explores climate change and how it impacts the North.

**Identifying which individual impacts are most effective and impactful.** Training can help employees determine which actions will have the most impact in their work and lives, including actions such as waste/emissions reduction, and less "trackable" actions that have high impact.

**Opportunities to leverage existing resources and training.** We can pair content with experts and resources already accessible in the organization, and incorporate different aspects of training into already existing formal and informal training.

**Clear, simple, practical actions that can be applied to operations, strategies, and learners' day-to-day work.** Training can provide the "now what" to combat the abstract nature of climate change and the opportunity to learn/practice tools for overcoming barriers in integrating climate change into day-to-day work.

### Content exploring Our Clean Future.

It will be important to provide an overview and background for Our Clean Future as well as training tailored to the guidelines as they roll out so that people know what can be done and what impact it will have.

### Navigating difficult emotions towards a sense of hope and action.

Many people experience anxiety and a sense of helplessness when it comes to climate change and there is often resistance to change. There is an opportunity to support learners through these emotions towards a sense of hope and efficacy that leads to action.

**How learners can take action with limited resources.** A lack of human resources to do the work and a lack of funding or budget were identified as barriers to taking action. It could be useful to address how to navigate these challenges in creative, effective ways.

**Responsive and flexible training that can adapt to new information and feedback over time.** Training can be kept up-to-date through an intentional evaluation process.

**How to address competing priorities and resistance in an effective way.** It can be difficult to prioritize climate action when there is existing work to complete. It can be even more difficult when climate action is seemingly at odds with the work that needs to be done. Training can provide an opportunity to develop a climate lens to integrate into (not add to) existing responsibilities. It can also illuminate how seemingly opposing priorities are an opportunity to be creative and what to do in that case.

**Mindful communication around the value of training and the context of climate change.** In order to be clear, engaging, and inclusive, even for employees who aren't already plugged in, we need to communicate the value of the training in a way that is sensitive to the polarizing and loaded nature of climate change.

**How to apply and integrate climate change into policy.** Training that identifies how to consider climate change in policy development will be very useful.

**How learners can identify, measure, and manage the biggest risk areas in order to design, plan for, and create resilient government, infrastructure, and communities.** It would be beneficial to providing training on the biggest risk areas (permafrost, flooding, food security, infrastructure, etc.) and how to mitigate and adapt for these risks.

**How climate change connects to government mandates, agreements, departmental roles, and the capital plan.** It will be helpful to highlight how the government plans to address climate change and how change can take place at the systemic level.

**How to take action using a systems approach.** Climate change interconnects with many different areas and it will be important for training to address how to take action that incorporates sustainable economic values, Traditional Knowledge, and the differential impacts climate change has and will have on vulnerable populations and the environment.

**Personalized content for different audiences to target specific learner needs.** We need to consider a tiered approach with different options for different needs and interests as well as knowledge levels. For example, this could look like personalized training for departments, communities, beginners, policy experts, planners, decision-makers, etc.)

**A variety of mediums, lengths and locations for training.** Learning opportunities should be offered in a mixture of environments (online and in person), lengths (shorter, more frequent vs. longer stand-alone trainings), and locations to be accessible for employees.



# Appendix B: Leadership Series

## Session Overviews

The following is an overview that outlines two workshops to be run with Senior Leadership in the organization— Session A is for the Deputy Ministers and Session B is for the Assistant Deputy Ministers and Directors. It is recommended to run separate sessions for DMs, ADMs, and Directors to create a productive learning space.

### Learning Objectives

The goal of this session is to provide participants with the opportunity to:

- (Re-) Introduce participants to Our Clean Future; providing a background on the creation of the plan and an overview of action opportunities within each area (transportation, homes and buildings, energy production, communities, innovation, and leadership).
- Identify why taking action is necessary and how it connects with government mandates, existing departmental strategies, the capital plan, and the Umbrella Final Agreements.
- Explore the realities of climate change in Yukon and develop understanding of the wide reaching and intersectional impacts of climate change.
- Develop climate leadership within the organization that enables climate action opportunities within their departments by promoting training, supporting the prioritization of climate action initiatives and decisions, and accessing resources to support climate action.
- Identify opportunities for collaborative climate action across departments and support a culture of sharing resources and knowledge across departments in the spirit of working together as “one government” to make change.
- Help participants develop self efficacy, a practice of active hope, and a sense of urgency to prioritize climate action going forward.

