



Adaptation Learning Exchange

Workshop 3: The consequences of weather and climate

Sophie Turner
Joseph Hagg

Overview

- 10:10 – 10:40 Three minute progress updates
- 10:40 – 11:10 Weather impacts in the Botanic Gardens
- 11:10 – 11:20 *BREAK*
- 11:20 – 12:40 Why should we care about severe weather and climate?
- 12:40 – 13:25 *LUNCH*
- 13:25 – 14:55 How you embed adaptation?
- 15:00 – 16:00 Next steps and reflections



Workshop 3: Aims

1. To understand

- how weather impacts differ in different places
- how severe weather events currently impact us in direct and indirect ways
- how severe weather event impacts will be exacerbated with future climate change



Workshop 3: Aims

2. To learn about embedding adaptation in an organisation
3. To establish what adaptation support you would like and in what format
4. To motivate and inspire you!



Ground rules

- ❖ Speak one at a time
- ❖ There are no silly questions
- ❖ Share your experiences, knowledge and ideas
- ❖ Give constructive feedback
- ❖ Make the most of the opportunity to work together and learn from each other





Progress updates from the ALE
Introductory programme members

Sarah Robinson

20th Oct 2015



Adaptation Learning Exchange

Workshop 3 – Glasgow City Council

Progress:

- Review of Glasgow's Local Climate Impacts Profile
- Adaptation business case
 - briefing note circulated to senior management
- Exploration of SWIMS and UKCIP Adaptation Wizard for monitoring risk

Progress:

- Discussions ongoing with the Resilience Unit and Risk Managers to include adaptation in the corporate risk register
- Climate Change Assessment Toolkit (CCAT) workshop .
Three climate change adaptation workshops were held with different council departments: Parks and Open Spaces, Public Health and Waste, and Transport Planning and Roads.
- On-going work with external stakeholders through two partnership projects, Sustainable Glasgow and Climate Ready Clyde



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1413 |



Climate Change Adaptation Programme

David Stutchfield
Energy Officer

www.st-andrews.ac.uk

Adaptation Actions To Date

- Flood risk assessments of key assets
- Understanding climate impacts
 - Carbon footprint (including travel)
- Working through Toolkit

Adaptation Actions To Date

- CCAT adaptation workshop at senior level
- Climate Risks on Risk Register – Risk Manager has identified two construction projects at risk so far.
- Identifying processes to map Local Climate Impacts – (no student help so far) Fife Council, Tay Bridge, Forth Bridge, Rail
- Agreement for climate workshops in Estates and Residential Business Services

Next Steps

- Identify future climate vulnerability
 - Identify adaptation priorities
 - Respond to Climate Change Reporting Duties – (Submission due 30th November, but reviewed by Principals Office at end of October).
1. Evaluate Local Climate Impacts – continued research.
 2. Run climate threat and opportunity assessment process with key stakeholders (Estates & RBS)

Actions to date

- Spent the last few weeks understanding the climate change adaptation issues and context at the University.
- Organising a workshop with the Estates Services Team to raise awareness of the issues and to identify the main risk areas.

Next steps

- To take the findings from the workshop and share them with colleagues at Glasgow City Council (Duncan Booker and Sonia Milne).
- To work with the Council areas of Stirlingshire and West Dunbartonshire where we have property in the Loch Lomond and Trossachs National Park, and Renfrewshire and North Lanarkshire areas where we own land.

CLIMATE CHANGE ADAPTATION

- **Climate Change Assessment Tool** workshop held on 25th August. Adaptation section now complete and overall action plan being prepared for discussion at Council's Climate Change Board in December.
- **Weather impacts profile** – no further progress re. discussions with University of Dundee to recruit student intern to take forward.
- Discussion/briefing with Council's new **Elected Member champion** for climate change. **Elected Members (and senior officers) briefing session** re-scheduled for 5th November.
- Dundee Partnership support to sign up to new **EU 'Covenant of Mayors** and prepare a **SEAP**. Six programmes, one of which is Adaptation/Resilience. Seeking approval via CCB on 20/10 before taking to Committee.



Weather impacts in the
Royal Botanic Gardens Edinburgh

Ruth Monfries

Weather impacts at RBGE



Royal
Botanic Garden
Edinburgh

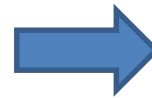


Ruth Monfries, RBGE

Four gardens



Inverleith: the driest



Dawyck: the coldest



Benmore: the wettest



Logan: the mildest



Methodology

- Weather experienced
- Impacts observed
- Known risks / opportunities
- Actions taken
- Actions considered – unable to follow up?



Extreme weather: storms



Extreme weather: floods

- 2012 – Wettest year on record at Inverleith with 959.9mm rain (average 636mm)
- July 2015 was the wettest July on record at Benmore with 296.3mm rain, twice the July average



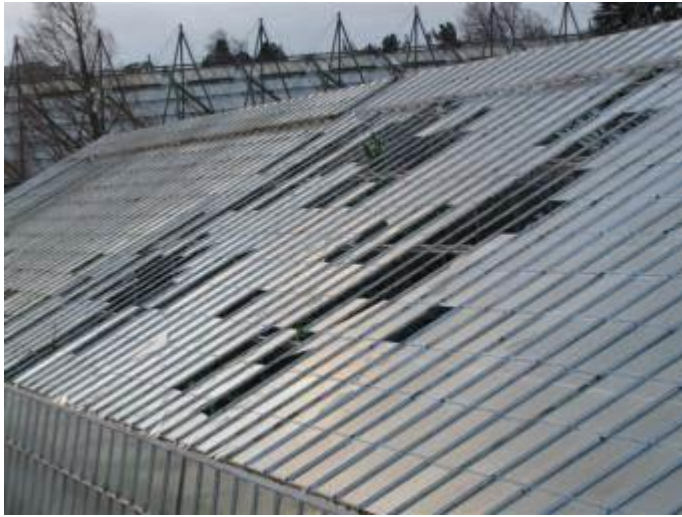
Plants



People – staff & visitors



Infrastructure



Next steps



Thank you




r.monfries@rbge.ac.uk

Adaptation Scotland

supporting climate change resilience

11:10 – 11:20

Break



Why should we care about
severe weather and climate?

Kate Lonsdale

**Why do we need to build resilience
to severe weather and a changing
climate?**

What do we mean by *resilience*?

The ability to cope well with sudden, undesirable, and unpredictable events and maintain business continuity, and learn.

