Report of the training workshop

Communicating effectively about climate change

under the project

Climate ACTT: Action by Civil society in Trinidad and Tobago to build resilience to climate change

16 – 17 March, 2016

The Normandie Hotel and Conference Centre, St. Ann's, Trinidad

1. Introduction

This report presents the main findings and recommendations of a two-day training workshop on effective communications about climate change held in Port of Spain, Trinidad, on 16-17th March 2016.
The report provides an overview of the objectives and methods used, as well as the findings and recommendations based on activities and discussions held throughout the two days.

The Caribbean Natural Resources Institute (CANARI) facilitated the workshop as one of the capacity building activities under the project "**Climate ACTT: Action by Civil society in Trinidad and Tobago to build resilience to climate change**", which aims to build the capacity of five civil society organisations (CSOs) in Trinidad and Tobago to internationally accepted levels of best practice in two areas: institutional (organisational) strengthening; and technical capacity to deliver programmes/projects related to climate change adaptation and resilience. The five CSOs being supported are the Caribbean Youth Environment Network Trinidad and Tobago Chapter (CYENTT), Environmental Research Institute Charlotteville (ERIC), Environment Tobago (ET), the Fondes Amandes Community Reforestation Project (FACRP), and Turtle Village Trust (TVT). CANARI is implementing and managing this project in collaboration with Conservation International (CI) and with support from BHP Billiton Trinidad and Tobago through BHP Billiton's partnership with CI to support the company's commitments to the environment, biodiversity and the communities in which BHP Billiton operates.

Technical capacity needs assessments

As part of the technical capacity building project component, CANARI conducted individual needs assessments in order to determine priorities for strengthening climate change adaptation and resilience building for each CSO. The assessments examined five very broad climate change areas and found that the following gaps were present in all five groups:

- Understanding of common terms and concepts associated with climate change was inadequate to effectively address climate change-related challenges within the organisations' work.
- Analysis of work being done by the CSOs on climate change communication (education, awareness and advocacy) indicated that this was not guided by a structured programme that clarified the objectives, target audiences, appropriate messages and strategies, and how impacts would be evaluated.

Given that effective communication about climate change is at the core of climate change education, awareness and advocacy, and is also central to implementation of all other activities (vulnerability assessments, research, adaptation planning and actions), it was decided that the first capacity building activity for all five beneficiary CSOs would be a two-day training workshop with a focus on effective climate change communications to address the gap that exists in all the CSOs.

Participants

Participating organisations were asked to select two to five persons to attend the workshop. CSOs were encouraged to select their participants from those who would lead the CSO's subsequent practical adaptation project under the Climate ACTT project, have responsibility for the CSO's communications or represent the organisation at meetings related to climate change. A total of 23 participants attended, as well as two members of the CI team working with CANARI. See Appendix 1 for the list of participants.

2. Workshop goal

The overall goal of the workshop was to strengthen the capacity for effective communication about climate change in each of the participating CSOs. Specific workshop objectives included deepening participants' knowledge and understanding of key terms used in communicating about climate change, of how climate

change is affecting Trinidad and Tobago and the Caribbean and to assist the organisations in integrating climate change into their programmes. Participants also started to prepare a communication plan around climate change issues, with the intention that they would then share the methodology and complete the plan with the wider stakeholder base in their organisation. See Appendix 2 for the detailed workshop agenda and objectives.

Fig. 1: A participant from Fondes Amandes Community Reforestation Project introduces herself on the first day

3. Methodology

The workshop was highly interactive, and designed to build on participants' existing knowledge, experiences and creativity while introducing new approaches to enhance their communications. The workshop included short facilitator overviews of key topics, a presentation by the Trinidad and Tobago Head of the Multilateral Environmental Agreements Unit in the Ministry of Planning, peer sharing on best practices, the screening of audio-visual materials, games, whole group discussions, small group exercises and presentations. Handouts with additional information on the topics covered were provided for most sessions, as well as instructions for group exercises when necessary (these are attached as appendices to this report). An electronic link for a Google Drive folder with resource documents was also sent to participants.

4. Discussion and findings

4.1 Key climate change concepts and impacts in Trinidad and Tobago and the Caribbean

It appeared that participants had various levels of understanding of key climate change concepts. While some of them already knew about all or most of the concepts covered under this session, others were less familiar with these. Common areas of confusion were:

- the distinction between climate trends and the impacts of climate change;
- the environmental challenges, such as man-made deforestation, which may exacerbate climate change impacts but are not causes or impacts of climate change;
- the difference between climate change mitigation and mitigation of disasters

The importance of having a clear understanding of key climate change concepts as a prerequisite for

undertaking any type of climate change work was highlighted.

Participants felt that the videos[1] used in the session were useful materials to showcase and demonstrate the impacts of climate change in the region. They noted that the videos showed quite clearly the various human activities that are causing climate change, as well as the changes that can be attributed to climate change, in particular on human well-being. Participants were also able to identify the video they found the most effective in engaging audiences and getting the technical messages about climate change across. Some participants noted for instance, that in the song 'Voices for climate change', the singers' demeanour seemed to be in contradiction with the seriousness of the subject matter, while others thought that the song was a good tool to be used for all age categories. Overall, participants' reactions validate the fact that different styles of video and presentation of messages appeal to different target audiences. This is why it is useful to probe people's preferences when designing communication plans and products, and not just assume you know them.