### Logistics

#### Format

- In-Person (although Session A could be done virtually)
- Synchronous Session

#### Length

- Session A: 60 minutes
- Session B: 90-100 minutes

#### Delivery

- External Facilitator (see facilitator suggestions in overview)

## Facilitator Suggestions

### Future Ancestors Services

Future Ancestors Services is an Indigenous and Black-owned, youth-led professional services social enterprise that advances climate justice and equity with a lens of ancestral accountability. We build bridges between cultures, ways of knowing, and professional sectors with the goal of addressing the causes of systemic issues that disadvantage groups of people, connection to the land, and the well-being of Earth.

Offers a combination of speaking and training services and the Founder and Managing Director, Larissa Crawford, is located out of Calgary, Alberta.

<https://www.futureancestors.ca/services>

### Spark Coaching and Consulting

Cultivating influence and leadership in the creation of just and sustainable systems.

Jennifer England is located in Whitehorse, Yukon

<https://sparkcoaching.ca/jennifer-england/>

## Overview Session A (Deputy Ministers)

### Introduction

- Review Agenda
- Opening Activity (something like...)
  - What does climate action mean to you?

(10 mins)

### Climate Change and Your Department

- Overview of Our Clean Future
- Climate Action and the Capital Plan/Mandate Letters
- Identifying your “sphere of influence”
- Resources available for taking action

(20 mins)

### Climate Leadership

- Your role as a climate leader
- Prioritizing climate action in your departments’ work
- Supporting and enabling your teams in taking climate action

(20 mins)

### Conclusion

- Reflection
- Conclusion

(10 mins)

## Overview Session B (Assistant Deputy Ministers/Directors)

### Introduction

(10 mins)

- Review Agenda
- Opening Activity (something like...)
  - [https://www.youtube.com/watch?v=ka\\_kQUvojel](https://www.youtube.com/watch?v=ka_kQUvojel)
  - What do you take climate action for? [Share with a partner]

### Climate Change in Yukon

(30 mins)

- Overview of climate change in the North
- Biggest Risks and Vulnerabilities for Yukon
- Mapping Exercise: Impacts of Climate Change in Yukon
  - Participants work together to map out the primary, secondary, and all subsequent impacts of climate change to generate an overview of the systemic social, economic, and environmental impacts of climate change in Yukon

### Climate Change and Your Department

(20 -30 mins)

- Overview of Our Clean Future
- Climate Action and the Capital Plan/Mandate Letters
- Mapping Exercise: Spheres of Influence
  - Building on the Impacts map, participants will identify where they have spheres of influence to take action within the system. This will then highlight areas for individual as well as collaborative action to address climate change

### Climate Leadership

(20 mins)

- Your role as a climate leader
- Prioritizing climate action in your departments' work
- Supporting and enabling your teams in taking climate action
- Stewarding an intersectional approach to climate action

### Conclusion

(10 mins)

- Training for your team
- Resources available
- Reflection
- Conclusion

# Appendix C: Supporting Resources

The following is a compendium of resources shared with us through the engagement process as well as a few others we stumbled across along the way. It is in no-way an exhaustive list of resources in these topic areas, but rather a launch-point from which to work from.

## Climate Change Introductory Content

[How is Climate Change Shaping this World? – Green Learning](http://www.greenlearning.ca/decodingcarbon/PDFS/Activity-1-How-is-Climate-Change-Shaping-this-World.pdf)

<http://www.greenlearning.ca/decodingcarbon/PDFS/Activity-1-How-is-Climate-Change-Shaping-this-World.pdf>

Activity plan where learners explore and understand the effects of the climate change crisis from different perspectives. Starting from a global overview, to national and then to a local perspective, learners will notice the change in scope and approach towards tackling the climate crisis.

[Climate 101 with Bill Nye](https://www.youtube.com/watch?time_continue=102&v=3v-w8Cyfoq8&feature=emb_logo)

[https://www.youtube.com/watch?time\\_continue=102&v=3v-w8Cyfoq8&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=102&v=3v-w8Cyfoq8&feature=emb_logo)

[Bill Nye Explains Climate Change with Emojis](https://www.youtube.com/watch?v=rPqd20tdncg)

<https://www.youtube.com/watch?v=rPqd20tdncg>

[Patriarchy, Racism, and Colonialism Caused the Climate Crisis | Jamie Margolin](https://www.youtube.com/watch?v=amGylqIBzEk)

<https://www.youtube.com/watch?v=amGylqIBzEk>

We usually think of climate change as a standalone issue that started with the Industrial Revolution. But, in fact, to stop the climate crisis, we first have to dismantle the systems of oppression that caused it. Jamie Margolin is an activist, student, author, and co-founder of the youth climate justice movement Zero Hour, which mobilizes young people all over the world for emergency climate action. Her activism is rooted in her love of both the American Pacific Northwest, where she grew up, and the wilderness of her mother's home country, Colombia, both of which are deteriorating due to human causes.