David Pencheon, Sustainable Development Unit, NHS

**LONDON'S INVISIBLE
KILLER ... THE AIR WE
BREATHE**

**KILLER FREEZE TO
GET WORSE**

**Heatwave
alert as
temperatures
soar**

THOUSANDS FACING FLOOD MISERY

**The day the snow came -
and Britain stopped**

**HEAT HELL ON THE
TUBE**

Storms on the way

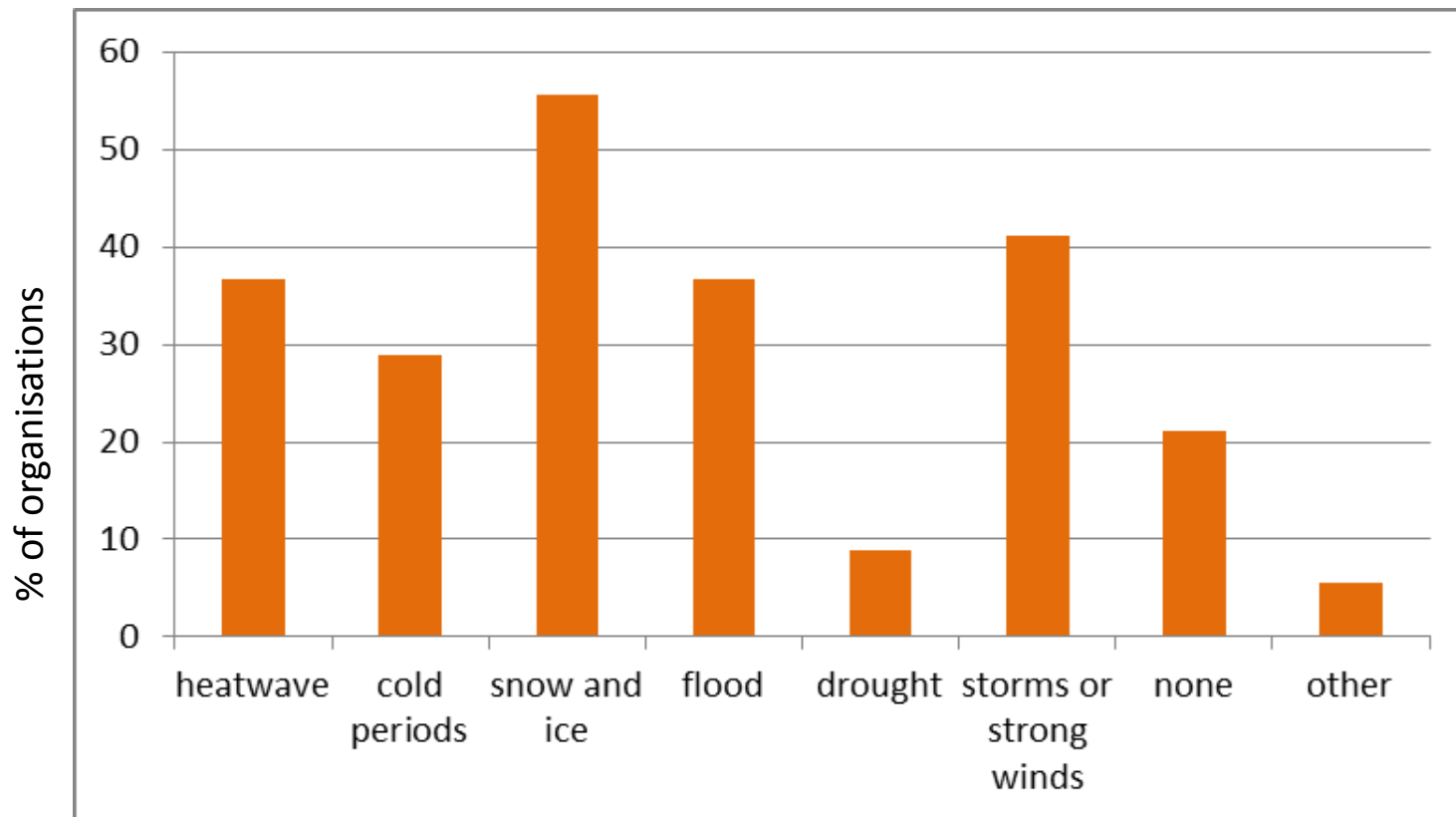
**BRITAIN HEADING FOR NEW
DROUGHT**

Extreme?

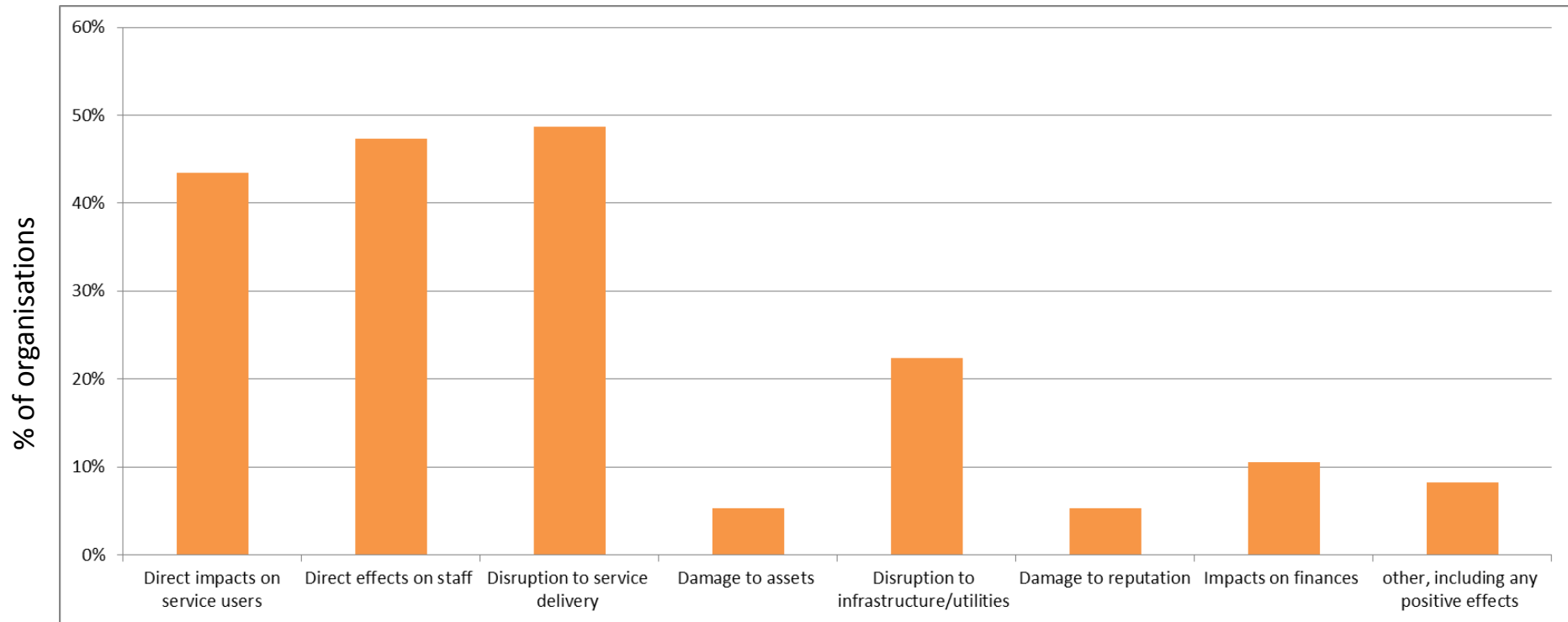
| | |
|---------------------|---------------------|
| 2000 – flooding | 2009 – flooding |
| 2001 – flooding | 2009 – snow and ice |
| 2003 – heatwave | 2010 – flooding |
| 2005 – flooding | 2010 – snow and ice |
| 2006 – drought | 2012 – drought |
| 2006 – heatwave | 2012 – flooding |
| 2007 – flooding | 2013 – heatwave |
| 2008 – flooding | 2013 – flooding |
| 2008 – snow and ice | 2014 – flooding |

Are organisations being affected?

Has your organisation been directly or indirectly affected by any of the following weather events in the past 10 years?



In what ways?



- Disruption to service delivery (49%)
- Direct effects on staff (47%)
- Direct impacts on service users (43%)

How does a changing climate affect organisations?



**direct service
delivery**



staff



**premises and
equipment**



investments



reputation



advocacy

One of many pressures...

Increase in proportion of elderly people in the UK

Winter deaths rise blamed on fuel prices

Patrick Butler and Jennifer Rankin

... were an estimated 21,100 excess deaths. The north-west of England had the highest rates and London the lowest. The charity Age UK described the figures as "tragic and unjust" and is urging the companies for "tragic and unjust" deaths. A 2011 World Health Organization report estimates that about 20% of the world's population are aged 65 or over.

Fears for the old and cold after winter deaths rise by a third

Soaring fuel bills blamed for 31,000 rise in winter deaths

HIGH fuel bills were held partly to blame yesterday for a huge rise in winter deaths.

By Sean Poulter
Consumer Affairs Editor

London, with women making up 58 per cent of the total.

