

Climate Change Adaptation Planning for Planners of Built and Natural Environments

Survey of planners' professional development needs for climate change adaptation planning

The purpose of this survey is to gather input from planning practitioners on their needs and their thoughts regarding the kinds of attitudes, skills and competencies planners might require for proficiency in climate change adaptation planning. The survey results will be used in developing curriculum materials for professional development in climate change adaptation planning and will help to ensure their relevance to practitioners' needs. Development of the materials is being supported by a grant from the Department of Climate Change under its *Climate Change Adaptation Skills for Professionals Small Grants Program*.

In accepting the grant, the School of Geography and Environmental Studies at the University of Tasmania undertook to (i) build understanding and skills for climate change adaptation planning; and (ii) contribute to mainstreaming climate change adaptation into existing postgraduate education and training for planners and managers of built and natural environments. The materials will focus on the needs of planners for knowledge, conceptual insights, and professional skills and tools for climate change adaptation planning and mitigation.

The intention is to develop postgraduate coursework material for a 12.5% unit (one quarter of a full-time study load across one semester) that will be modularized and can either be adopted as a total package or can be disaggregated into its sub-components for integration into existing environmental and urban planning coursework structures. This flexibility will also allow the unit to be utilized in a continuing professional development delivery mode.

Through a range of problem-based exercises, students will be given opportunities to develop specific climate change adaptation planning skills and competencies. The unit components will employ pedagogies that allow students to develop and rehearse the competencies and skills required for the professional practice of adaptation planning.

Unit development is being informed by an Expert Reference Group whose range of expertise will ensure relevance of the materials to the needs of planning professionals and integration of research knowledge, practical experience and pedagogy into unit content and delivery.

The unit will be trialled within the University of Tasmania's environmental planning coursework units in 2009 with the intention of having the unit and its individual components ready for adoption elsewhere in 2010.

To assist in this project, we would be very grateful if you could take a few minutes to complete the survey and return it to Dr. Julie Davidson at the address indicated at the end of the survey. Alternatively, the survey may be completed online.

This survey is being undertaken with a Certificate of Exemption from Ethical Review.

Name (optional): _____

Position: _____

Planning field (urban, environmental, natural resources, reserves, other): _____

Q1. Are you confident that you are sufficiently equipped to undertake adaptation planning tasks? (Please tick)

YES

NO

Q2. Please list particular skills/competencies and tools that you think are important for planners to have in planning for climate change adaptation or in planning for change generally.

Q3. How important do you think it is for planners to have the following *attitudes* in planning adaptation to climate change? (Please tick)

	Not important	Somewhat important	Very important
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Sense of hope

Commitment to adaptation

Readiness to play a leadership role

Appreciation of opportunities in adaptation planning

Appreciation of the complexity of climate change challenges

Are there other attitudes/values that you think planners should bring to adaptation planning? If so, could you please elaborate? _____

Q4. How important do you think the following *competencies* are for planners proficient in climate change adaptation planning? (Please tick)

	Not important	Somewhat important	Very important
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Capacity for self-reflection and self-evaluation

Not important	Somewhat important	Very important
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- Scientific literacy
- Ability to interpret scientific research and data
- High-level capacity for critical research
- Familiarity with systems thinking
- Ability to communicate scientific information to a range of stakeholders
- Ability to facilitate broad stakeholder engagement
- Ability to facilitate conflict resolution

Can you suggest other competencies that you feel planners should be equipped with to plan for adaptation? Please elaborate _____

Q5. How important do you think the following *tools and skills* are for planners proficient in climate change adaptation planning? (Please tick)

Not important	Somewhat important	Very important
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- Familiarity with adaptation planning tools
- Strategic planning
- Vulnerability and risk assessment
- Spatial decision tools
- Integrated assessment and planning
- Strategic environmental assessment
- Forecasting and scenario planning
- Low carbon planning
- Collaborative planning
- Monitoring, evaluation, review and improvement (MERI) methods
- Connectivity conservation planning

Can you suggest other tools and skills that you feel planners should be equipped with to plan for adaptation? Please elaborate _____

Q6. Research into education for adaptation planning reports that learning modes incorporating ‘active’, ‘collaborative and team-based’, and ‘problem-based’ learning approaches are very important in equipping future adaptation planners.

In light of these findings, please number from 1 to 4 in order of importance which mode of course delivery you think would provide you with the best learning outcomes:

- an on-campus semester-based unit;
- an on-campus short course, such as a summer school;
- distance study with a combination of an on-campus introductory course and online modules; or
- a fully online course.

Q7. Would you be interested in upgrading your knowledge and skills in adaptation planning through an accredited continuing professional development course?

- YES
- NO

Q8. If you would like to contribute additional thoughts on professional education and training for climate change adaptation planning, your contribution would be gladly received.

To return the survey and/or request further details, please contact:

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