[Our Climate Crisis | Science and Society](https://www.youtube.com/watch?v=SddFCcSI5bo&list=PLNWPBwpU8RRZ2vGmSRxj0qmuU6D3EY6ly&index=8)

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=SddFCcSI5bo&list=PLNWPBwpU8RRZ2vGmSRxj0qmuU6D3EY6ly&index=8)

[v=SddFCcSI5bo&list=PLNWPBwpU8RRZ2vGmSRxj0qmuU6D3EY6ly&index=8](https://www.youtube.com/watch?v=SddFCcSI5bo&list=PLNWPBwpU8RRZ2vGmSRxj0qmuU6D3EY6ly&index=8)

10:30-19:25 – Introduction to Climate Change

19:55 – 21:20 Scenarios and Uncertainty

Remainder looks at the need for a systemic approach to climate action through the example of Green New Deal; and the role of “hope” in climate action

## Climate Leadership

[Future Ancestors Services](https://www.futureancestors.ca/services)

<https://www.futureancestors.ca/services>

Future Ancestors Services is an Indigenous and Black-owned, youth-led professional services social enterprise that advances climate justice and equity with a lens of ancestral accountability. We build bridges between cultures, ways of knowing, and professional sectors with the goal of addressing the causes of systemic issues that disadvantage groups of people, connection to the land, and the well-being of Earth.

Offers a combination of speaking and training services and the Founder and Managing Director, Larissa Crawford, is located out of Calgary, Alberta

[All We Can Save – Truth, Courage, and Solutions for the Climate Crisis](#)

Edited by Ayana Elizabeth Johnson and Katharine K. Wilkinson – Release Sept 2020

Provocative and illuminating essays from women at the forefront of the climate movement, who are harnessing truth, courage, and solutions to lead humanity forward.

## Critical Skills Content

[Climate and Media Literacy](http://environmentalsociety.ca/wp-content/uploads/2018/07/Climate-Change-Evaluating-Information-Sources.pdf)

<http://environmentalsociety.ca/wp-content/uploads/2018/07/Climate-Change-Evaluating-Information-Sources.pdf>

## Climate Change and Wellbeing

[Healthy Planet, Healthy People | Courtney Howard](https://www.youtube.com/watch?time_continue=6&v=FgIYakIWOK4&feature=emb_logo)

[https://www.youtube.com/watch?time\\_continue=6&v=FgIYakIWOK4&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=6&v=FgIYakIWOK4&feature=emb_logo)

For too long we've put health and the environment in different boxes. The work of our generation is to bridge the two, to understand that in fact, they belong in the same box--that planetary health defines human health--and that as we improve one, we will improve the other as well.

## Systems Thinking and Climate

[Multi-Solving](https://www.climateinteractive.org/ci-topics/multisolving/)

<https://www.climateinteractive.org/ci-topics/multisolving/>

[Future Ancestors Services](https://www.futureancestors.ca/services)

<https://www.futureancestors.ca/services>

Future Ancestors Services is an Indigenous and Black-owned, youth-led professional services social enterprise that advances climate justice and equity with a lens of ancestral accountability. We build bridges between cultures, ways of knowing, and professional sectors with the goal of addressing the causes of systemic issues that disadvantage groups of people, connection to the land, and the well-being of Earth.

Offers a combination of speaking and training services and the Founder and Managing Director, Larissa Crawford, is located out of Calgary, Alberta.

### Intersectional Environmentalist

<https://www.intersectionalenvironmentalist.com/>

A platform for resources, information and action steps to support intersectional environmentalism and dismantle systems of oppression in the environmental movement, led by environmental activists and sustainability advocates.

### Patriarchy, Racism, and Colonialism Caused the Climate Crisis | Jamie Margolin

<https://www.youtube.com/watch?v=amGylqIBzEk>

We usually think of climate change as a standalone issue that started with the Industrial Revolution. But, in fact, to stop the climate crisis, we first have to dismantle the systems of oppression that caused it. Jamie Margolin is an activist, student, author, and co-founder of the youth climate justice movement Zero Hour, which mobilizes young people all over the world for emergency climate action. Her activism is rooted in her love of both the American Pacific Northwest, where she grew up, and the wilderness of her mother's home country, Colombia, both of which are deteriorating due to human causes.