Neighbours urged to help elderly this winter as death rates soar

31,000 died in winter's iciest blasts



austerity measures



**personalisation of
care**



the ratchet effect



**pressure for
new housing**

Consequences of not engaging

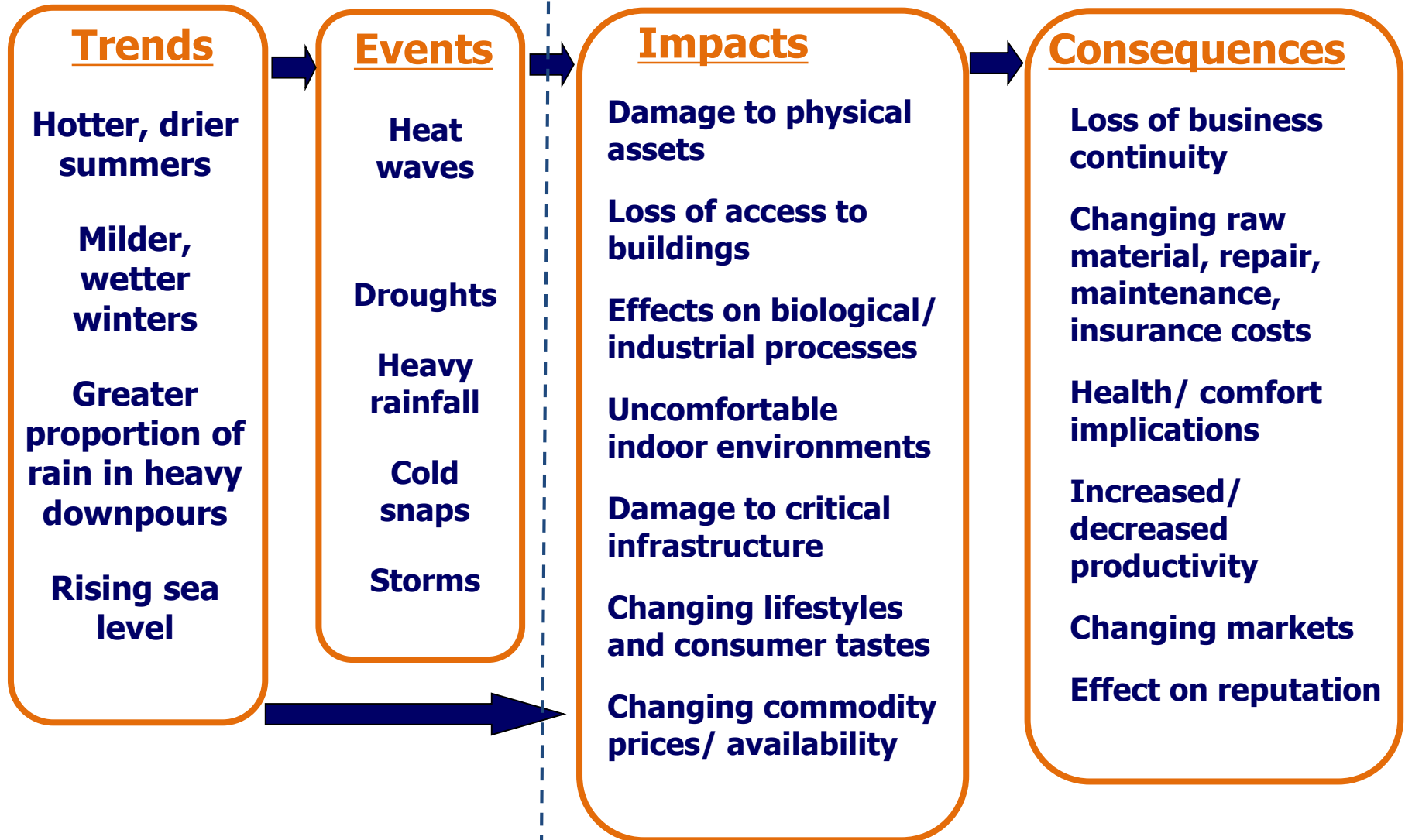
“in the UK the people most likely to be vulnerable to climate change are those that are already deprived by their health, the quality of their homes and mobility; as well as people who lack awareness of climate change, the capacity to adapt and who are less well supported by families, friends and agencies”

SNIFFER, 2009



Weather & climate

Things we care about



Exercise 1: In the headlines

Look at recent news reports about severe weather.

In your role:

- *How would the severe weather described in these news reports impact your organisation?*
- *What would be the consequences for your role?*

The key long term climate change trends for Scotland are:

- Weather will remain variable and may become more variable
- Typical summer is hotter and wetter
- Typical winter/autumn is milder and wetter
- Sea level rise

We can also expect to see:

- Increase in summer heatwaves, extreme temperatures and drought
- Increased frequency and intensity of extreme precipitation events
- Reduced occurrence of frost and snowfall

What 3 things would you want to include in an adaptation plan (linked to potential funding!)?

Questions for feedback

- What came up in your discussions?
- Did anything particularly surprise you?
- How did you come up with priorities for the adaptation plan?

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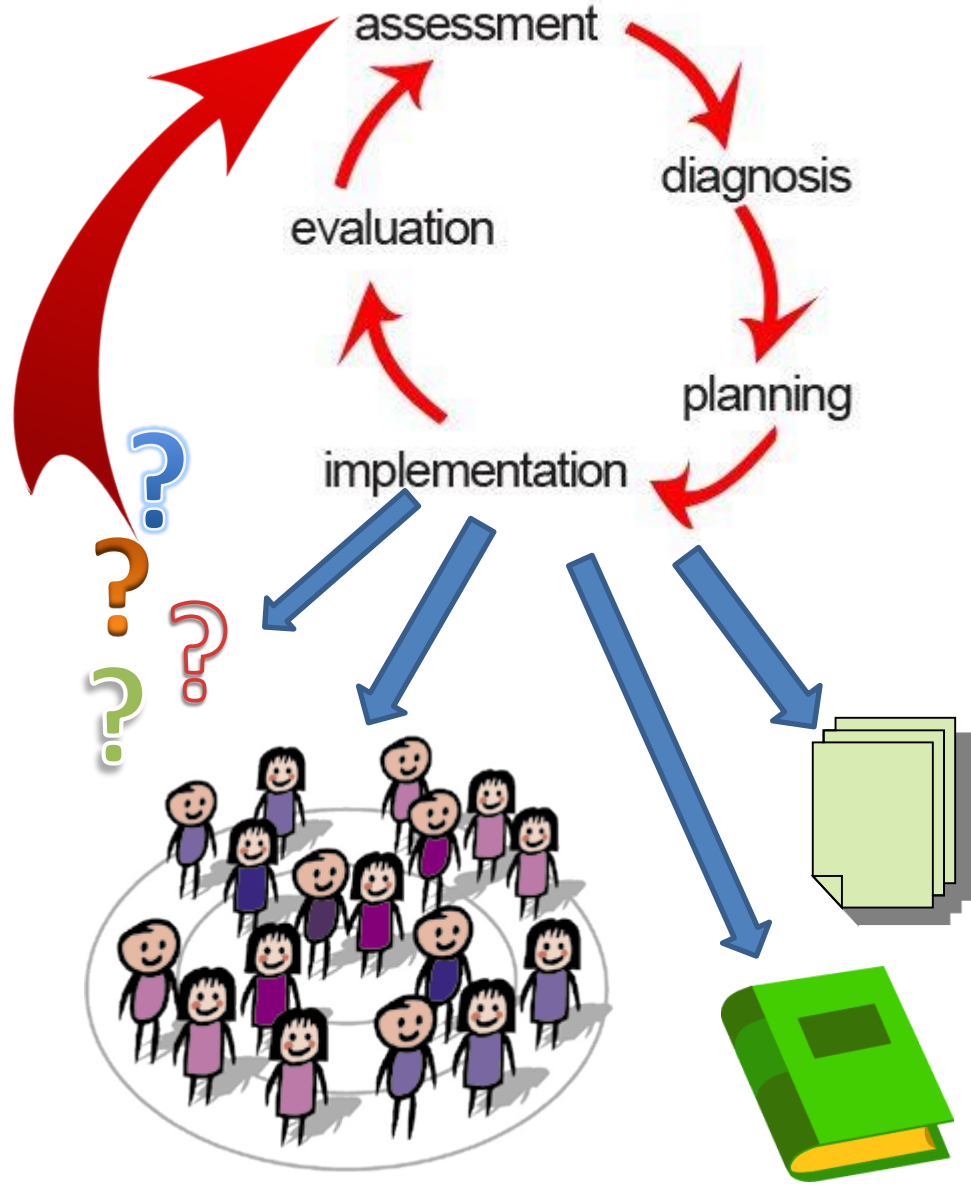
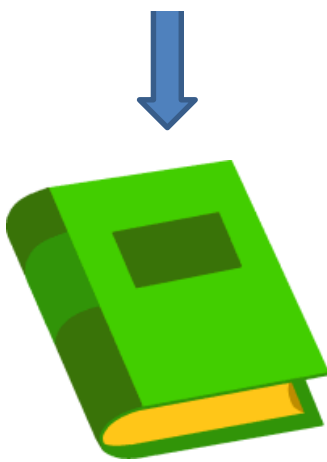
12:40 – 13:25

