



GREEN
MUNICIPAL
FUND

FONDS
MUNICIPAL
VERT



Climate-Ready Communities Assessment Tool

USING THE TOOL

*A program of/
Un programme de la*

FCM

ACKNOWLEDGEMENTS

| LAND

As we move forward with our commitment to reconciliation, FCM acknowledges that our head offices are located on the unceded, unsurrendered territory of the Anishinaabe Algonquin Nation whose presence here reaches back to time immemorial. As an organization, we endeavour to unlearn colonial mindsets and practices, grow in knowledge, and adapt ways of working. As we continue to build meaningful relationships, we recognize the historic and ongoing contributions of Indigenous peoples and honour their leadership and partnership in shaping and strengthening communities across the country.

| CONTRIBUTORS

We thank all the individuals and organizations that participated in the focus groups, whose insights and feedback have been crucial in matching this tool to communities' diverse needs.

CONTENTS

I INTRODUCTION 4

Climate adaptation 4

The Climate-Ready
Communities Assessment
tool (CRC Assessment Tool) 4

How to use the guide 5

I CRC ASSESSMENT TOOL OVERVIEW 6

Key components of the tool 6

I USING THE TOOL 10

Getting started 10

Step-by-step 12

I KEY DEFINITIONS 16

I REFERENCES 21



INTRODUCTION

CLIMATE ADAPTATION

Effective climate adaptation can bolster communities' resilience by reducing vulnerabilities and enhancing the ability to absorb shocks.

Climate adaptation involves taking actions that help communities adjust to the actual or expected effects of climate change. These actions, such as building sea walls, installing new irrigation systems or preserving urban forests enable local governments to prepare for and recover from climate impacts.

Climate adaptation initiatives informed by Reconciliation, Anti-racism, Equity and Inclusion (Reconciliation+AREI) are crucial as they intersect with various local government processes and priorities, such as urban planning, infrastructure development and public health. By integrating

Reconciliation+AREI-informed climate adaptation into their planning and development processes, local governments can create more resilient communities that are better equipped to face both current and future climate challenges.

THE CLIMATE-READY COMMUNITIES ASSESSMENT TOOL (CRC ASSESSMENT TOOL)

What is the CRC Assessment Tool for?

The CRC Assessment Tool has been designed to help you:

- **Build awareness of what is involved** in climate adaptation for local governments.
- **Develop a snapshot of the current state** of your local government's climate adaptation efforts.
- **Identify your next steps in building climate resilience** by pinpointing actionable steps to progress your climate adaptation efforts.

Guiding Principles:



Different municipalities have different starting points

Recognizing that each municipality has its own unique set of circumstances, the CCRR Tool is designed to be flexible and adaptable, allowing for tailored strategies that meet specific local needs and conditions.



No one-size-fits-all approach to building climate resilience

Climate resilience requires a tailored approach that considers the distinct environmental, social, and economic factors of each community. The CCRR Tool is designed to support diverse approaches and innovative solutions.



It is critical to support progress and momentum

Climate resilience is not an end destination, but rather an ongoing process that is scalable, iterative, and responsive. The CCRR Tool emphasizes the importance of continuous improvement and adaptation, encouraging municipalities to build on their successes and learn from their experiences.

How was the CRC Assessment Tool designed?

The CRC Assessment Tool was created through a comprehensive, collaborative and inclusive process, incorporating insights from diverse local governments and partners. This approach sought to make the tool relevant and adaptable to various contexts, addressing the unique challenges and opportunities different local governments face.

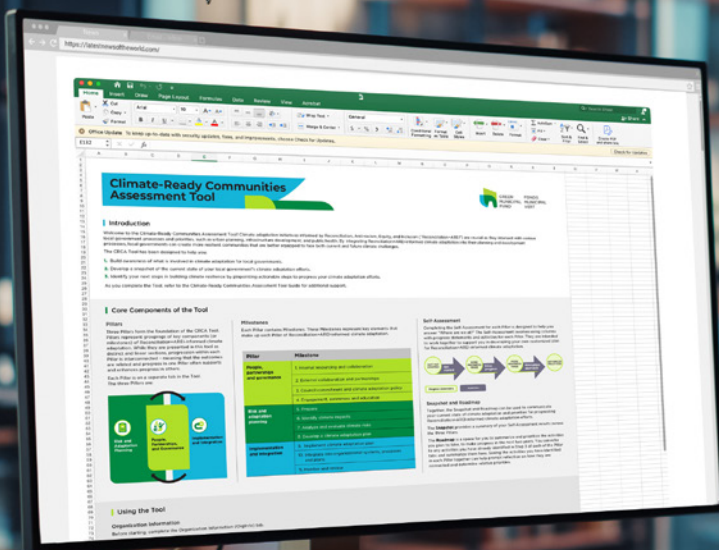
There are many ways to adapt to climate change. The CRC Assessment Tool does not aim to capture all possible actions. Instead, it offers a flexible framework and actionable guidance to support communities in advancing climate adaptation initiatives that respond to their unique needs.

Who is the CRC Assessment Tool for?

The CRC Assessment Tool is designed for local governments of all sizes and locations across Canada, recognizing their different challenges, needs and objectives. By offering practical guidance and user-specific flexibilities, the tool aims to empower communities to adapt to climate change in Reconciliation+AREI-informed ways that suit their unique contexts, objectives and most pressing needs.

HOW TO USE THE GUIDE

This guide provides support to local government staff using the CRC Assessment Tool. It offers step-by-step instructions and advice to help you use the tool in your climate adaptation planning. You can read the guide from start to finish for a comprehensive understanding or refer to specific sections as needed.