Fig. 3 and 4: Participants worked in small groups to map climate change effects in Trinidad and Tobago.

4.2 Climate change developments on the international stage

Key points of the Paris Agreement, the main outcome of the United Nations Framework Convention on Climate Change held in Paris in December 2015, were presented by Kishan Kumarsingh, a Trinidad and Tobago government expert, Head of the Multilateral Environmental Agreements Unit, Environmental Policy Planning Division in the Ministry of Planning. The provisions of the Paris Agreement, especially those related to mitigation, adaptation, and climate finance were discussed at length. Mr. Kumarsingh's presentation is attached as Appendix 3.

Participants were particularly interested in the agreement's provisions on the role to be played by non-party stakeholders/civil society, and their potential role to "address and respond to climate change" as they are invited to "scale up their efforts and support actions to reduce emissions and/or to build resilience and decrease vulnerability to the adverse effects of climate change". Participants were able to better

[1] The videos can be accessed at: http://1point5.info/videos ; https://www.youtube.com/watch?v=NkJQM8Ihad4 ; https://www.youtube.com/watch?v=M-5NGTSzTJs

understand how their work fits into the national climate change policy and started to brainstorm ways in which they could play a more significant advocacy role and engage the government in climate change discussions.

4.3 How does climate change fit into your organisation's programming?

The facilitators noted that it is critical for any member of the five beneficiary CSOs to be able to clearly articulate how climate change fits into their organisation's programming, and to identify the partners they are working with and those they are targeting under their climate change work. A body mapping exercise was used to depict how climate change fits into their organisations' programming. This approach was well-received and stimulated a lot of internal discussion while participants engaged with their colleagues in completing the map. The facilitators noted that the groups used various strategies: some chose to brainstorm ideas before starting to depict them on the body map while others started to work on it right away.

It was also noted that participants often had to refer to their organisation's website, brochure, or any other documentation readily available, as many could not easily articulate their organisation's mission and vision, which may signal that more focus was needed on internal communications.

The groups' presentations of their body maps highlighted that FACRP's environmental awareness programmes make reference to climate change impacts, while ERIC stated that there is potential for climate change to be integrated in its capacity building activities. ET and TVT noted that the presentations they deliver as part of their awareness programmes include a climate change section, with a particular focus on impacts. CYENTT stated that it would like to expand the scope of its work to climate change adaptation to go beyond the education and awareness activities it is currently conducting.
Overall, the presentations by all five groups confirmed the findings of the technical needs assessments that:

Fig. 2: The completed body map of CYEN TT

- most groups are currently involved in some type of climate change education and awareness activities, targeted towards the wider public or youth;
- none of the CSOs has a structured climate change programme.

4.4 Planning for effective communication about climate change

The various elements of a communication plan were presented and discussed, and all five groups presented the draft communication plans they worked on during various group exercises on communication objectives, target audiences, messages, products and dissemination channels. The slides used to introduce participants to the various elements of communication planning are attached as Appendix 4 and the organisations' draft plans are attached as Appendix 5.

CANARI shared examples of effective communication products and dissemination strategies it had used under various projects, such as a participatory video and a photo journal. The two CI representatives also shared examples of videos used for climate change campaigns with participants. Participants discussed various communication products and pathways they had used in the past. News releases, posts on social media platforms, pamphlets and brochures were the most cited by the groups. It appeared that while all groups were able to share examples of communication products, few thought about pathways for dissemination or had systematic ways of evaluating the effectiveness of their communications. Facilitators noted that whether your communication strategy is intended to achieve individual behaviour change through public education and awareness or policy change through advocacy, it is important to evaluate its success in order to learn from the experience and apply the lessons learnt to your next communications activities.

There was consensus that the ability to communicate effectively about climate change is essential for any organisation conducting education and awareness activities, and is also a critical first step before engaging in any climate change adaptation or vulnerability action.

4. Evaluation and next steps

The facilitators provided an overview of the project timeline and immediate next steps. It was agreed that the second workshop, which would focus on climate change adaptation and resilience, would be held during the week of April 25 -29, 2016. Participants were urged to confirm these dates with other members of their respective organisations and then with CANARI at their earliest convenience. The facilitators recommended that for continuity the representatives of each CSO should remain the same as far as possible.

At the end of the last session, participants were asked to anonymously fill out an evaluation form to assess the effectiveness of the various sessions in achieving the workshop objectives, as well as to provide feedback on the most important thing they had learnt, the usefulness of the sessions and their relevance to their needs.

Overall, participants felt that the topics covered and the various group exercises highlighted the importance and value of team work and planning for communication about climate change within their respective organisations. Several participants noted that they now had a better understanding of key climate change concepts, as well as of the various elements of a communication plan, while others stated that they were already familiar with and understood the topics presented and discussed. This demonstrates the various levels of understanding of both climate change and the basic elements of communication planning among the five beneficiary CSOs. Participants welcomed the opportunity to share knowledge and perspectives on climate change work they are involved in with members of other organisations. Many of them felt that additional time should have been allocated to some of the plenary sessions and group exercises.