### I'm a black climate expert. Racism derails our efforts to save the planet | Ayana Elizabeth Johnson

<https://www.washingtonpost.com/outlook/2020/06/03/im-black-climate-scientist-racism-derails-our-efforts-save-planet/>

## Climate Change Data

### Climate Data Canada

<https://climatedata.ca/>

## Indigenous Ways of Knowing, Doing and Being

### Atlas of Community-Based Monitoring and Indigenous Knowledge in a Changing Arctic

<http://www.arcticcbm.org/index.html#eyJ0ljoieClslmkiOilxZGY4Mjg0MWQzZW5MmYwY2Y2OTQzZTE1NTRhNDc3ZilslMiOjE1OTI0OTk5OTQ0NTd9>

### Power to the People

A television documentary series that explores the renewable energy revolution empowering Indigenous communities across Canada and around the world. In each episode, host Melina Laboucan-Massimo uncovers fascinating renewable energy or sustainable living projects. From revolutionary wind farms, solar power plants, run-of-river hydroelectric projects and tidal energy initiatives, Melina explores the challenges, simplifies the science, and showcases the benefit for the community and for humanity.

#### Teslin:

<http://powertothepeople.tv/teslin/>

<https://vimeo.com/channels/powertothepeople/347379815>

#### Kluane:

<http://powertothepeople.tv/kluane/>

## Lungs of the North | Mothers of Invention

<https://www.mothersofinvention.online/arctic>

The Arctic's indigenous peoples have been fighting back against the colonization of their territories, natural landscapes, and communities for centuries. This week we focus on two indigenous voices in the Arctic. Dalee Sambo Dorrough of the Iñupiat Inuit, is the chair of the Inuit Circumpolar Council living in Anchorage, Alaska. She leads the conversation in the studio to share updates on the great legal battles taking place in the Arctic today, and how they're playing out national and internationally. And we head to Alberta, Canada, to meet Eriel Tchekwie Deranger who is Athabaska Chipewyan of the Denesuline people. Eriel takes us on a vivid tour of the landscapes she grew up with, and the landscapes colonizing entities are leaving behind.

## Climate Change and Decision Making

[Canadian Communities' Guidebook for Adaptation to Climate Change](http://publications.gc.ca/collections/collection_2017/eccc/En56-226-2008-eng.pdf)

[http://publications.gc.ca/collections/collection\\_2017/eccc/En56-226-2008-eng.pdf](http://publications.gc.ca/collections/collection_2017/eccc/En56-226-2008-eng.pdf)

Appendix 1 has some good tools for decision making.

## Policy and Climate Action

[ADAPTool \(Adaptive Design and Assessment Policy Tool\)](https://www.iisd.org/foresightgroup/adapt.aspx)

<https://www.iisd.org/foresightgroup/adapt.aspx>

The ADAPTool was designed to evaluate a suite of public policies and programs for their ability to adapt to climate change, among other stressors. The user answers 15 questions through an online user interface and interactive workbook. The development of the ADAPTool was lead by the International Institute for Sustainable Development (IISD).

## Climate Policy Options – Green Learning

<http://www.greenlearning.ca/decodingcarbon/PDFS/Activity-10-Climate-Policy-Options.pdf>

Activity plan where learners will learn about the different climate policy options, the co-benefits and tradeoffs of climate change policy tools, that policy design often requires a weighing of co-benefits and tradeoffs, how climate policies have been implemented in different jurisdictions, and the successes and challenges in implementation.

## Elements of a Good Climate Policy – Green Learning

<http://www.greenlearning.ca/decodingcarbon/PDFS/Activity-13-Infographic-What-Makes-a-Good-Climate-Change-Policy.pdf>

## Policy Solutions – Pembina Simulator

<https://policysolutions.pembina.org/>

Designing energy policy correctly is tough work. Well-designed energy policies reduce pollution, cut consumer costs, and minimize dependence on foreign energy supplies. Done wrong, they can do the reverse, and increase pollution, lock in carbon-intensive technologies, or waste money. Which energy policies can lower greenhouse gas emissions in Canada, and what will it cost? Discover the effects of various energy policies, build your favorite policy package, and share it with friends using the Energy Policy Simulator.