CRC ASSESSMENT TOOL OVERVIEW

KEY COMPONENTS OF THE TOOL

Pillars

Three pillars form the foundation of the CRC Assessment Tool. Pillars represent groupings of key components (or milestones) of Reconciliation+AREI-informed climate adaptation. While they are presented in this tool as distinct and linear sections, progression within each pillar is interconnected—meaning that the outcomes are related and progress in one pillar often supports and enhances progress in others.

Many communities start building climate resilience by developing climate risk assessments and adaptation plans that can be implemented and integrated into organizational systems and processes. However, planning and implementation cannot be effective without the right people, partnerships and governance. For this reason, the pillar People, Partnerships and Governance can be conceptualized as the

foundation for the other two pillars—Risk and Adaptation Planning, and Implementation and Integration. This interconnectedness strengthens and supports local governments' climate adaptation work.

Each pillar is on a separate tab in the tool. The three pillars are:



Milestones

Each pillar contains milestones. These milestones represent key elements that make up each pillar of Reconciliation+AREI-informed climate adaptation.

Pillar	Milestone
 People, partnerships and governance	1. Internal resourcing and collaboration
	2. External collaboration and partnerships
	3. Council commitment and climate adaptation policy
	4. Engagement, awareness and education
 Risk and adaptation planning	5. Prepare – establish the foundation
	6. Identify climate impacts
	7. Analyze and evaluate climate risks
	8. Develop a climate adaptation plan
 Implementation and integration	9. Implement climate adaptation plan
	10. Integrate into organizational systems, processes and plans
	11. Monitor and review

Self-assessment

Completing the self-assessment for each pillar is designed to help you answer: *where are we at?* The self-assessment involves using columns with progress statements and activities for each pillar. They are intended to work together to support you in developing your own customized plan for Reconciliation+AREI-informed climate adaptation.

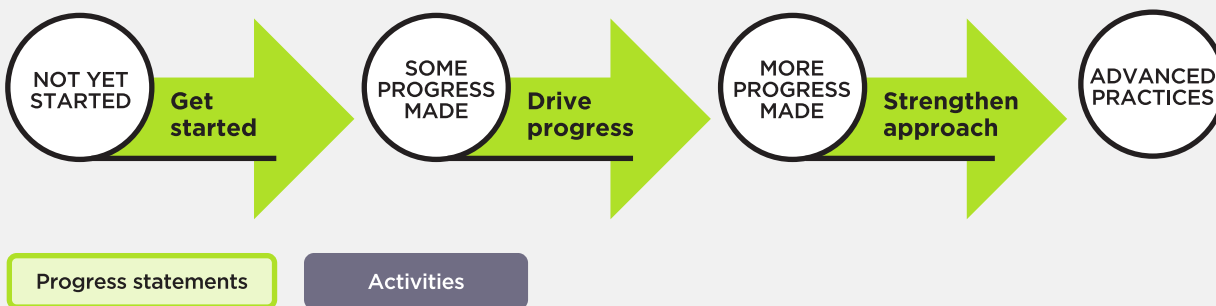
Progress statements

- **Progress statement columns:** these are the four (4) columns with the headings of “Not yet started” to “Advanced practices.”

By selecting the statements that best represent your organization’s progress at each level, you can assess your starting place and the work already done to adapt to climate change.

Activities

- **Activities columns:** these are the three (3) columns with the headings of “Activities to get started” and “Activities to strengthen approach.” They outline potential activities your organization can undertake to progress your climate adaptation efforts. These columns can provide ideas for populating the roadmap.



Climate-Ready Communities Assessment Tool



Pillar 1: People, Partnerships, and Governance

Step 1: Assess "Where are we at?"
By entering the indicators at each level of progress, the tool will generate a customized plan for your organization.

Indicator No.	Indicator	Not Yet Started	Some Progress Made	More Progress Made	Advanced Practices
1	Internal resourcing and collaboration Allocate internal resources (human and financial) and establish internal collaboration processes to support Reconciliation+AREI-informed climate adaptation work.	<input checked="" type="checkbox"/> We have not yet established internal collaboration processes. <input type="checkbox"/> We have not yet established internal collaboration processes.	<input checked="" type="checkbox"/> We have staff who are interested in and/or required to consider climate adaptation in their roles. <input type="checkbox"/> Staff who are interested in and/or required to consider climate adaptation in their roles have informal collaboration (e.g., meet occasionally, have had initial or ad-hoc meetings).	<input checked="" type="checkbox"/> We have a dedicated team working on climate adaptation. <input type="checkbox"/> The team dedicated to working on climate adaptation includes representatives from some local government functions and/or departments. <input type="checkbox"/> The team dedicated to working on climate adaptation holds regular meetings to coordinate and advance climate adaptation efforts. <input type="checkbox"/> Members of the team dedicated to working on climate adaptation bring together work across different perspectives, backgrounds, and lived experiences.	<input checked="" type="checkbox"/> We have a clear mandate for the team dedicated to working on climate adaptation. <input type="checkbox"/> The team dedicated to working on climate adaptation includes representatives from all local government functions and/or departments. <input type="checkbox"/> Our climate adaptation team was established through communication and decision-making processes to seek contributions from all members. <input type="checkbox"/> The team dedicated to working on climate adaptation is inclusive and values different perspectives, backgrounds, and lived experiences.

Progress statement columns

Activities columns

Milestone

Pillars

Introduction | OrgInfo | **People, Partnerships, Gov** | Risk and Adaptation Planning | Implementation and Integration | Snapshot and Roadmap

Together, the snapshot and roadmap can be used to communicate your current state of climate adaptation and priorities for progressing Reconciliation+AREI-informed climate adaptation efforts.