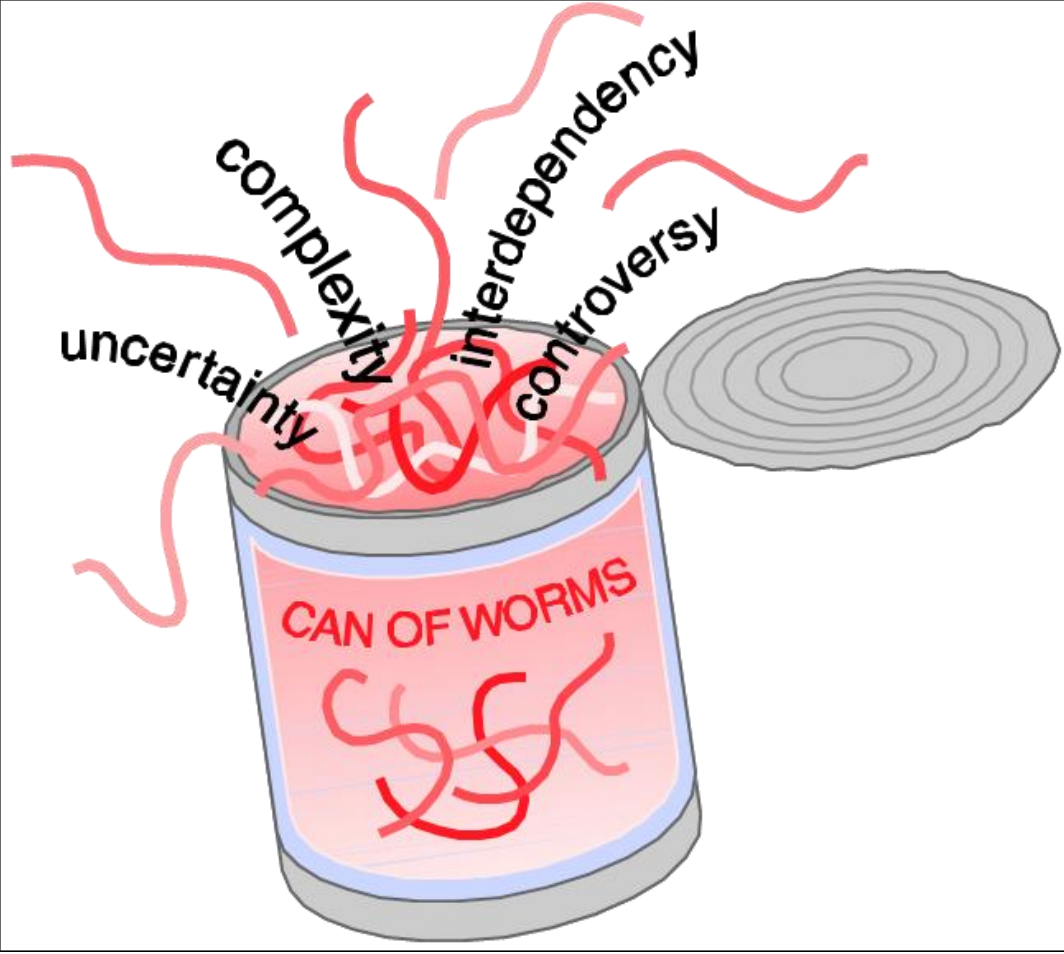
Lunch

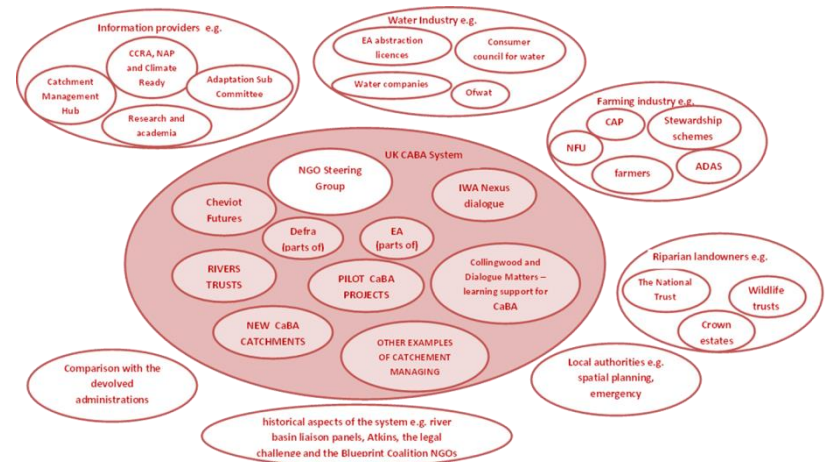
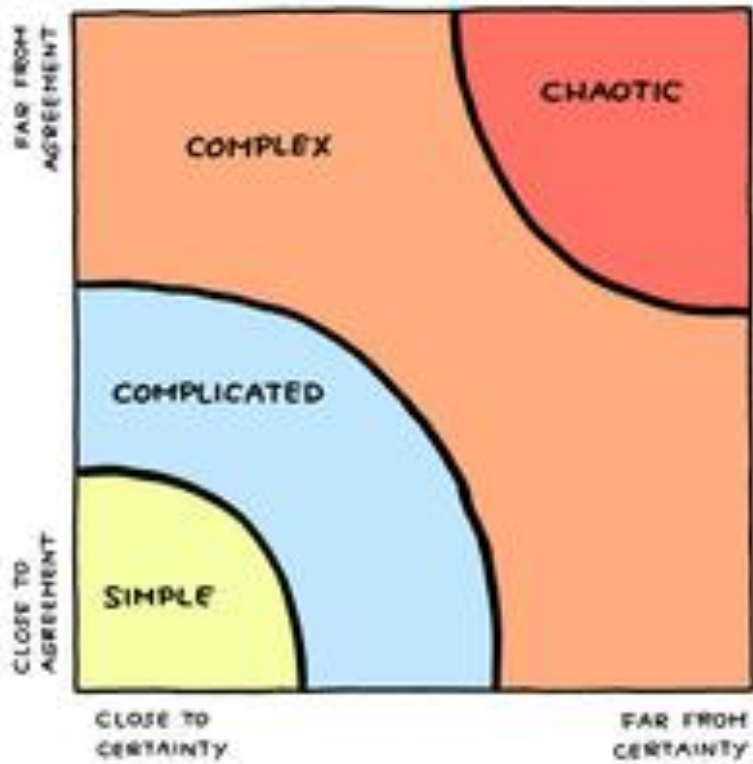