Appendix 1: List of participants

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No	Name	Surname	Title/Designation	Organisation	Country	Telephone	Mobile	E-mail Address
1	Tanya	Mohammed	Energy & Environment/Chemistry Consultant	Caribbean Youth Environment Network	Trinidad		868 756 9851	talya.mohammed6@gmail.com
2	Dizzane	Billy	President	Caribbean Youth Environment Network	Trinidad			dizz.billy@gmail.com
3	Katrina	Khan	Member	Caribbean Youth Environment Network	Trinidad		868 480 5378	daryllgriffith@gmail.com
4	Sharda	Mahabir	Member	Caribbean Youth Environment Network	Trinidad		868 307 9872	samaharaj@gmail.com
5	Kerron	Marson	Research Officer	Turtle Village Trust	Trinidad	868-639-6024	868-771-9093	kemarson19@hotmail.com
6	Marie Ella	Maynard	Capacity Building Training and Awareness Officer	Turtle Village Trust	Trinidad	868-310-2135		marie.ella@turtlevillagetrust.org
7	Akilah	Jaramogi	Managing Director	Fondes Amandes Community Reforestation Project	Trinidad	868-750-1716	868-689-7794	facrp1@yahoo.com
8	Kemba	Jaramogi	Technical Director	Fondes Amandes Community Reforestation Project	Trinidad	868-750-1716	868-471-2051	facrp2@gmail.com
9	Cowin	Collette	Field Supervisor	Fondes Amandes Community Reforestation Project	Trinidad	868 755 0955	868-735-1843	
10	Michael	Joseph	Field Supervisor	Fondes Amandes Community Reforestation Project	Trinidad		868-291-3382	
11	Odette	Francois	Rehab Assistant	Fondes Amandes Community Reforestation Project	Trinidad		868-755-0935	

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12	Lanya	Fanovich		Environmental Research Institute Charlotteville	Tobago		868 758 0283	ericecologist@eric-tobago.org
13	Aljoscha	Wothke	Chief Executive Director MPhil.Bio.; PMP; PADI MSDT, Reef Check Eco Diver Trainer	Environmental Research Institute Charlotteville	Tobago		868-788-3550	info@eric-tobago.org
14	Welldon	Mapp		Environmental Research Institute Charlotteville	Tobago			welldonmapp@gmail.com
15	Chelsea	Osmond		Environmental Research Institute Charlotteville	Tobago		868 391 9110	chels_drosmond@hotmail.com
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23	Regina	Harlig	Senior Manager	Conservation International	USA	703 341 2592		rharlig@conservation.org
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26	Loïza	Rauzduel	Technical Officer	Caribbean Natural Resources Institute	Trinidad	868 626 6062	868 345 4260	loiza@canari.org
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Appendix 2: Concept note and agenda

Training workshop: *Communicating effectively about climate change*
under the project
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Draft concept note

5. Participants

Two to five representatives from each of the participating NGOs (CYEN, ERIC, ET, FACRP, TVT), selected on the basis that they will be leading the NGO's climate change project and/or that they are responsible for the NGO's communications (including any education programmes).

6. Goal

Capacity for effective communication about climate change strengthened in each of the participating NGOs.

7. Result

By the end of the workshop each of the participating NGOs (CYEN, ERIC, ET, FACRP, TVT) will have identified where climate change fits into its programmes, produced a draft outline of a plan for communication on climate change, and a core team from each NGO will have built commitment and capacity to work with members of their organisation to complete the plan.

8. Objectives

a. To deepen participants' understanding of key terms used in communicating about climate change.
b. To enhance participants' understanding of how climate change is affecting the Caribbean, and Trinidad and Tobago.
c. To update participants on the national, regional and international climate change policy environment.
d. To assist the organisations in integrating climate change into their programmes.
e. To clarify each organisation's communication objectives in relation to climate change.
f. To identify each organisation's main target audiences for messages about climate change.
g. To identify what positive changes each organisation's communications are designed to effect in terms of knowledge, attitudes and practices for each of the target audiences.
h. To share best practices on effective products and channels for communication to Caribbean target audiences.
i. To start the process of identifying messages and the most effective products and channels for disseminating the messages to each of the target audiences.
j. To build participants' capacity for evaluating the effectiveness of their organisation's communications about climate change.

9. Methodology

The workshop will be highly interactive, building on participants' existing knowledge, experiences and creativity while introducing new approaches to enhance their communications. The workshop will include short facilitator overviews of key topics, a presentation by the Trinidad and Tobago focal point for climate change (to be confirmed), peer sharing on best practices, the screening of audiovisual materials, games, small group exercises and presentations, and facilitated whole group discussions. Handouts, including a resource list, will be provided.