The Post-degree Certificate in Climate Change Policy exposes students to climate change science and its links to policy and policy makers. The program offers a combination of theory and practice and will prepare students for careers in the field of climate change at the science-policy interface in a circumpolar, Yukon-focused context. Emphasis will be given to the importance of understanding the scientific basis behind climate change and how these changes will impact natural and socio-economic systems. Students will gain a solid knowledge of policy design and analysis and will learn to develop effective responses to the challenges that come along with these changes.

## Risk and Vulnerability Assessment

### [Adapting to Climate Change: A Risk Based Guide for Local Governments](https://data.fcm.ca/documents/tools/PCP/Adapting_to_Climate_Change_a_Risk-Based_Guide_for_Local_Governments_EN.pdf)

[https://data.fcm.ca/documents/tools/PCP/Adapting\\_to\\_Climate\\_Change\\_a\\_Risk-Based\\_Guide\\_for\\_Local\\_Governments\\_EN.pdf](https://data.fcm.ca/documents/tools/PCP/Adapting_to_Climate_Change_a_Risk-Based_Guide_for_Local_Governments_EN.pdf)

This national guide, produced for the Public Infrastructure Engineering Vulnerability Committee (PIEVC), provides a process to help users identify, analyze and communicate risks posed by climate change. It follows a standard risk management approach and uses Canadian terminology. The guide provides a methodology and helpful hints on the risk assessment process.

## Climate Action Simulation/Games

### [The Climate Action Simulation – Climate Interactive](https://www.climateinteractive.org/tools/climate-action-simulation/)

<https://www.climateinteractive.org/tools/climate-action-simulation/>

The Climate Action Simulation is a highly interactive, role-playing game. engage a wide range of participants in exploring key technology and policy solutions for addressing global warming. The game is conducted as a simulated emergency climate summit organized by the United Nations that convenes global stakeholders to establish a concrete plan that limits warming to Paris Agreement goals.

### [Circular Economy Activity](http://www.greenlearning.ca/programs/circular-economy-activity/)

<http://www.greenlearning.ca/programs/circular-economy-activity/>

The Circular Economy Activity will inspire learners to apply a remake, reuse and recycle model in creating an entirely new product from recycled materials. By participating, they will develop their critical-thinking, creativity, communication and entrepreneurship skills towards building a sustainable economy.

### [The Newtonian Shift](https://energyfutureslab.com/the-newtonian-shift/)

<https://energyfutureslab.com/the-newtonian-shift/>

The Newtonian Shift is a facilitated role-playing simulation that allows players to experience decades of energy transition in one day. It features dynamic and fast-paced experiential learning that puts participants in a diverse set of roles: energy producer, private customer, large energy consumer, First Nations, suppliers, grid operator, investors, and government.

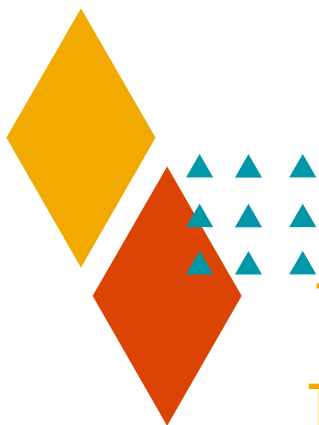
# Communications Strategy

## Background

The government of Yukon, together with Yukon First Nations, transboundary Indigenous groups and Yukon municipalities, have been developing Our Clean Future: A Yukon strategy for climate change, energy, and a green economy (henceforth referred to as Our Clean Future). It articulates a collective vision, goals, and values, as well as strategic objectives for the next 10 years to address the climate change emergency and set us on a path toward a stronger, more sustainable future for Yukoners (Yukon Government, 2019).

As part of this strategy, the Climate Change Secretariat and the Organizational Development Branch are working together to “develop and promote climate change training for Government of Yukon employees” (Action 126 in the draft strategy) (Yukon Government, 2019). This training has been developed to meet the needs identified by Yukon Government (YG) employees for taking climate action in their work. The result has been the creation of a multi-tiered training strategy consisting of a variety of learning opportunities around various topics, at various knowledge levels.

The following is a communications plan to roll out this training strategy and recruit employees to participate in the first training offerings. The content of this plan has been informed by best practice, organizational guidelines, and insights from engagement conducted with YG employees.



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# Requirement for Strategy Evolution

As training roles out and departments work to put actions from Our Clean Future in place, there is a need to identify and implement innovative ways of effective communication with employees as challenges and needs emerge. This document captures a snapshot of how to roll out the initial training opportunities available to employees.

