Addressing Gaps in Workforce Climate Literacy
Needs and Gaps Identification Resources

Methodology for Assessing Workforce Climate Literacy Needs

The purpose of this document is to describe a methodology for addressing climate literacy needs within an organization through analyzing key role types, mapping existing climate literacy resources, assessing gaps, and developing learning program outlines to address gaps for key role types. This methodology draws on and aligns with [ASAP's Knowledge & Competencies framework](#).

Beginning a Workforce Climate Literacy Assessment

The first and most essential step of assessing climate literacy needs within any organization is relationship building. Whether the assessment is undertaken internally or in collaboration with an external partner, taking the time to establish relationships with key organizational contacts, listen to needs expressed, and gain an understanding of the internal organizational landscape and culture is critical for success. These early conversations will inform the steps that follow: selecting key role types to include in the assessment, understanding how existing climate education resources are being used, and identifying gaps. During this introductory phase, attention to bringing key voices into the conversation and identifying primary organizational goals such as centering justice, diversity, equity, and inclusion in climate education resources is important. Once a team is in place and this groundwork has been established, the following steps in the project can begin.

Analyzing Key Staff Role Types

The number of roles or role types included in a climate change literacy assessment will depend on an organization's size, structure, and goals. For a relatively large organization interested in completing an initial literacy assessment within a timeframe of six months to a year, there is a benefit to beginning with 2-4 key roles or role types. Additional roles can always be included later. The specific role types (e.g., manager, coordinator, technical specialist) most useful to include can be determined by the project team during the introductory phase. In general, these should be roles in which climate change is a significant component, and roles that are important to the organization's overall climate change response plan.

Once the role types are established, a data collection process focused on understanding what individuals in these roles need to know about climate change to succeed in their jobs should follow. ASAP's K&C Framework is a useful tool here in quantifying and organizing the areas of knowledge, competencies, and skills identified.

The following data collection methods can be used in this phase, depending on the information and capacity available within an organization:

- Position descriptions
- Performance review templates
- Existing staff surveys
- New surveys tailored to project goals
- Focus groups
- Individual listening sessions
- Workshop style conversation and/or polling

Regardless of the methods selected, the importance of speaking to individuals currently serving in the roles included in the analysis cannot be overstated. These conversations will provide depth, nuance, and examples that are difficult to extract from position descriptions or even survey data. Please see the "Role Type Analysis Template" for examples of how to align this phase of the project to ASAP's K&C Framework. In general, surveys, interviews, or focus groups can ask individuals to reflect on what aspects and to what extent they see the K&C Framework reflected in their roles.

Mapping Existing Climate Education Resources

This task can be done simultaneously with the role analysis, as the process of gathering and inventorying existing resources can be lengthy for a large organization. Often, the first step involves internal outreach to identify the relevant resources to include. A spreadsheet can be designed and tailored to the needs of the specific project (see "Template for Climate Change Education Resource Map" for an example), but including information that can be sortable and searchable during later phases of the project is key. Including the foundational knowledge concepts and core competencies from ASAP's K&C Framework as columns is particularly useful for identifying gaps in alignment with the framework. The resource map is intended to focus on internal resources but can include external resources that are important to the organization's current climate change education offerings. In addition to a critical project component for identifying gaps and moving toward building new learning programs, this resource map can be valuable for organizations with a widely dispersed suite of resources by providing a central organizational hub. Depending on the project, the resource map might include columns such as:

- Type of resource (e.g., self-guided online training, webinar, course)
- Intended audience
- Location of resource (including a link)

- Knowledge and competency level addressed
- Time required for learning
- Regional focus
- K&C Framework topics and competencies

Identifying Gaps in Existing Resources

The gaps analysis phase is a high-level assessment aimed at identifying over-arching gaps in an organization's current climate change education resources for the key role types included in the role analysis. It should reflect the knowledge areas, competencies, and skills from the K&C Framework identified in the role analysis as well as the organization's primary goals for climate change learning. In form, this gaps analysis can be as simple as a descriptive bulleted list or can include specific details and examples. The following methods are useful in identifying gaps, based on the data collection methods undertaken for the role analysis and resource map:

- Sorting the resource map to identify gaps in K&C Framework knowledge areas or competencies
- An informal inventory of focus group or listening session notes
- A keyword or thematic analysis of survey data, listening sessions, and/or focus groups

While all steps in this assessment are intended to be iterative, getting internal feedback on the gaps analysis may be an especially important early method for gauging the success of the initial few project components.

Building Learning Program Outlines

The final step in an initial workforce climate change literacy assessment is developing learning program outlines for the key role types included that address the learning and programmatic gaps identified. The learning program outline can and will vary based on the specificity of the role or role type it applies to but should include core learning objectives aligned to the K&C Framework (see "Template for Learning Program Outline" for an example). The learning program outline draws heavily on earlier steps in that it should be tailored to the needs uncovered in the role analysis, include examples of existing resources, and the learning objectives included should address gaps noted in the gaps analysis.

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