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DRAFT AGENDA

DAY 1 8.30 – 4.00

08.30 - 09.00	Registration
09.00 - 10.30	Welcome, introductions and workshop overview
10.30 - 11.00	Break
11.00 - 12.30	What is climate change and how is it affecting us?
12.30 - 1.15	Lunch
1.15 - 3.00	How does climate change fit into your programming?
3.00 - 3.15	What is a communication plan and why is it valuable?
3.15 - 3.45	What are your communication objectives?
3.45 - 4.00	Wrap up

DAY 2 8.30 – 4.00

08.30 - 09.00	Review of Day 1
09.00 - 10.15	What is happening on the international, regional and national scene?
10.15 - 10.45	Break
10.45 - 11.15	Who are the main target audiences for your communications?
11.15 - 12.00	What are your key messages?
12.00 - 12.45	What are effective strategies for getting your messages out?
12.45 - 1.30	Lunch
1.30 - 2.00	What are the most effective products and pathways?
2.00 - 3.20	Presenting the communication plans
3.20 - 3.40	How can you evaluate the effectiveness of your communications?
3.30 - 4.00	Reflection, evaluation and next steps

Appendix 3: The Paris Agreement 2015 - Kishan Kumarsingh, Head - Multilateral Environmental Agreements Unit, Ministry of Planning, Trinidad and Tobago

THE PARIS AGREEMENT 2015

Kishan Kumarsingh

Head, Multilateral Environmental Agreements Unit and Former Co-Chair of the UN Negotiations on the Paris Agreement

PARIS AGREEMENT KEY OUTCOMES

Paris Agreement

- To enter into force in 2020 upon ratification of 55 Parties accounting for 55% global emissions

COP Decisions

- Giving effect of the Agreement
- Sets out framework for further negotiations to finalize rules, modalities, etc. required for operationalising the Agreement to be negotiated between 2015 and 2020

COP21 • CMP11
PARIS 2015
UN CLIMATE CHANGE CONFERENCE

PARIS AGREEMENT KEY OUTCOMES

Overall

- Limiting global temperature increase well below 2^{0}C, while urging efforts to limit the increase of temperature to 1.5^{0}C;
- Global peaking 'as soon as possible" with achieving a balance of emissions with sinks in the second half of the century (carbon neutrality);
- Undertaking a global stocktake in 2023 and every five (5) years thereafter which will seek to ensure that there is collective progress towards achievement of the long term goals;
- Special recognition of the circumstances of SIDs

COP21 • CMP11
PARIS 2015
UN CLIMATE CHANGE CONFERENCE

PARIS AGREEMENT KEY OUTCOMES

Mitigation

- Establishing binding commitments by all Parties to make Nationally Determined Contributions (NDCs), and to pursue domestic measures aimed at achieving them;
- Committing all Parties to regularly report on their emissions and the progress made in implementing and achieving their NDCs, and to undergo international review;
- Committing all Parties to submit new NDCs every five (5) years, with the clear expectation that they will be more ambitious than the previous submission;

PARIS AGREEMENT KEY OUTCOMES

Adaptation

- Adaptation planning process – action plans, policies
- Assessment of vulnerability – people, places and ecosystems
- Building climate resilience – economic diversification, sustainable management of natural resources
- Monitoring and evaluation of implementation
- Adaptation communication to UNFCCC (considered in global stocktake)

PARIS AGREEMENT KEY OUTCOMES

Loss and Damage

- Extending a mechanism to address loss and damage resulting from climate change, which explicitly will not involve or provide a basis for any liability or compensation;

Climate Finance

- Mobilising $100 billion a year in support by 2020 through 2025, with a new, higher goal to be set for the period after 2025;
- Developed countries to provide finance, with an invitation for developing countries to voluntarily do so
- Developed countries to continue obligations under the Convention
  - Shall provide financial resources to assist developing countries with mitigation and adaptation

PARIS AGREEMENT KEY OUTCOMES

Technology Transfer

- Strengthen cooperative action
- Continuation of the Technology Mechanism
- Technology Framework established to provide overarching guidance to the Technology Mechanism
- Developed countries to provide finance

PARIS AGREEMENT KEY OUTCOMES

Transparency and Compliance

- Development of an enhanced transparency system for all countries:
  - A critical component of the Agreement; the transparency framework agreed to by parties ensures that all countries are on a level playing field with flexibility for developing countries;
  - Facilitate tracking of progress – linked to global stocktake
  - Reporting of inventory of greenhouse gases
  - Information necessary to track progress in implementing (i)NDCs
  - Information on financial, technology transfer and capacity building support received

PARIS AGREEMENT KEY OUTCOMES

Non-Party Stakeholders - Civil Society – Decision Text

Preamble: Agreeing to uphold and promote regional and international cooperation in order to mobilize stronger and more ambitious climate action by all Parties and non-Party stakeholders, including civil society, the private sector, financial institutions, cities and other subnational authorities, local communities and indigenous peoples,

- 134. Welcomes the efforts of all non-Party stakeholders to address and respond to climate change, including those of civil society, the private sector, financial institutions, cities and other subnational authorities;
- 135. Invites the non-Party stakeholders referred to in paragraph 134 above to scale up their efforts and support actions to reduce emissions and/or to build resilience and decrease vulnerability to the adverse effects of climate change and demonstrate these efforts via the Non-State Actor Zone for Climate Action platform4 referred to in paragraph 118 above;

PARIS AGREEMENT KEY OUTCOMES

Non-Party Stakeholders - Civil Society – Decision Text

- 118. Welcomes the efforts of non-Party stakeholders to scale up their climate actions, and encourages the registration of those actions in the Non-State Actor Zone for Climate Action platform*