## Objective

The main objective is to establish effective internal communication for the awareness and accessibility of Climate Change Training opportunities for all YG employees, including:

- Raising awareness of the training opportunities available now and in the future,
- Ensuring all employees know how to access training they are interested in taking, and
- Establishing an inclusive environment where all employees know they are welcome and encouraged to participate in learning opportunities

The secondary objective is to support the rollout of Our Clean Future, assisting in developing organization wide awareness of the plan and supporting employees with implementing action items found within the strategy.

## Stakeholders

The following are the key stakeholders of the plan and their roles/responsibilities:

### Climate Change Secretariat

The Climate Change Secretariat (CCS) will be responsible for stewarding communications and updating this plan as both Our Clean Future and training opportunities roll out and needs arise. The CCS will establish the core messages of the communications and identify key opportunities to advertise. They will be the main connectors with key champions across the organization in order to promote and build support for employees to engage in the training.

### Environment Communications Team

As the Climate Change Secretariat is situated within the Environment Department, the Environment Communications Team will play a key role in the development and dissemination of the communications materials. They will work with the other stakeholders to create the voice of the materials, develop and/or review all media for content and tone, develop the visual style for the content (in line with the branding of Our Clean Future), maintain and update all marketing materials as necessary, collaborate with other communications teams for disseminating key materials, and advise on the user experience of all materials.

## Organizational Development Branch

The Organizational Development Branch (ODB) will support ongoing course management on the YG Learn platform. As courses are offered or become available, the ODB team will support the Climate Change Secretariat in listing the courses, tracking enrolment, answering questions, advertising the courses on the Learning and Development Blog and providing enrolment data after each training. They will also support the coordination of training in the communities by aligning Climate Change Training opportunities with other trainings offered in the communities throughout the year. Finally, they will support in connecting with Senior Leadership groups to coordinate training with external experts as the opportunities arise

## Departmental Communications Team

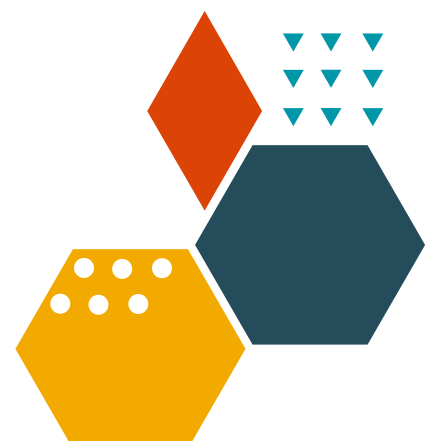
Each departmental communications team will play a role in supporting the dissemination of communications to their employees. Through their main communications channels (i.e. newsletters, blogs, email lists, etc.) they will help notify employees first of the training strategy and then of upcoming learning opportunities on an ongoing basis.

# Audiences and Key Messaging

## Core Messaging

The core message of this campaign includes the following:

- This training strategy is relevant to all Yukon Government employees. It is designed to have general and more specific learning opportunities at different levels to be accessible for all.
- No matter if an employee is in climate-related work or not, this training is meant for them
- Training opportunities have been developed based on the needs identified from employees across the organization
- With the increasing presence of climate change in our mandates, and the roll out of Our Clean Future, we've developed training to support employees in making changes in their day-to-day work possible and less overwhelming