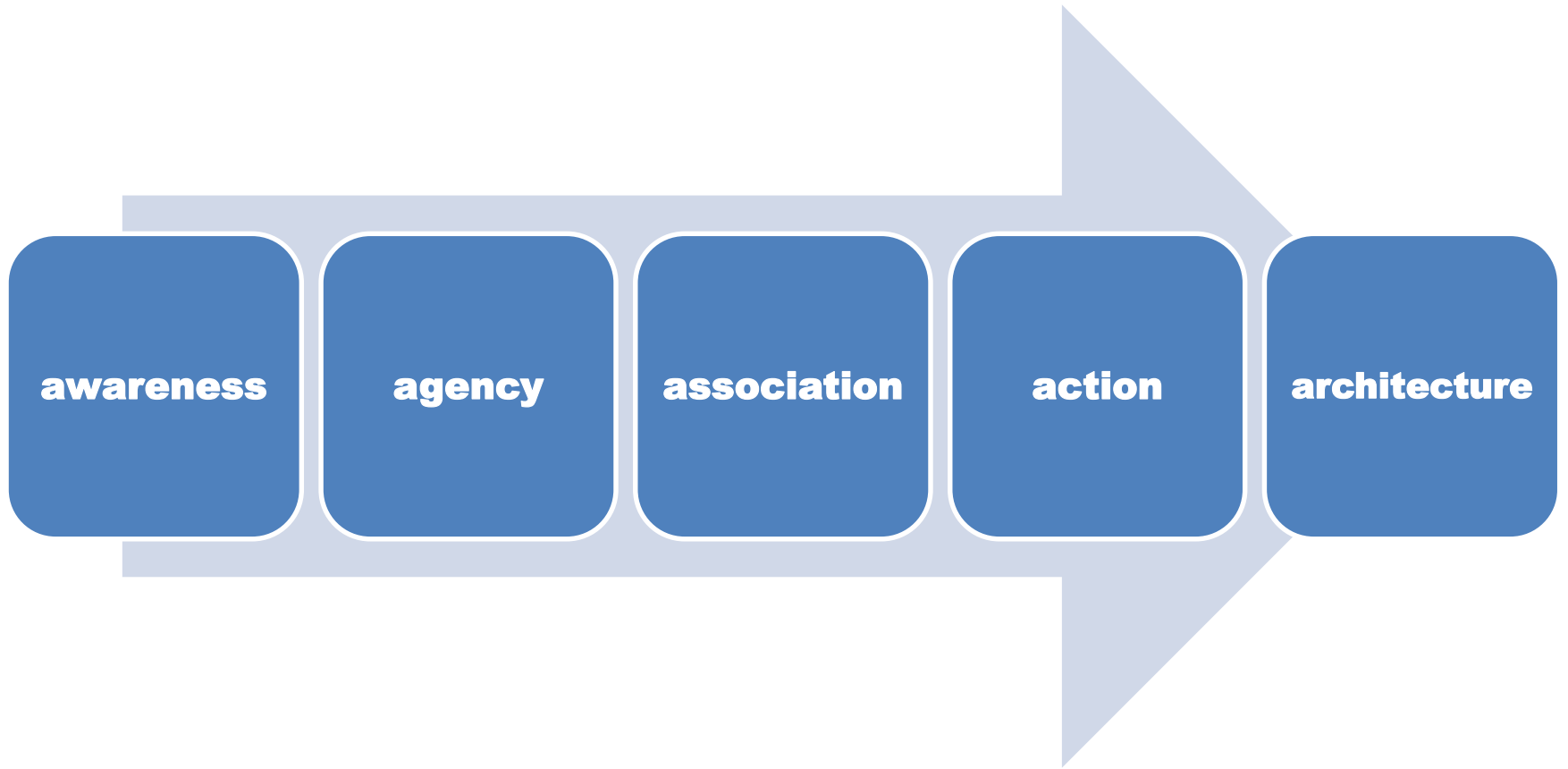
How do you embed adaptation
in your organisation?