* http://newsroom.unfccc.int/lpaa/nazca/

OVERALL IMPACT AND MESSAGE FROM THE PARIS AGREEMENT

"Business as usual is risky business"
- Christina Figueres, Executive Secretary of the UNFCCC

- It is NOT going to be "business as usual"
- Action required by ALL countries
- Current NDCs will not achieve temperature goal (more ambition needed)
- Bottom-up approach with international scrutiny
- Provides framework for engagement of private sector/business (carbon pricing, market mechanisms)

OVERALL IMPACT AND MESSAGE FROM THE PARIS AGREEMENT

Strong Signal to Business and Private Sector (positive reaction of non-state actors):

- More than 800 of the largest companies around the world favour a global deal to tackle climate change.
- Mission Innovation - The following countries doubled their respective clean energy research and development over the five (5) years to 2020:

- Australia, Brazil, Canada, Chile, China, Denmark, France, Germany, India, Indonesia, Italy, Japan, Mexico, Norway, Saudi Arabia, South Korea, UAE, UK, US

OVERALL IMPACT AND MESSAGE FROM THE PARIS AGREEMENT

Strong Signal to Business and Private Sector (positive reaction of non-state actors):

- International Solar Alliance (Initiative of India) – 121 countries ramping up investments in clean energy.
- Transformative Carbon Asset Facility (Germany, Norway, Sweden and Switzerland) – a new $500 million initiative that will find ways to create incentives aimed at large scale cuts in greenhouse gas emissions in developing countries to combat climate change.
- Nitric Acid Climate Action Group – for all facilities used for manufacturing nitric acid to be equipped with nitrous oxide abatement technology by 2020.
  - Offers guidance and information, and provides financial support for those countries willing to pursue low-cost potential post 2020

Indian Prime Minister Narendra Modi address at the launch of the International Solar Alliance at COP21

ACTION ITEMS UNDER THE PARIS AGREEMENT FOR TRININDAD AND TOBAGO

Preparing for 2020 and Beyond

ACTION ITEMS UNDER THE PARIS AGREEMENT FOR TRININDAD AND TOBAGO

- Five year NDC cycles: Under the Agreement, all countries will communicate their Nationally Determined Contribution every five (5) years, starting in 2020.
- Targets must be submitted 9-12 months in advance of the respective COP, ensuring time for clarity and transparency through review.
- Each Nationally Determined Contribution should show a higher level of ambition from the preceding submission.
- Formulation and communication of long term greenhouse gas emission development strategies

ACTION ITEMS UNDER THE PARIS AGREEMENT FOR TRININDAD AND TOBAGO

Decision urges Parties with iNDC to 2030 (Trinidad and Tobago) to update or communicate these contributions by 2020

- Opportunity to revisit the iNDC or reconfirm it (in keeping with principle of no-backtracking)
- iNDC becomes NDC on signing and ratification of the Agreement

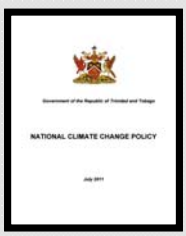
Reporting on transparency (subject to development guidelines)

- National Inventory of GHG emissions (IPCC methodology) (National Communications, Biennial Updated Reports)
- Information necessary to track progress in NDC implementation and achievement

ACTION ITEMS UNDER THE PARIS AGREEMENT FOR TRININDAD AND TOBAGO

Policy and legislative framework to facilitate preparation of NDCs, and reporting obligations and other obligations under the Paris Agreement (Ministry of Planning and Development (MPD))

- National Climate Change Policy (NCCP) – broad policy framework – to be revised in 2016 to include the international policy context (Paris Agreement and post-2015 SDGs) coordinated by the Multilateral Environmental Agreements Unit of the MPD
- Analysis of policy and legislative gaps for implementing the NCCP with a view to revising or developing relevant policies and legislation to create enabling environment for NCCP implementation
- Creation of enabling environment for carbon trading (as appropriate)



ACTION ITEMS UNDER THE PARIS AGREEMENT FOR TRININDAD AND TOBAGO

Actions being/to be undertaken:

- Action plan for implementing recommendations of policy and legislative review (on approval by Cabinet)
- Implementation plan for iNDC and CRS
- Development of a capacity building programme (LECB) to target key stakeholders
- Development of Nationally Appropriate Mitigation Actions (NAMAs) to contribute to NDC achievement
- Development of a MRV system to measure, report and verify emissions and therefore track progress of NDCs and reduction of carbon footprint

ACTION ITEMS UNDER THE PARIS AGREEMENT FOR TRININDAD AND TOBAGO

- Institutional Framework
- Action plan for implementing recommendations of policy and legislative review (on approval by Cabinet)
- Cabinet-appointed Inter-Ministerial Committee for providing high-level oversight
- Climate Change Focal Point Network
- MEAU coordination of NCCP implementation
- Nationally Appropriate Mitigation Actions (NAMAs) tracking and verification
- Regulatory framework based on MRV system

TRINIDAD AND TOBAGO'S iNDC

Unconditional Commitment

"Trinidad and Tobago will commit to unconditionally reduce its public transportation emissions by 30% or one million, seven hundred thousand tonnes (1,700,000) CO2e compared to 2013 levels by December 31, 2030."