The roadmap is a space for you to summarize and prioritize the activities you plan to take so you can make progress in the next two years. You can refer to any activities you have already identified in Step 3 of each of the pillar tabs and summarize them here. Seeing the activities you have identified in each pillar together can help prompt reflection on how they are connected and determine relative priorities.

Roadmap



USING THE TOOL

GETTING STARTED

What is needed to use the tool

The requirements to complete the tool will vary depending on your community's

capacity. Below is a range of personnel, information and time requirements for organizations to complete the tool. This will help you understand what you might need to assemble before starting.

Minimum requirements



More than one person to discuss responses and provide perspectives



Utilize readily available information



2-3 hours to complete

Additional considerations



For larger organizations, more time, information and internal engagement may be required to complete the tool.



Preparing to use the tool

Before using the tool, here are some steps that can help you be prepared and make the most effective use of it:

1. Review the tool.

- Familiarize yourself with the Tool's structure and content. Understanding the layout and components will help you navigate it more effectively and make the most of its features.

2. Set clear objectives.

- Define what you hope to achieve by using the tool. Setting clear objectives will help guide your efforts and keep the process focused and goal-oriented.

3. Establish a timeline.

- Create a timeline for completing the tool. Setting deadlines for each step will help keep the process on track and ensure timely progress.

4. Consider community context.

- Reflect on your community's unique characteristics, including geographic location, population size, economic activities and environmental conditions. These contextual factors will help inform how you complete the self-assessment and develop the roadmap.

5. Gather relevant plans and documents.

- Collect any relevant plans or actions (e.g., existing climate adaptation plans, community plans, infrastructure plans, emergency preparedness plans) and any other relevant documents. These will provide a foundation and context for your self-assessment and roadmap.

6. Review tool topics to identify who needs to be involved.

- Familiarize yourself with the topics covered in the tool. Determine which local government staff, committees and other relevant entities have the knowledge and experience needed to complete the tool. This might include environmental departments, planning committees and other specialized teams.

7. Schedule collaborative sessions.

- Plan and schedule meetings or workshops with those who will contribute to completing the tool. These collaborative sessions will facilitate discussion, gather diverse perspectives and unify efforts to complete the tool.

8. Use the glossary.

- This guide includes a glossary of key terms used in the tool. Review the glossary to support your understanding of the terminology and concepts. This will help you navigate the tool with more ease and also help you complete the self-assessment and roadmap in a way that more accurately represents your community.

STEP-BY-STEP

Before starting, read the introduction tab and complete the organization information (OrgInfo) tab.

Climate-Ready Communities Assessment Tool



Introduction

Welcome to the Climate-Ready Communities Assessment Tool! Climate adaptation initiatives informed by Reconciliation, Anti-racism, Equity, and Inclusion ("Reconciliation+AREI") are crucial as they intersect with various local government processes and priorities, such as urban planning, infrastructure development, and public health. By integrating Reconciliation+AREI-informed climate adaptation into their planning and development processes, local governments can create more resilient communities that are better equipped to face both current and future climate challenges.

The CRCA Tool has been designed to help you:

1. Build awareness of what is involved in climate adaptation for local governments.
2. Develop a snapshot of the current state of your local government's climate adaptation efforts.
3. Identify your next steps in building climate resilience by pinpointing actionable steps to progress your climate adaptation efforts.

As you complete the Tool, refer to the Climate-Ready Communities Assessment Tool Guide for additional support.

Core Components of the Tool

Pillars

Three Pillars form the foundation of the CRCA Tool. Pillars represent groupings of key components (or milestones) of Reconciliation+AREI-informed climate adaptation. While they are presented in this tool as distinct and linear sections, progression within each Pillar is interconnected – meaning that the outcomes are related and progress in one Pillar often supports and enhances progress in others.

Each Pillar is on a separate tab in the Tool. The three Pillars are:



Milestones

Each Pillar contains Milestones. These Milestones represent key elements that make up each Pillar of Reconciliation+AREI-informed climate adaptation.

Pillar	Milestone
People, partnerships and governance	1. Internal resourcing and collaboration
	2. External collaboration and partnerships
	3. Council commitment and climate adaptation policy
	4. Engagement, awareness and education
Risk and adaptation planning	5. Prepare – establish the foundation
	6. Identify climate impacts
	7. Analyze and evaluate climate risks
	8. Develop a climate adaptation plan
Implementation and integration	9. Implement climate adaptation plan
	10. Integrate into organizational systems, processes and plans
	11. Monitor and review

Self-Assessment

Completing the Self-Assessment for each Pillar is designed to help you answer "Where are we at?" The Self-Assessment involves using columns with progress statements and activities for each Pillar. They are intended to work together to support you in developing your own customized plan for Reconciliation+AREI-informed climate adaptation.



Snapshot and Roadmap

Together, the Snapshot and Roadmap can be used to communicate your current state of climate adaptation and priorities for progressing Reconciliation+AREI-informed climate adaptation efforts.

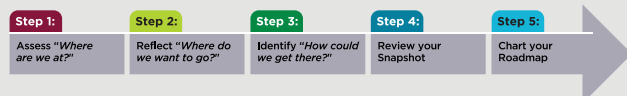
The **Snapshot** provides a summary of your Self-Assessment results across the three Pillars.

The **Roadmap** is a space for you to summarize and prioritize the activities you plan to take, to make progress in the next two years. You can refer to any activities you have already identified in Step 3 of each of the Pillar tabs and summarize them here. Seeing the activities you have identified in each Pillar together can help prompt reflection on how they are connected and determine relative priorities.

Using the Tool

Organization Information

Before starting, complete the Organization Information (OrgInfo) tab.



Complete the Self-Assessment

Step 1:

Self-assessment: "Where are we at?"

The Self-Assessment in each Pillar tab is designed to help you answer "Where are we at?"