## Specific Messaging

| Target audience                                                             | Messaging tone                                                                | Key points in the messaging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Senior Leaders</b><br>(Deputy Ministers, Assistant Deputy Ministers)     | Efficient, Engaging, Credible, Agreeable, Practical, Persuasive               | <ul style="list-style-type: none"> <li>As mandate letters increasingly identify climate change as a priority, they will need to action <i>Our Clean Future</i> and incorporate climate change in decision-making – training has been developed specifically for them to support them in doing this.</li> <li>Their Directors will need to be prepared to incorporate climate change into their strategies and departmental work, there has been training developed to support them in doing this — please encourage them to take the training</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>People and/or Strategy Leaders</b><br>(Directors, Managers, Supervisors) | Empowering, empathetic, supportive, engaging, practical, exciting, accessible | <ul style="list-style-type: none"> <li>As mandate letters increasingly identify climate change as a priority, they will need to action <i>Our Clean Future</i> and incorporate climate change considerations in decision-making and the day-to-day work of their departments/teams. There is a way of doing this in collaboration with your existing strategies and planning processes and training has been developed to help you do this.</li> <li>Opportunity to learn how to take action and implement <i>Our Clean Future</i> in the workplace</li> <li>We know it can be difficult to prioritize an already full plate and it might feel like another thing is being added on with climate change – it doesn't have to be like that. This training helps you find ways to streamline action into your work in tangible ways.</li> <li>Does it feel like your mandate or priorities is at odds with taking climate action? This training helps turn what seems like dichotomies into creative opportunities.</li> <li>Your teams (no matter who they are and what they do) will need to be prepared to navigate changes in their work due to climate change, there has been training developed to support them in doing this.</li> <li>Change can be unsettling, we're here to help you navigate it and keep your head above water</li> </ul> |
| <b>Employees</b>                                                            | Genuine, reassuring, welcoming, empowering                                    | <ul style="list-style-type: none"> <li>If you're interested in learning more about how to take action and implement <i>Our Clean Future</i> in your day-to-day, this training helps you figure out what this means for you.</li> <li>The training will provide simple, practical applications to your current work (providing examples of how it connects directly with their job)</li> <li>Everyone's work is connected to the climate – and we can all take action</li> <li>Learn things you can take back and share with your team</li> <li>Specific information tailored for specific audiences regarding training that has been designed just for them (i.e. departments, policy analysts, project planners, etc.)</li> <li>For folks who are not already invested, taking the approach of "your job or the way you do your work might be changing... let's see what that looks like for you" – highlighting that we're there to help them succeed through change as much as anything else</li> <li>This is somewhere where you belong – there's something for everyone: absolute beginners and enthusiasts alike. Don't worry, don't self-discriminate, we're here to learn alongside you.</li> <li>Change can be unsettling, we're here to help you navigate it and keep your head above water</li> </ul>                                   |

# Principles for Tone and Approach

The following principles were developed from engagement insights and have been included as a guide for how to craft an effective tone and approach for this content:

- **Storytelling:** highlighted as an important pedagogical approach in engagement, telling quick, relevant, engaging stories about climate change in Yukon and/or the training could help to hook learners and showcase how accessible and engaging the courses are designed to be.
- **Communicate outcomes:** employees at all levels are more likely to engage in the training if they know what they'll get out of it and that they'll be able to participate at their own level.
- **Highlight the worth:** one participant noted that without the luxury of time, choosing to participate in training depends on whether or not it seems worth the time. There needs to be good communication and champions of the training around to help employees see the worth and how it connects to their roles.
- **Consider the nature of climate change:** it is a complex term that can be hard to relate to. Communications should aim to make "climate change" more relevant and specific so that it is accessible and intriguing to employees. Furthermore, it can be a polarizing issue where people are quick to judge and feel judged. Considering people's concern of seeming uneducated, creating inclusive communications mindful of this could be effective in welcoming more people to training.
- **Meet people where they're at:** this approach to content development highlighted by participants could also serve well in developing communications. Work with different departments to get a sense of what messaging would resonate most with people and pair this with which aspects of the training they'd be most interested in to create targeted materials that speak to employees and invite them to start the journey from where they're at.
- **Hope:** we heard that people experience a lot of anxiety and helplessness around climate change. Sharing about training in a hopeful way and explaining how it addresses this anxiety and helplessness could invite people in to alleviate these emotions they're experiencing.
- **First person:** focus the language on the person and why it matters to them, in their role, as an individual. We heard that people want to know how they can take action personally. Highlighting how taking training will help them do this may be effective.

## Creative Approach

While largely determined by the Communications team, there are a few things to note about the creative approach. The branding of communications and materials should be connected with Our Clean Future communications in order to create a coherency between the two. They should utilize Yukon Government's brand guidelines – focusing on the earthlier elements of the guide. Once we have some training accomplished, we may be able to create a video highlighting the training and testimonials from participants.