TRINIDAD AND TOBAGO'S iNDC

Conditional Commitment

"Trinidad and Tobago's aim is to achieve a reduction objective in overall emissions from the three sectors by 15% by 2030 from BAU, which in absolute terms is an equivalent of one hundred and three million tonnes (103,000,000) of CO_2e

TRINIDAD AND TOBAGO'S iNDC

Gases Addressed

- Carbon Dioxide (CO_2) – GWP: 1 (100yr)

- Methane (CH_4) – GWP: 28-36 (100yr)

- Nitrous Oxide (N_20) – GWP: 265-298 (100yr)

MEA/Climate Change Focal Point Network

Recognition of:

- Lack of awareness among stakeholders
- Lack of sustainable institutional arrangements for continued participation
- Coherent and organized coordination among relevant stakeholders is an essential institutional arrangement to be put in place

Cabinet approved the development of a MEA CC Focal Point Network in 2011

MEA/Climate Change Focal Point Network

Comprised of representatives of:

- Government ministries/agencies
- Academic institutions
- Industry
- Non-Governmental Organisations (NGOs) and Community Based Organisations (CBOs)

MEA/Climate Change Focal Point Network

Duties and Responsibilities of Focal Points:

- Liaising with the Ministry in respect of the role and functions of their respective institutions in the context of the national obligations under the various MEAs/Climate Change
- Providing advice and inputs into strategies and actions to be taken at the national level in the implementation of obligations under the MEAs and climate change
- Providing inputs, data and information to facilitate reporting requirements of Trinidad and Tobago under the MEAs

MEA/Climate Change Focal Point Network

Duties and Responsibilities of Focal Points:

- Providing advice and inputs into work programmes of their respective Ministries/agencies/organisations in the context of national obligations under the MEAs/climate change
- Interfacing with other relevant stakeholders through relevant networking media to enhance co-operation at various levels

MEA/Climate Change Focal Point Network

- MPD maintains a register of Focal Points (ongoing activity)
- Total of approx. 175 Focal Points
- Orientation session held on September 19 2012, entitled "Multilateral Environmental Agreements (MEA) Sensitization Session".
- Focal Point Database is continuously being updated and upgraded

MEA/Climate Change Focal Point Network

Next steps:

- Focal Point Database is continuously being updated and upgraded
- Training being planned for Network for addressing MEA topics for negotiations, knowledge building in specific MEA projects, increasing awareness and capacity of focal points to filter information within their organisation effectively among many other important engagement activities to improve the efficiency of the network

MEA/Climate Change Focal Point Network

Next steps:
The Ministry of Planning and Development has successfully obtained funding from the Global Environment Facility (GEF) for the project entitled "Capacity Development for improved management of Multilateral Environmental Agreements for global environmental benefits". This project will be implemented by the United Nations Development Programme (UNDP).

MEA/Climate Change Focal Point Network

Next steps:
The project aims to address some of the key capacity development needs related to the implementation of the Rio conventions and other MEAs in Trinidad and Tobago and to strengthen the synergies amongst them to achieve maximum profitability, by re-structuring organizational relationships, strengthening partnerships, relationships and commitments, and improved coordination and collaboration. Education and awareness are also incorporated in the project to promote greater empowerment and participation. The project will also build and engage further the MEA/Climate Change Focal Point Network.

MEA/Climate Change Focal Point Network

Next steps:
Another engagement session is being planned for updating the Network on recent developments in MEA/Climate Change including the Paris Agreement.

ANY QUESTIONS?

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Climate ACTT

Action by Civil society in Trinidad and Tobago to build resilience to climate change

Introduction to Communication planning

What is a communication plan?

The communication plan will guide your communication efforts, and help you be more effective. It helps you to be clear about:

- What change you want to bring about using communication (**objective**)
- Which individuals or groups you want to influence (**target audiences**)
- What you want to say (**message**)

What is a communication plan – [cont'd]

- what are the most effective products and activities for each target audience (**channels**);
- how you will accomplish your objectives (**activities and timetable**);
- how you will measure the results of your project (**evaluation**).

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Identifying Your Communication Objectives

What are the desired outcomes?

Change in KAPs:	Change in:
• Knowledge • Attitudes • Practices (behaviour) **Public education and awareness**	• Policy • Laws • Government action **Advocacy/lobbying**

Make the Objectives SMART

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Timebound**

TIP: *Making objectives* ***SMART from the start*** *makes monitoring and evaluation much easier.*

To develop a climate change awareness game for integration into the science curricula for Forms 2-5 from September 2016 onwards.

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Identifying key messages

Characteristics of a good message

- Your communication message reflects what you want to say.
- A good message addresses a particular objective.

Characteristics of a good message

[cont'd]

- the objective of the message is **clear**
- it is **specific**
- it communicates clearly to that particular **audience**
- it links to **something the audience cares about**
- it is **credible** and can be backed up by facts/evidence

Tips for developing a good message

- Messages about climate change should convey a sense of urgency and emphasise the benefits of making the changes you are advocating.
- Do not necessarily focus on telling people what to do – try to show/demonstrate what is in it for them (depending on who your target audiences are).