Progress statements columns: These are the four (4) columns with the headings of "Not Yet Started" to "Advanced Practices" in pillars 1 and 3. In pillar 2, the columns are "Service Areas", "Climate Hazards" and "Reconciliation + AREI". By selecting the statements that best represent your organization's progress at each level, you can assess your starting place and the work already done to adapt to climate change.

Activities columns: These are the three (3) columns with the headings of "Activities to Get Started" and "Activities to Strengthen Approach." They outline potential activities your organization can undertake to progress your climate adaptation efforts. These columns can provide ideas for populating the Roadmap.

Step 2:

Reflect: "Where do we want to go?"

This is a space for you to reflect on your Self-Assessment responses and identify what is next. Write the top priority areas where you would like to make progress in the next two years.

Step 3:

Identify: "How could we get there?"

This is a space for you to record some potential activities you could undertake to make progress in the priority areas identified in Step 2. Reference the activities listed in the Activities columns for ideas and record them here.

Step 4:

Review your snapshot.

No action is required to populate this. Review your Snapshot in the "Snapshot and Roadmap" tab.

Step 5:

Chart your roadmap.

Use the Roadmap text box in the "Snapshot and Roadmap" tab to list and prioritize the potential activities you have identified in each Pillar. Record a summary of these priority activities you plan to take to make progress in the next two years. You can refer to any activities you have already identified in Step 3.

Acknowledgements

Land

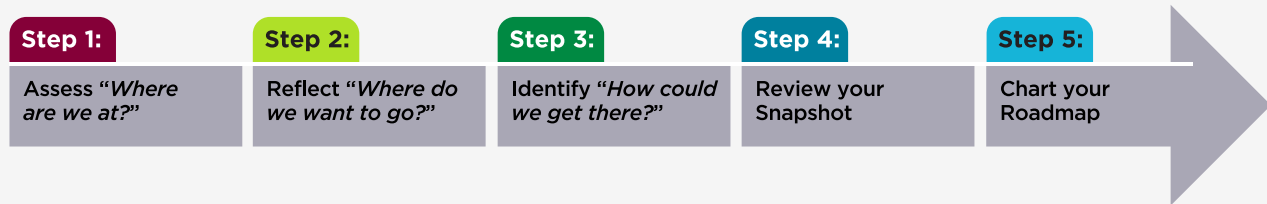
As we move forward with our commitment to reconciliation, FCM acknowledges that our head offices are located on the unceded, unsundered territory of the Anishinaabe Algonquin Nation whose presence here reaches back to time immemorial. As an organization, we endeavour to unlearn colonial mindsets and practices, grow in knowledge, and adapt ways of working. As we continue to build meaningful relationships, we recognize the historic and ongoing contributions of Indigenous peoples and honour their leadership and partnership in shaping and strengthening communities across the country.

Contributors

We thank all the individuals and organizations that participated in the focus groups, whose insights and feedback have been crucial in matching this Tool to communities' diverse needs.

Organization Information

Once you have read the introduction and completed the organization information tab, you are ready to complete the steps below for each of the three pillars.



Step 1:

Self-assessment: “where are we at?”

Starting with the self-assessment, for each milestone, answer “Where are we at?” by checking all the progress statements that best represent your organization.

- You can select multiple progress statements from different levels of the progression scale (Not yet started, Some progress made, More progress made, Advanced practices).
- Use the text box below each milestone’s progress statement column to add any details about your self-assessment.

Climate-Ready Communities Assessment Tool

Pillar 1: Step 1: Partnerships, and Governance

Milestone 1: Internal readiness and collaboration

Not Yet Started

Activities to Get Started (Not Yet Started to Some Progress Made)

Human Resources

☐ We have not yet started discussing internal resources (human and financial).

☐ We have not yet established internal collaboration processes.

☐ We have not yet established internal collaboration processes.

Financial Resources

☐ We have not yet established internal collaboration processes.

Some Progress Made

☒ We have staff who are interested in and/or responsible for climate adaptation in their roles.

☐ Staff who are interested in and/or responsible for climate adaptation in their roles have informal collaboration (e.g., meet occasionally, but not regularly or at all meetings).

Financial Resources

☐ Budgets for climate adaptation are limited and/or unclear.

More Progress Made

☒ We have a dedicated team working on climate adaptation.

☐ The team dedicated to working on climate adaptation includes representatives from some local government functions and/or departments.

☐ The team dedicated to working on climate adaptation holds regular meetings to coordinate and advance climate adaptation efforts.

Financial Resources

☐ We know the funding we need (e.g., for staff, training, or other climate adaptation work).

☐ We have allocated funding for some climate adaptation projects.

Advanced Practices

☒ We have a clear mandate for the team dedicated to working on climate adaptation.

☐ The team dedicated to working on climate adaptation includes representatives from all local government functions and/or departments.

☐ The climate adaptation team uses established communication and decision-making processes to coordinate contributions from all members.

☐ The team dedicated to working on climate adaptation is inclusive and values different perspectives, knowledge, and experience.

Financial Resources

☐ Climate adaptation work is built into our budget and long-term financial planning.

☐ We have a sustainable funding model that provides long-term financial support for climate adaptation work.

Introduction | **OrgInfo** | **People, Partnerships, Gov** | **Risk and Adaptation Planning** | **Implementation and Integration** | **Snapshot and Roadmap**

Step 2:

Reflect: “where do we want to go?”

Reflect on your self-assessment responses to identify what is next. Write the top priority areas where you would like to make progress during the next two years.