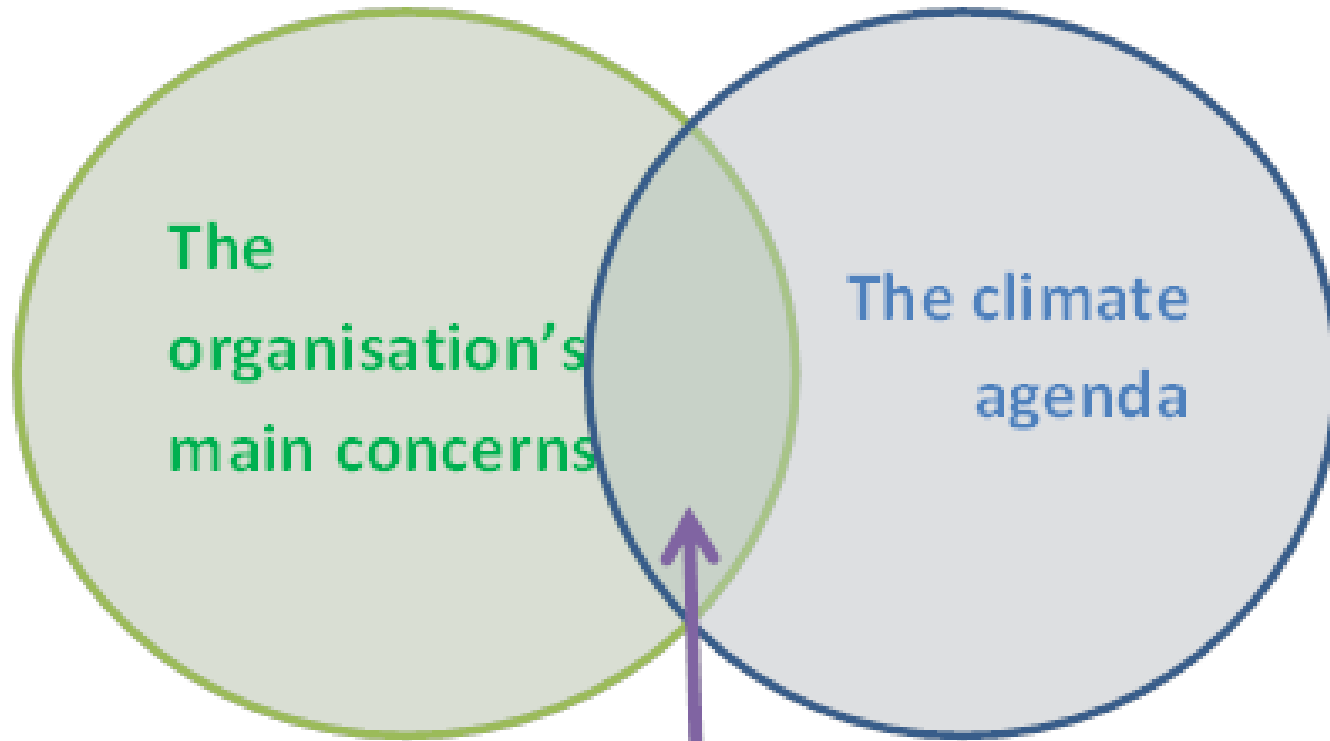
Kate Lonsdale











The
organisation's
main concerns

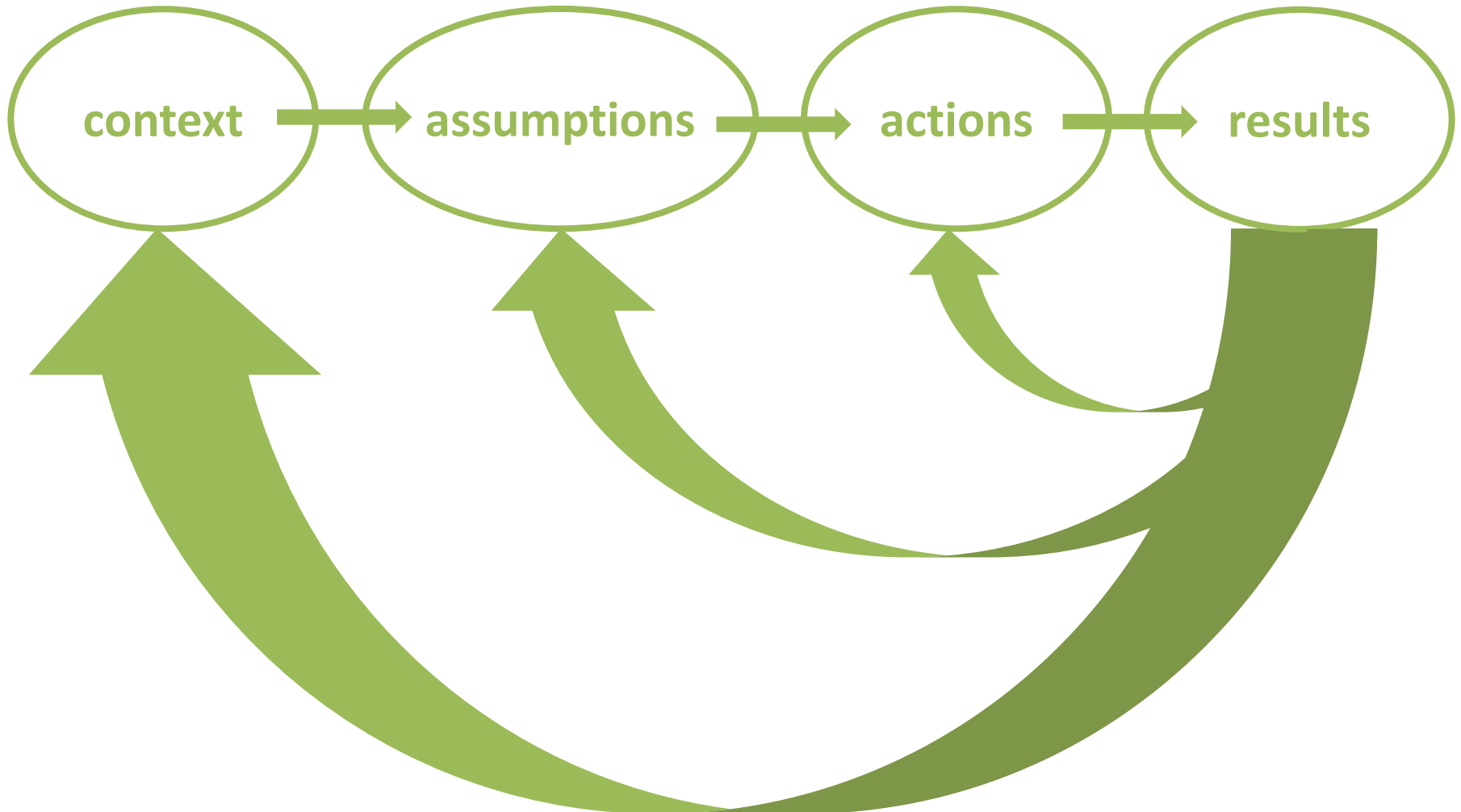
The climate
agenda

needs to make
sense here

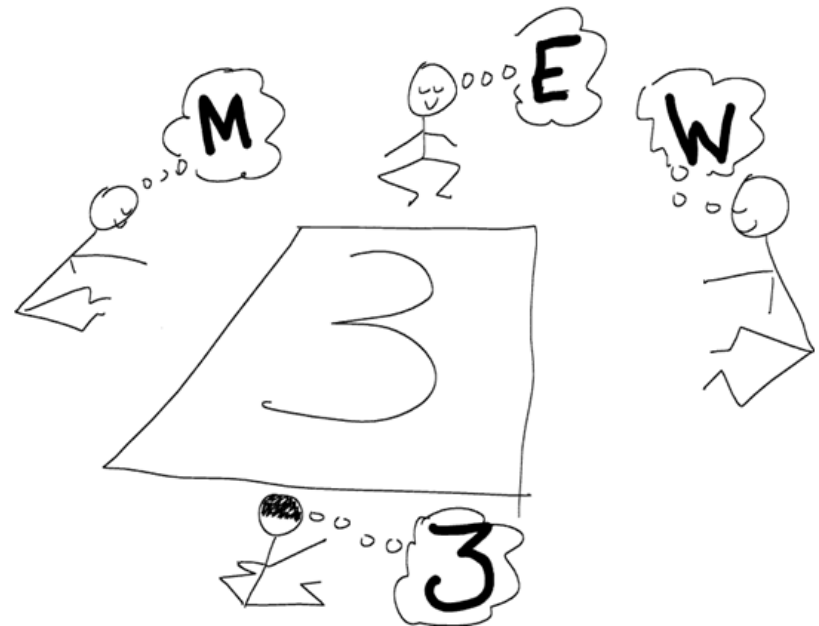
How do we decide what is right?

Are we doing the right things?

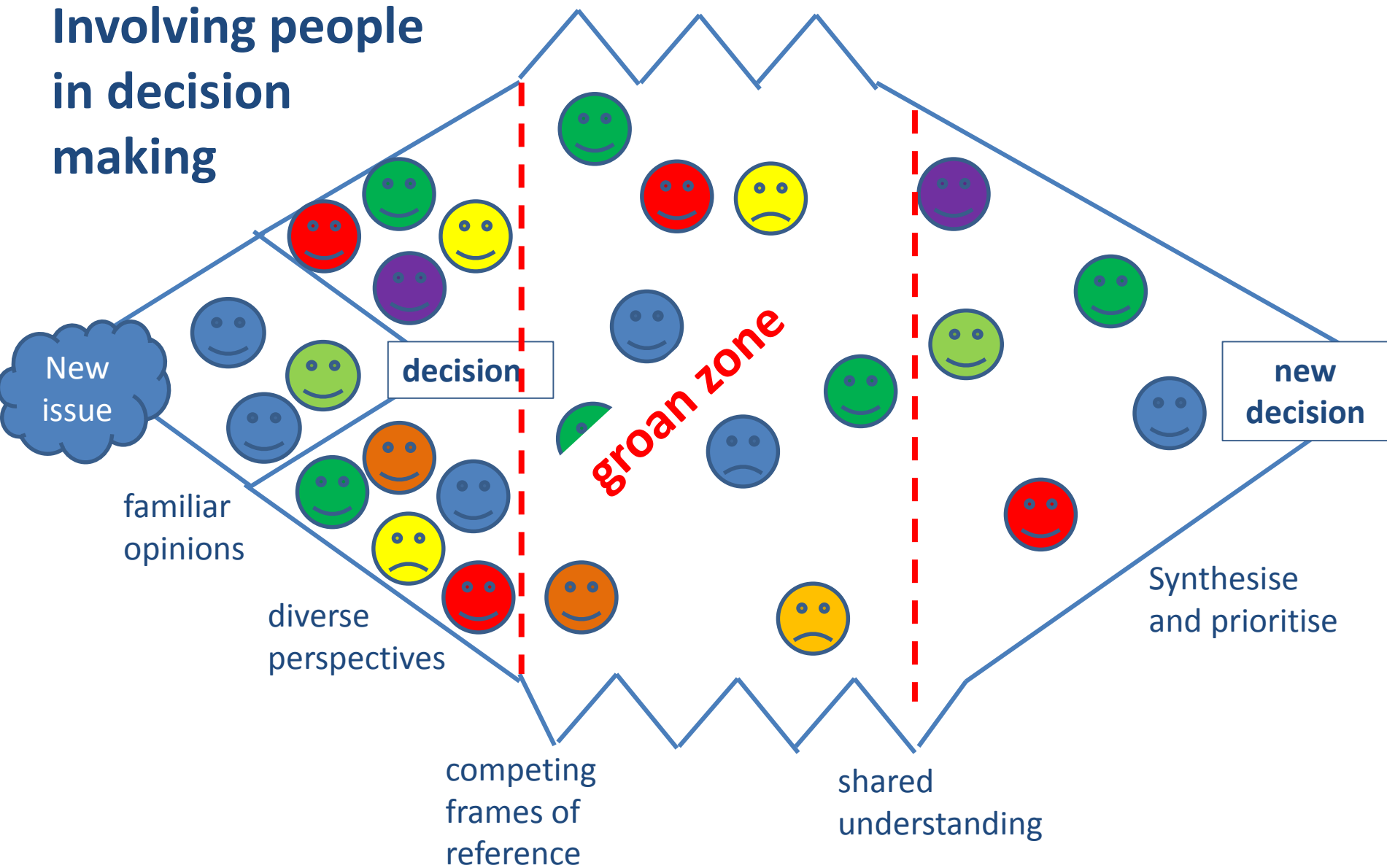
Are we doing things right?