Appendix 5: CSOs draft communication plans

Organisation	Communication objective	Message	Target audiences	Products and pathways
Caribbean Youth Environment Network Trinidad and Tobago Chapter (CYENTT)	To increase understanding of the concept of the carbon footprint among young people (youth) in order to stimulate change in their attitude and behaviour towards CF within 5 years.	Every step you take leaves carbon footprint on T & T so step lightly.	Internal Focus on our own membership to engage in our projects – understand incentive. External • Schools • Potential university • Private sector through their youth outreach • Youth Groups • Sponsors/Champions	• Testimonials on benefits of being a CYENTT member e.g. email, Facebook, pic, Instagram – Opportunities/Fun/Career • Responsibility and expectation matrix for membership clear direction of roles • Recruitment – Social media link e.g. Facebook • Be a fan and become a member of schools and education – permission to engage for membership
Environmental Research Institute Charlotteville (ERIC)	To raise the awareness of North-East Tobago about climate change by 25% within 1 year.	–	Internal • ERIC Affiliates • ERIC's Youth Group • ERIC Board External • Pastors (Churches) • Police Youth Club • Teachers and schools	

			• Fishermen • Heritage Groups	
Environment Tobago (ET)	Enhance the resilience of Buccoo Reef by stimulating public lobby for implementation of a waste water treatment system for SW Tobago before January 27th.	The reef needs you will you help?	• Beach users • Reef operators • Students • Media champions • Hotel Association • THA sub-units • Voting public	
Fondes Amandes Community Reforestation Project (FACRP)	To share the importance of creating and preserving green spaces in homes and 5 communities	*(FACRP wrote a song to convey their messages)* Raise your voices not the sea level This little youth don't want no trouble Don't slash/burn that not cleaver Because it can cause a man-made disaster Plant some trees prevent soil erosion All that silt don't belong in the ocean Keep Mother Earth nice and sweet Shake your waist to the nature's beat So lets educate the people of the nation Help them make a decision Put your trash in the bin not in the road Don't have garbage men hopping like toads	• Field Staff • FACRP Management • FACRP Board • Volunteers • Families • Fondes Amandes Community/ St. Ann's • Selected Communities • Schools in 6 Communities • NRWRP (6) • Sports and Fitness Groups • Hikers and hashers • Religious and Cultural Groups • Farmers • Researchers • Small Businesses • Regional Corporations • Village Council • Area Representatives • Self Help Community Development Fund	Social Media Print Media TV Blogs/Newsletter

		Put your trash in the bins not in the sea We need it clean for you and me Use things that can be recycled This is the end of our jingle	• Community Development Committee	
Turtle Village Trust (TVT)	To increase the knowledge of TVT's part-time communities/groups of climate change impacts on the coasts.	Climate change affects your livelihood but your choices can change the life you live.	Trinidad ○ LCEFA ○ GRNTGA ○ SWATDO ○ SAD for Toco Foundation ○ Nature Seekers ○ Fishing Pond ○ NMVGG ○ WWEG Tobago North-East: ○ NEST ○ SEMPR South-West ○ RPYC ○ TWEP-G ○ SOS ○ AFEEPO ○ BPYC	

Handout #1: Key terms and concepts

Training workshop: *Communicating effectively about climate change*

under the project

Climate ACTT: **A**ction by **C**ivil society in **T**rinidad and **T**obago to build resilience to climate change

Understanding climate and climate change

Weather and climate[1]

Our weather is always changing and now scientists are discovering that our climate does not stay the same either. Climate, the average weather over a period of many years, differs in regions of the world that receive different amounts of sunlight and have different geographic factors, such as proximity to oceans and altitude.

Climates will change if the factors that influence them fluctuate. **To change climate on a global scale, either the amount of heat that is let into the system changes, or the amount of heat that is let out of the system changes.** For instance, warming climates are either due to increased heat let into the Earth or a decrease in the amount of heat that is let out of the atmosphere.

The heat that enters into the Earth system comes from the Sun. Sunlight travels through space and our atmosphere, heating up the land surface and the oceans. The warmed Earth then releases heat back into the atmosphere. However, the amount of sunlight let into the system is not always the same. Changes in Earth's orbit over thousands of years and changes in the Sun's intensity affect the amount of solar energy that reaches the Earth.

Heat exits the Earth system as the Earth's surface, warmed by solar energy, radiates heat away. However, certain gases in our atmosphere, called greenhouse gases, allow the lower atmosphere to absorb the heat radiated from the Earth's surface, trapping heat within the Earth system. Greenhouse gases, such as water vapour, carbon dioxide, methane and nitrous oxide, are an important part of our atmosphere because they keep Earth from becoming an icy sphere with surface temperatures of about -18°C. This is called the **greenhouse effect**. However, over the past century or so the amounts of greenhouse gases within our atmosphere have been increasing rapidly, mainly due to the burning of fossil fuels, which releases carbon dioxide into the atmosphere. Consequently, in the past one hundred years global temperatures have been increasing more rapidly than the historic record shows. Scientists believe this accelerated heating of the atmosphere is because increasing amounts of these greenhouse gases trap more and more heat.

[1] This section is taken from https://eo.ucar.edu/basics/cc_1.html.

Factors that influence climate

Remember that climates are influenced by heat. There are many different factors that influence climate.