Indicator No.	Indicator	Not Yet Started	Activities to Get Started (Not Yet Started to Some Progress Made)	Some Progress Made	Activities to Drive Progress (Some Progress Made to More Progress Made)	More Progress Made	Activities to Strengthen Approach (More Progress Made to Advanced Practices)	Advanced Practices
4	Engagement, awareness, and education Engagement, awareness, and education activities that build community awareness and understanding of climate change and the role of communities in contributing to community resilience in a meaningful and informed way.	<input type="checkbox"/> We have not yet started engagement, awareness, and education initiatives with staff and Council. <input type="checkbox"/> We have not yet started engagement, awareness, and education initiatives with the public.	<input type="checkbox"/> Staff and Council > Based on assessed levels of understanding, identify strengths and gaps in knowledge that can be addressed through information and education. <input type="checkbox"/> Community > Communicate information about climate hazards, risks, and adaptation work with the public. > Service community members to gauge awareness and interest in climate adaptation initiatives. > Define objectives for engagement on climate adaptation. > Identify target audiences for engagement. > Review insights from previous communication and education initiatives to identify where perspectives have been included and where there might be gaps in perspectives.	<input type="checkbox"/> Staff and Council > Staff and Council have a basic understanding of climate change and/or climate hazards. <input type="checkbox"/> We understand the climate adaptation awareness and education needs of staff and Council. <input type="checkbox"/> Community > Some community members have some awareness of climate adaptation and the role of communities in contributing to community resilience in a meaningful and informed way. <input type="checkbox"/> We have identified and characterized the community groups for targeted climate adaptation engagement, awareness, and education initiatives. <input type="checkbox"/> We are aware of where perspectives have and have not been heard.	<input type="checkbox"/> Staff and Council > Communication results of climate risk assessments with staff and Council. <input type="checkbox"/> Identify education initiatives and offerings related to climate adaptation that can be presented to staff and Council to address awareness gaps. <input type="checkbox"/> Develop awareness and education strategies and materials for staff and/or Council. <input type="checkbox"/> Assess staff and Council awareness and understanding of the connection between climate adaptation and topics of resiliency, anti-seismicity, protection, equity, and inclusion. <input type="checkbox"/> Engage community members in conversations about local climate adaptation (e.g., information during events, workshops). <input type="checkbox"/> Increase the frequency of and expand community awareness and education initiatives to reach a broader audience. <input type="checkbox"/> Outline the scope, methods, and timeline for community engagement, awareness, and education, considering unique needs of diverse communities. <input type="checkbox"/> Use clear, inclusive, and accessible language in all communications to ensure everyone understands the information. <input type="checkbox"/> Identify populations that are disproportionately identified by climate change and identify approaches to effectively engaging these populations.	<input type="checkbox"/> Staff and Council > Staff and Council know which climate hazards may impact the community and how. <input type="checkbox"/> We have a plan to support staff and Council's awareness and understanding of climate adaptation. <input type="checkbox"/> Some staff and Council members are knowledgeable about the relationship between Resiliency and climate adaptation topics. <input type="checkbox"/> Define Resiliency and climate adaptation expectations and/or requirements for staff working on climate adaptation. <input type="checkbox"/> The community is aware of and/or educated about climate adaptation and the work we are doing. <input type="checkbox"/> We have a climate adaptation engagement, awareness and education plan(s) and/or strategy(ies). <input type="checkbox"/> We understand the engagement, awareness, and education needs of diverse communities.	<input type="checkbox"/> Staff and Council > Communicate any changes to climate risk assessment results with staff and Council. <input type="checkbox"/> Implement education initiatives for staff and/or Council aimed at increasing understanding of climate change and climate adaptation. <input type="checkbox"/> Monitor the effectiveness of staff awareness and education initiatives in increasing understanding of climate adaptation. <input type="checkbox"/> Define Resiliency and climate adaptation expectations and/or requirements for staff working on climate adaptation. <input type="checkbox"/> Provide training, workshops, and knowledge-building opportunities on the connection between climate adaptation and topics of resiliency, anti-seismicity, protection, equity, and inclusion. <input type="checkbox"/> Increase engagement opportunities for populations disproportionately impacted by climate change. <input type="checkbox"/> Implement a regular cycle of engagement, awareness, and education initiatives. <input type="checkbox"/> Seek feedback from community members on the impacts of engagement, awareness, and education initiatives and update approaches as needed. <input type="checkbox"/> Document the impact of communication, awareness, and education efforts (e.g., through case studies, success stories). <input type="checkbox"/> Report back to the community on how their input has been included in climate adaptation initiatives.	<input type="checkbox"/> Staff and Council > Staff and Council are kept informed about the latest climate perspectives and potential impacts to climate hazards. <input type="checkbox"/> Staff and Council are actively engaged in ongoing training and education programs related to climate adaptation. <input type="checkbox"/> All staff working on climate adaptation and Council are knowledgeable about the relationship between Resiliency and climate adaptation topics. <input type="checkbox"/> Community members are active participants in our climate adaptation work. <input type="checkbox"/> Our climate adaptation engagement, awareness, and education plan(s) and/or strategy(ies) are being implemented. <input type="checkbox"/> We understand the impact of our climate adaptation engagement, awareness, and education initiatives. <input type="checkbox"/> Our climate adaptation engagement, awareness, and education plan(s) and/or strategy(ies) are informed by Resiliency and climate adaptation.

Step 2: Reflect “Where do we want to go?”

By answering this question, you can start answering what climate resiliency looks like for your community. Based on your self-assessment, what are your priorities for improvement over the next 2 years? What activities could you undertake?

Step 3: Identify “How could we get there?”

By reviewing the activities related to each level of progress, you can start identifying specific steps that will help you move forward with your engagement, awareness, and education initiatives. What activities could you undertake?