'moving from knowledge transfer to knowledge discovery'



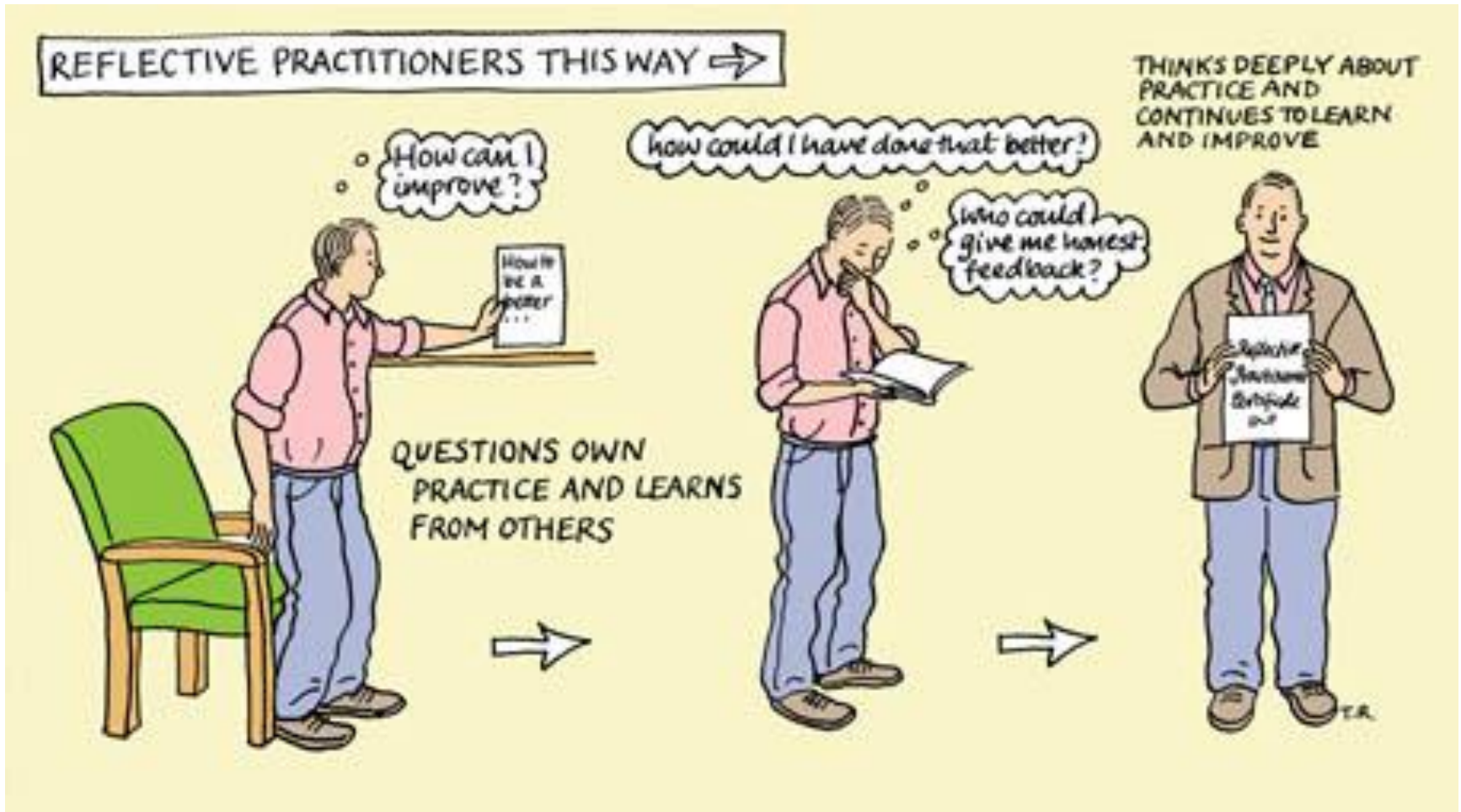
Involving people in decision making



What kind of learning?

- **Climate trends - including how they influence existing priorities and other stressors**
- **Roles and responsibilities**
- **Collaborations and networks**
- **How to intervene**
- **How successful those interventions were**
- **How the wider system acts**
- **How effective your learning processes are**

Reflecting on practice



Teresa Robertson, publication for the British Council on Reflective Practitioners.

<http://www.teresa-robertson.co.uk/>

Common barriers to learning in organisations (Goold, 2006)

bias for action

poorly managed meetings

urgent tasks

fear of admitting 'failure'

undiscussables

lack of attention to power relations

taking positions

funding constraints

**making it routine
(and killing it)**



To summarise...

More than information – what else is needed?

- **Translation into activity** that makes sense and is worthwhile
- **Attention to barriers** to change – individual, organisational, sectoral
- **Links to others** doing the same thing – opportunities for peer-peer learning, opportunities, joint advocacy, joint working (not something you can solve as an isolated organisation)
- **Opportunities to influence the wider picture.** Funding, policy, other structural issues – what mechanisms are there for this?
- **‘Glue’** people and processes

...we need to think in terms of challenges to be taken on in the full realization that, as soon as we appear to have met the challenge, things will have changed and the horizon will have shifted once again...

Arjen Wals, Wageningen University

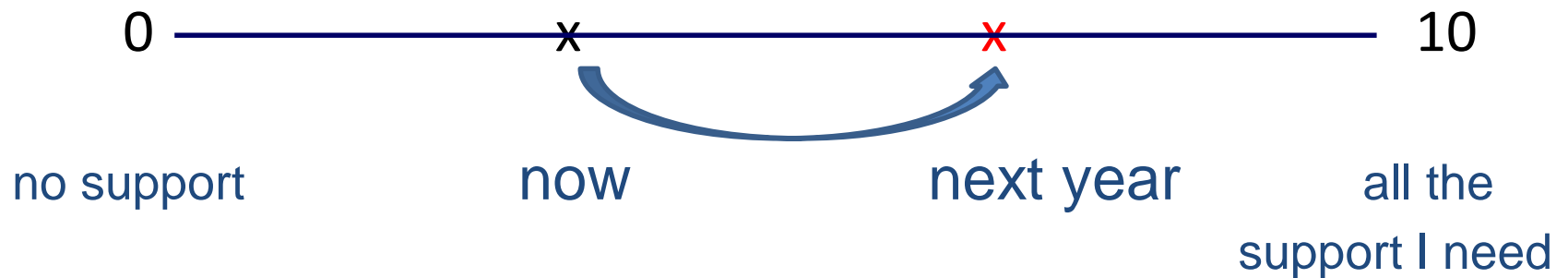
Exercise 2: Mapping organisational capacity to adapt



AD SPECTATOREM.
En tibi delicias mundi: regna ecce beata!
Quae melius, quae nil pulchrius orbis habet:
Haec tua Utopia est: ara sacra, nihil Amoris.

Identifying next steps

I have all/none of the support I need to make progress on this aspect



Where would I like to be (next year, five years?)