# Dissemination Strategy

| Delivery Channel                                                                                  | Materials/Messages                                                                          | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guest Lecture by external expert for Senior Leaders                                               | Climate change impacts, action and why training is important for them and their employees   | <ul style="list-style-type: none"> <li>It was noted during engagement that a learning opportunity facilitated by an external expert would resonate better with Senior Leadership. This learning opportunity could then be concluded by the Climate Change Secretariat introducing <i>Our Clean Future</i> and the training opportunities that exist for other staff</li> <li>It would be important to run a specific workshop/learning opportunity for each of the following groups: the Deputy Ministers, the Assistant Deputy Ministers Advisory Council (ADMAC), the Deputy Minister Human Resources Committee (DMHRC), and the Directors</li> </ul> |
| Senior Leadership to Departmental Managers (email, meetings, specific recommendations etc.)       | Why you and your teams should participate in training                                       | <ul style="list-style-type: none"> <li>This is important as it was noted in engagement that a training program without support from leadership would be discouraging for staff to engage in</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Managers to Employees (email, meetings, specific recommendations, posters up around office, etc.) | Strong recommendation to take training                                                      | <ul style="list-style-type: none"> <li>This is important as it was identified that employees are much more likely to engage in training if they have the support/encouragement of their manager or supervisor)</li> <li>We want managers and supervisors to champion that this training is relevant to employee work</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| Communities of Practice                                                                           | How climate change is related to their area of practice and how training could support them | <ul style="list-style-type: none"> <li>There are several communities of practice within Yukon Government – all of which have networks of employees they could share training opportunities with</li> <li>A few that are specifically important to connect and share training opportunities with include the policy community and the research community</li> </ul>                                                                                                                                                                                                                                                                                      |
| Blogs                                                                                             | Updates to training opportunities available to YG employees                                 | <ul style="list-style-type: none"> <li>Training opportunities can be easily showcased and updated on the Learning and Development (ODB), Environment, and Public Service Commission blogs</li> <li>Other departmental communications teams may be able to post these notices on other blogs within the organization as well</li> </ul>                                                                                                                                                                                                                                                                                                                  |
| Course Catalogue                                                                                  | Annual training opportunities available to YG employees                                     | <ul style="list-style-type: none"> <li>The course catalogue is a way to market which training opportunities will be offered within a fiscal year</li> <li>The catalogue identifies when and where the training is so that people can plan ahead to take it</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |

# Dissemination Strategy

|                                      |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YGLearn                              | Up-to-date training opportunities available to YG employees                | <ul style="list-style-type: none"> <li>YGLearn is the organization's online learning system—all registration for climate change training will be done through YGLearn</li> <li>YGLearn provides a more dynamic, up-to-date and detailed overview of upcoming course offerings than the course catalogue</li> </ul>                                                                                                                                                                                                                                                                    |
| Champions and HR Community           | Why training is important to engage in                                     | <ul style="list-style-type: none"> <li>Finding and working with key climate change and climate change training champions across the organization will be helpful</li> <li>Champions can act as resources to encourage their colleagues to take the training</li> <li>They can also be supports for answering questions and providing training testimonials to help encourage others to engage in training</li> </ul>                                                                                                                                                                  |
| Our Clean Future                     | Training is one way we're supporting you to take action!                   | <ul style="list-style-type: none"> <li>As the <i>Our Clean Future</i> plan is finalized and released, it will have a communication plan of its own</li> <li>The training can be leveraged and marketed as a resource the Climate Change Secretariat is already providing to help with the implementation of the plan</li> </ul>                                                                                                                                                                                                                                                       |
| Our Clean Future Implementation Team | Here's how training can help you implement the plan                        | <ul style="list-style-type: none"> <li>As the <i>Our Clean Future</i> plan rolls out, the Implementation Team can support training by pointing their teams and colleagues towards it as a resource to help implement the plan</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
| Past Training Participants           | Why training is important to engage in                                     | <ul style="list-style-type: none"> <li>A "token" program could help identify who has taken climate change training in the organization as a way to provide more resources for people to query around the worth of the training</li> <li>Furthermore, by having identifying tokens around the organization, it can become visually apparent that climate action (and the training) is becoming a shared value and norm (important for the social norm aspect of encouraging people to take action)</li> <li>Tokens could be something like a pin, a sticker, a banner, etc.</li> </ul> |
| Existing Courses                     | Relevant climate change information and opportunities for further training | <ul style="list-style-type: none"> <li>As part of the strategy is incorporating climate content into existing training, these could also act as opportunities to promote other climate training offerings for employees who want to do a deep dive or explore other areas</li> <li>Existing training that could be connected with include: Art and Craft of Policy, ADM Orientation, Employee Onboarding, Supervisory Success Program, Machinery of Government,</li> </ul>                                                                                                            |

## Cost

The Climate Change Secretariat will be responsible for any costs related to the dissemination of this training. Potential costs could include hiring an external speaker and the cost of printed materials. Otherwise, all other aspects of this plan are sunk costs and leverage existing networks and roles within the organization.

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