Introduction

OrgInfo

People, Partnerships, Gov

Risk and Adaptation Planning

Implementation and Integration

Snapshot and Roadmap

Step 3:

Identify: “how could we get there?”

Use the text box to record potential activities you could undertake to make progress in the priority areas identified in Step 2. Reference the activities listed in the activities columns for ideas and record them here.

Indicator No.	Indicator	Not Yet Started	Activities to Get Started (Not Yet Started to Some Progress Made)	Some Progress Made	Activities to Drive Progress (Some Progress Made to More Progress Made)	More Progress Made	Activities to Strengthen Approach (More Progress Made to Advanced Practices)	Advanced Practices
4	Engagement, awareness, and education Engagement, awareness, and education activities that build community awareness and understanding of climate change and the role of communities in contributing to community resilience in a meaningful and informed way.	<input type="checkbox"/> We have not yet started engagement, awareness, and education initiatives with staff and Council. <input type="checkbox"/> We have not yet started engagement, awareness, and education initiatives with the public.	<input type="checkbox"/> Staff and Council > Based on assessed levels of understanding, identify strengths and gaps in knowledge that can be addressed through information and education. <input type="checkbox"/> Community > Communicate information about climate hazards, risks, and adaptation work with the public. > Service community members to gauge awareness and interest in climate adaptation initiatives. > Define objectives for engagement on climate adaptation. > Identify target audiences for engagement. > Review insights from previous communication and education initiatives to identify where perspectives have been included and where there might be gaps in perspectives.	<input type="checkbox"/> Staff and Council > Staff and Council have a basic understanding of climate change and/or climate hazards. <input type="checkbox"/> We understand the climate adaptation awareness and education needs of staff and Council. <input type="checkbox"/> Community > Some community members have some awareness of climate adaptation and the role of communities in contributing to community resilience in a meaningful and informed way. <input type="checkbox"/> We have identified and characterized the community groups for targeted climate adaptation engagement, awareness, and education initiatives. <input type="checkbox"/> We are aware of where perspectives have and have not been heard.	<input type="checkbox"/> Staff and Council > Communication results of climate risk assessments with staff and Council. <input type="checkbox"/> Identify education initiatives and offerings related to climate adaptation that can be presented to staff and Council to address awareness gaps. <input type="checkbox"/> Develop awareness and education strategies and materials for staff and/or Council. <input type="checkbox"/> Assess staff and Council awareness and understanding of the connection between climate adaptation and topics of resiliency, anti-seismicity, protection, equity, and inclusion. <input type="checkbox"/> Engage community members in conversations about local climate adaptation (e.g., information during events, workshops). <input type="checkbox"/> Increase the frequency of and expand community awareness and education initiatives to reach a broader audience. <input type="checkbox"/> Outline the scope, methods, and timeline for community engagement, awareness, and education, considering unique needs of diverse communities. <input type="checkbox"/> Use clear, inclusive, and accessible language in all communications to ensure everyone understands the information. <input type="checkbox"/> Identify populations that are disproportionately identified by climate change and identify approaches to effectively engaging these populations.	<input type="checkbox"/> Staff and Council > Staff and Council know which climate hazards may impact the community and how. <input type="checkbox"/> We have a plan to support staff and Council's awareness and understanding of climate adaptation. <input type="checkbox"/> Some staff and Council members are knowledgeable about the relationship between Resiliency and climate adaptation topics. <input type="checkbox"/> Define Resiliency and climate adaptation expectations and/or requirements for staff working on climate adaptation. <input type="checkbox"/> The community is aware of and/or educated about climate adaptation and the work we are doing. <input type="checkbox"/> We have a climate adaptation engagement, awareness and education plan(s) and/or strategy(ies). <input type="checkbox"/> We understand the engagement, awareness, and education needs of diverse communities.	<input type="checkbox"/> Staff and Council > Communicate any changes to climate risk assessment results with staff and Council. <input type="checkbox"/> Implement education initiatives for staff and/or Council aimed at increasing understanding of climate change and climate adaptation. <input type="checkbox"/> Monitor the effectiveness of staff awareness and education initiatives in increasing understanding of climate adaptation. <input type="checkbox"/> Define Resiliency and climate adaptation expectations and/or requirements for staff working on climate adaptation. <input type="checkbox"/> Provide training, workshops, and knowledge-building opportunities on the connection between climate adaptation and topics of resiliency, anti-seismicity, protection, equity, and inclusion. <input type="checkbox"/> Increase engagement opportunities for populations disproportionately impacted by climate change. <input type="checkbox"/> Implement a regular cycle of engagement, awareness, and education initiatives. <input type="checkbox"/> Seek feedback from community members on the impacts of engagement, awareness, and education initiatives and update approaches as needed. <input type="checkbox"/> Document the impact of communication, awareness, and education efforts (e.g., through case studies, success stories). <input type="checkbox"/> Report back to the community on how their input has been included in climate adaptation initiatives.	<input type="checkbox"/> Staff and Council > Staff and Council are kept informed about the latest climate perspectives and potential impacts to climate hazards. <input type="checkbox"/> Staff and Council are actively engaged in ongoing training and education programs related to climate adaptation. <input type="checkbox"/> All staff working on climate adaptation and Council are knowledgeable about the relationship between Resiliency and climate adaptation topics. <input type="checkbox"/> Community members are active participants in our climate adaptation work. <input type="checkbox"/> Our climate adaptation engagement, awareness, and education plan(s) and/or strategy(ies) are being implemented. <input type="checkbox"/> We understand the impact of our climate adaptation engagement, awareness, and education initiatives. <input type="checkbox"/> Our climate adaptation engagement, awareness, and education plan(s) and/or strategy(ies) are informed by Resiliency and climate adaptation.

Step 3: Identify “How could we get there?”