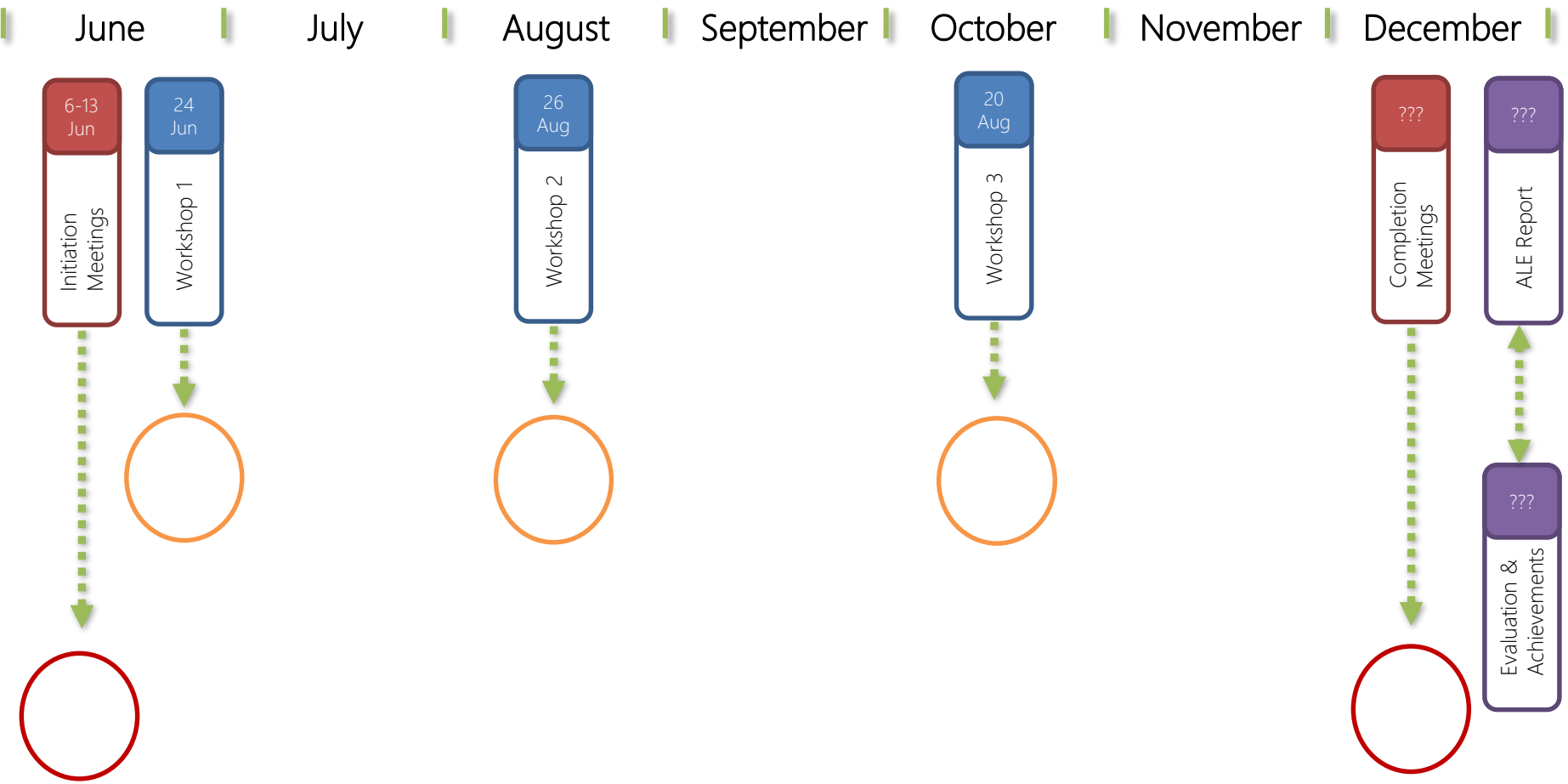
What would it take to get there?

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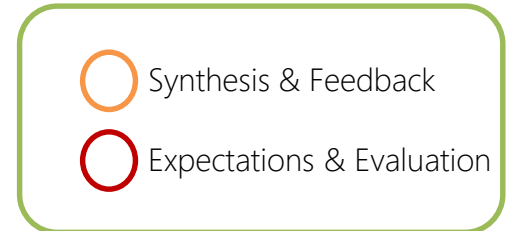
supporting climate change resilience

15:00

Next steps



Adaptation Learning Exchange



The ALE workshops

Workshop 1: Setting aims and objectives and building the business case

Workshop 2: Communications and values

Workshop 3: The consequences of weather and climate.



What are you want to achieve by May 2016?

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

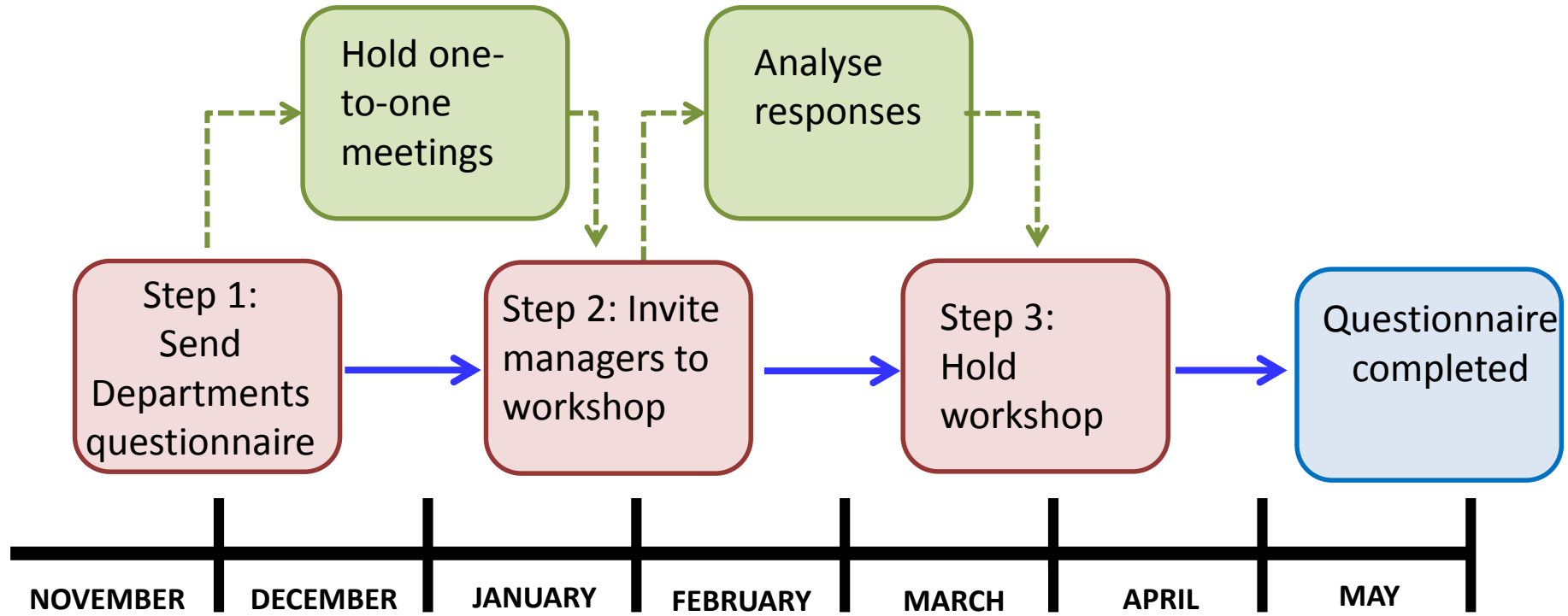
APRIL

MAY

2016

Set your goal: On the large **BLUE** post-it note down the overall goal you want to reach by May 2016

Critical Path Analysis



Department managers

Team support

External speaker

Critical Path Analysis

- 1. Set your goal:** On the **BLUE** post-it, note down the overall goal you want to reach by May 2016
- 2. Lay out the critical path:** On the **PINK** post-its, note down the essential steps which must be completed to reach your goal and stick them on the timeline in order. It may help to work backwards from your overall goal. It is okay to have multiple essential steps happening at the same time.
- 3. Lay out non-essential steps:** On the **GREEN** post-its, note down any actions which would help to achieve the overall goal, but are not essential to it. Place these Green post-its above the timeline.



Critical Path Analysis

- 4. Identify the key stakeholders:** On the **YELLOW** post-its, note down the individuals, teams or organisations you will need to work with to achieve each of the steps on your critical path (Pink post-its). Place these in corresponding positions underneath the timeline.
- 5. Identify the support required:** On the **ORANGE** post-its, note down the individuals, teams or organisations you will need to work with to achieve each of the steps on your critical path (Pink post-its). Place these in corresponding positions underneath the timeline.



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15:50

Reflections

Reflections

“What was new?”

“What was challenging?”

“What will you take away?”

“What was the most important point to you?”



**Please contact us if you have
any questions**

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Adaptation Scotland is a programme funded by the
Scottish Government and delivered by Sniffer



Adaptation Scotland

supporting **climate change** resilience

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