By reviewing the activities related to each level of progress, you can start identifying specific steps that will help you move forward with your engagement, awareness, and education initiatives. What activities could you undertake?

Introduction

OrgInfo

People, Partnerships, Gov

Risk and Adaptation Planning

Implementation and Integration

Snapshot and Roadmap



KEY DEFINITIONS

Accessibility: the design of products, devices, services, or environments for people who experience disabilities.²

Accessible engagement: forms of engagement that enable all community members to access and fully participate in the engagement activities.

Activities: activities refer to actions that organizations can undertake to make progress in Reconciliation+AREI-informed climate adaptation. These activities help advance through the different levels of progression within each pillar and provide ideas for populating the roadmap. They are found in the three (3) columns with the headings of “Activities to Get Started” and “Activities to Strengthen Approach.”

Climate adaptation: actions that reduce the negative impact of climate change, while taking advantage of potential new opportunities. It involves adjusting policies and actions for observed or expected changes in climate. Adaptation can be reactive (occurring in response to climate impacts) or anticipatory (occurring before impacts of climate change are observed). In most circumstances, anticipatory adaptations will result in lower long-term costs and be more effective than reactive adaptations.

Climate adaptation plan: a strategic document that helps local governments prepare for and respond to the impacts of climate change. It outlines the steps that a local government needs to take to reduce its vulnerability to these impacts and to take advantage of potential opportunities that may arise. This includes identifying risks and vulnerabilities, setting adaptation goals and objectives, developing and implementing actions, and monitoring and reviewing progress.

See also [Climate risk assessment](#).

Climate impact: the consequences of risks on natural and human systems.³ Impacts generally refer to effects on lives, livelihoods, health, ecosystems, economic, social and cultural assets, services (including environmental) and infrastructure due to the interaction of one or more hazard events occurring within a specific period and the vulnerability of an exposed society or system

Climate risk: the potential for adverse consequences for human or ecological systems, recognizing the diversity of values and objectives associated with such systems.³ Risk results from interactions between:

- **Climate hazard:** the potential occurrence of a natural or human-induced physical event or trend that may cause loss of life, injury or other health impacts, as well as damage and loss to property, infrastructure, livelihoods, service provision, ecosystems and environmental resources.¹
- **Vulnerability:** the propensity or predisposition to be adversely affected. Vulnerability encompasses a variety of concepts and elements including sensitivity or susceptibility to harm and lack of capacity to cope and adapt.¹
- **Exposure:** the presence of people; livelihoods; species or ecosystems; environmental functions, services, and resources; infrastructure; or economic, social, or cultural assets in places and settings that could be adversely affected.¹

Climate risk is influenced by:

- **Likelihood:** the chance of a specific outcome occurring.¹
- **Uncertainty:** the state of incomplete knowledge that may arise due to, for example, imprecision, incompleteness, or disagreement.¹

Climate risk assessment: a process of identifying and evaluating the potential effects of climate change on a community. This involves identifying the risks and vulnerabilities that a community faces due to climate change, such as increased flooding or heatwaves, and assessing the potential impacts of these risks. This assessment would then inform the development of the climate adaptation plan, helping to prioritize actions and strategies to reduce vulnerability and increase resilience to climate change.

See also [Climate risk](#).

Diversity: differences related to ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical ability, mental ability, sex, gender identity or expression, sexual orientation, age, class, and/or socio-economic situation.⁴

Equity-deserving and marginalized

communities: groups of people who, because of systemic discrimination, face barriers that prevent them from having the same access to the resources and opportunities available to other members of society, and that are necessary for them to attain just outcomes. These communities are often underrepresented in decision-making processes. This phrase can refer to:

- **Indigenous peoples:** First Nations, Métis, Inuit people and communities, including urban Indigenous communities.
- **Newcomers to Canada:** a self-identified group that may include people who have obtained landed immigrant status, refugee status or permanent resident status up to five years prior to a given census year.
- **People who are part of LGBTQ2+ communities:** people who are lesbian, gay, bisexual, transgender, non-binary, queer, Two-Spirit and others who represent the wide spectrum of gender identities, sexual orientations and romantic orientations not explicitly named.
- **People living with disabilities:** people who have a long-term or recurring physical, mental, psychiatric, intellectual or sensory impairment that, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others. This is a self-identified status and does not require an external or formal recognition of disability.
- **People with low income:** individuals or households that earn significantly less than the median income level in their area, placing them at an economic disadvantage compared to the general population. People with low income often face

barriers to accessing essential services like healthcare, education, and housing, which can perpetuate cycles of poverty and social exclusion.

- **Racialized persons:** a person or group of people categorized according to ethnic or racial characteristics and subjected to discrimination on that basis. Religious minority groups: A group of people who share religious characteristics differing from those of the majority or dominant population, and who often experience discrimination or exclusion.
- **Rural and remote residents:** individuals living in areas characterized as rural. As an equity-deserving group, these residents may face challenges such as reduced access to critical services and economic opportunities compared to their urban counterparts.

See also [Rural community](#) and [Remote community](#).

- **Women:** All people who identify as women.

Implementation project: an initiative designed and executed to help communities adjust and respond to the impacts of climate change. These projects aim to reduce vulnerability and increase resilience in response to observed or expected changes in climate and associated extreme weather events. They can involve various measures such as improving infrastructure to withstand extreme weather, developing drought-resistant crops or implementing early warning systems for disasters.

Inclusive engagement: inclusive community engagement entails identifying and engaging with equity-deserving groups that have an interest in the project, reducing barriers to participation, empowering diverse groups with decision-making, and building relationships and connections.

Indigenous communities: indigenous communities are those for which a province or territory has passed an act or a regulation that affords them the status of a local government or an Indigenous community (which includes First Nations, Métis and Inuit) that is undertaking in partnership with a local government an eligible project, or has a shared service agreement for any purpose with a local government related to infrastructure, climate change or adaptation.

Indigenous Knowledges: sometimes referred to as Indigenous Traditional Knowledge. Reflects the unique cultures, languages, values, histories, governance and legal systems of Indigenous Peoples. It is place-based, cumulative and dynamic. Indigenous Knowledge systems involve living well with and being in a relationship with the natural world. Indigenous Knowledge systems build upon the experiences of earlier generations, inform the practice of current generations and evolve in the context of contemporary society. Different First Nations, Inuit and Métis communities each have distinct ways of describing their knowledges. Knowledge Holders are the only people who can truly define Indigenous Knowledge for their communities.

Milestones: milestones represent key elements that make up each pillar of Reconciliation+AREI-informed climate adaptation. In the CRC Assessment Tool, here are 11 Milestones related to each of the three pillars.

Pillar	Milestone
People, partnerships and governance	1. Internal resourcing and collaboration
	2. External collaboration and partnerships
	3. Council commitment and climate adaptation policy
	4. Engagement, awareness and education
Risk and adaptation planning	5. Prepare – establish the foundation
	6. Identify climate impacts
	7. Analyze and evaluate climate risks
	8. Develop a climate adaptation plan
Implementation and integration	9. Implement climate adaptation plan
	10. Integrate into organizational systems, processes and plans
	11. Monitor and review

Pillars: three pillars form the foundation of the CRC Assessment Tool. Pillars represent groupings of key components (or milestones) of Reconciliation+AREI-informed climate adaptation. There are three pillars in the CRC Assessment Tool: (1) People, Partnerships, and Governance; (2) Risk and Adaptation Planning; and (3) Implementation and Integration. The three pillars are interconnected, and progression in one often supports and enhances progress in others.

Progress statements: progress statements are statements that describe the current status or level of advancement of an organization's climate adaptation efforts as well as the potentially desired future levels. These statements are used in the self-assessment to help organizations evaluate their starting point and track their progress over time. They range from "Not yet started" to "Advanced practices," allowing organizations to identify areas of strength and opportunities for improvement.

Reconciliation and Anti-Racism, Equity, and Inclusion (Reconciliation + AREI): A framework aimed at addressing and dismantling systemic racism and oppression and promoting equitable and inclusive communities.

- **Reconciliation:** this involves acknowledging and addressing historical and ongoing injustices faced by Indigenous peoples. It includes efforts to repair relationships, recognize Indigenous rights and integrate Indigenous perspectives into policies and practices.¹
- **Anti-Racism:** this proactive approach seeks to identify, challenge and eliminate racism in all its forms. It involves implementing policies and practices that actively confront racial biases and promote racial equity.
- **Equity:** equity focuses on ensuring fair and just treatment, opportunities, and outcomes for historically and/or currently underrepresented and/or marginalized people and groups.⁴ It involves addressing systemic barriers and creating an environment where everyone can thrive.
- **Inclusion:** inclusion is about creating environments where all individuals belong and feel valued, respected and able to fully participate. It involves identifying and removing barriers and addressing inequities in order to build a diverse community where everybody can thrive.

Remote community: listed on the Canada Revenue Agency list of places located in prescribed zones (formerly referred to as “Northern communities”).

Roadmap: the roadmap is a space for you to summarize and prioritize the activities you plan to take, to make progress in the next two years. You can refer to any activities you have already identified in Step 3 of each of the pillar tabs and summarize them here.

Rural community: a local government with no population centre above 5,000, even if the local government as a whole has a population above 10,000.

Self-Assessment: completing the self-assessment for each pillar is designed to help you answer “Where are we at?” The Self-Assessment involves using columns with progress statements and activities for each pillar. They are intended to work together to support you in developing your own customized plan for Reconciliation+AREI-informed climate adaptation.

Service area: a category of service provided by a local government, including but not limited to services such as water, sewer, drainage and flood protection, solid waste management, parks, recreation and culture, transportation and mobility, governance, land use planning, and emergency services.

Snapshot: the snapshot provides a summary of your self-assessment results across the three pillars.

Stakeholders: a stakeholder can be an individual or group concerned about a particular issue and/or who holds legal or de facto rights to manage or make decisions.

Vulnerable populations: groups of people who are more likely to be at higher risk of harmful outcomes due to socioeconomic factors (e.g., unemployment, unaffordable housing, inadequate health care, isolation, low income), sensitivity factors (e.g., biological, environmental and other that increase sensitivity), and other factors that may result in a predisposition to be adversely affected. Importantly, all people and communities can experience vulnerability—“[it] does not imply weakness; rather, it is shaped by the scale of change individuals and communities face—in combination with other challenges and historical circumstances.” Other common terms used when describing these populations include marginalized, hard to reach, disadvantaged, under-served, priority, at-risk or high-risk.⁵



REFERENCES

- 1 IPCC, 2014: Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland, 151 pp.
- 2 Accessibility Services Canada. (2024). Definitions. <https://accessibilitycanada.ca/get-help/definitions/#:~:text=Accessibility-%3A%20Accessibility%20refers%20to%20the,for%20people%20who%20experience%20disabilities>.
- 3 IPCC, 2023: Sections. In: Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 35-115, doi: 10.59327/IPCC/AR6-9789291691647
- 4 ICLEI and FCM. (2022). Integrating Equity, Diversity and Inclusion into Municipal Climate Action. <https://www.pcp-ppc.ca/resources/edi>.
- 5 Simon Fraser University's Morris J. Wosk Centre for Dialogue. (2020). *Beyond Inclusion: Equity in Public Engagement*.