- The energy from the sun (solar energy) is the main source of the planet's heat and ultimately the Earth's climates. Change in the amount of solar energy that the Earth receives can change its climates.
- Gases such as carbon dioxide, methane and water vapour are naturally occurring gases that are present in the atmosphere and are very efficient heat absorbers. Since the industrial revolution, humans have added more of these gases into the atmosphere than the Earth can absorb allowing them to trap more heat. This is believed to be the main cause of the increase in average global temperature that we are currently experiencing.
- Ocean currents move heat from the poles to the equator and from the depths of the ocean to the surface of the ocean.
- Volcanic eruptions release gases and tiny particles in the atmosphere that reflect heat causing cooling.
- Other factors also influence climate including:
    - snow and ice that have light-coloured surfaces and reflect heat,
    - forest fires that release carbon dioxide, and
    - cloud cover that both trap heat in the atmosphere because they are made of water vapour and reflect light and heat from the atmosphere because they are light in colour.

How do we know that climate is changing?

Over the past 150 years we have observed that the average global temperature has been increasing (global warming). At the same time there have been changes in weather patterns and climates. Major signs that the climate is changing include:

- Planet-wide increases in average temperature
- Increases in land and ocean temperatures
- Increases in temperatures during the day and more warm nights
- Changes in frequency and strength of extreme weather events (e.g. hurricanes such as Hurricane Ivan) and weather patterns over the globe.

What is the main cause of the current climate change?

The current climate change is widely believed to be caused by man's activities that are increasing the amount of greenhouse gases in the atmosphere that consequently trap more heat on Earth.

- Burning fossil fuels that contain large percentages of carbon (e.g. coal, oil and natural gas) for electricity and transportation adds GHGs such as carbon dioxide to the atmosphere.
- Cutting forest trees for agriculture and human settlement reduces the amount of trees that absorb carbon dioxide- a major GHG- from the atmosphere. Forests are major carbon sinks and their removal leads to less carbon dioxide absorption and more carbon dioxide in the atmosphere.

What are the main impacts of climate change?

The main impacts of climate change are:

- Changes in sea level because of increased temperatures that cause water to expand, and melting polar caps that add water to the oceans. Sea level rise causes coastal erosion and salt water intrusion into

How are we addressing climate change?

The climate is changing faster than the natural systems can adapt to. This makes us vulnerable to the impacts of climate change. We have taken two measures to address climate change:

- *Mitigation addresses the causes of climate change*. These are measures that reduce the emissions of GHGs (e.g. use of alternative energy sources for electricity and transportation that do not produce carbon dioxide) and that enhance carbon sinks that absorb carbon dioxide from the environment (e.g. planting and protecting forests that absorb carbon dioxide from the atmosphere).
- *Adaptation addresses the impacts of climate change*. Adaptation measures help human and environmental systems to adjust or change to be able to function in changing climates. These can include changing crops to drought resistant varieties in the Caribbean as it becomes drier and warmer.

Common misunderstandings

Weather and climate

Weather is the short-term changes we see in temperature, clouds, precipitation, humidity and wind in a region or a city. Weather can vary greatly from one day to the next, or even within the same day. In the morning the weather may be cloudy and cool. But by afternoon it may be sunny and warm.

The climate of a region or city is its weather averaged over many years. This is usually different for different seasons. For example, a region or city may tend to be warm and humid during summer. But it may tend to be cold and snowy during winter.

The climate of a city, region or the entire planet changes very slowly. These changes take place on the scale of tens, hundreds and thousands of years (NASA, 2015).

Global warming and climate change

Global warming and climate change are sometimes used interchangeably but the two have different meanings. Global warming refers to the increase in average global temperature that we are experiencing. Climate change is the long term change or shift in temperature, rainfall, snow, humidity, wind and all the other components of climate and weather. It also includes changes in the frequencies and strength of extreme weather events such as droughts and storms.

Climate change adaptation and mitigation

Climate change *mitigation addresses the causes of climate change*. Mitigation seeks to reduce the emission of greenhouse gases (e.g. through use of alternative energy sources that do not release greenhouse gases to produce energy) or to enhance carbon sinks (e.g. through planting forest trees that take up carbon dioxide from the atmosphere). Climate *change adaptation addresses the impacts of climate change*. People and the environment change in response to changing climate and its effects so

that they can function (e.g. constructing homes with high ceilings and large windows in the Caribbean to improve air circulation and reduce heat).

Key organisations

- Intergovernmental Panel on Climate Change (IPCC)[2]- an organisation set up by the United Nations Environment Programme (UNEP) and the World Meteorological Organization (WMO) in 1988 to provide the world with a clear scientific view on the current state of knowledge in climate change and its potential environmental and socio-economic impacts. It reviews and assesses the most recent scientific, technical and socio-economic information produced worldwide relevant to the understanding of climate change. It does not conduct any research nor does it monitor climate related data or parameters.
- Caribbean Community Climate Change Centre (CCCCC)[3] - The Caribbean Community Climate Change Centre coordinates the Caribbean region's response to climate change. It is also the repository and clearing house for regional climate change information and data and provides climate change-related policy advice and guidelines to the Caribbean Community (CARICOM) Member States through the CARICOM Secretariat.
- Caribbean Disaster Emergency Management Agency (CDEMA)[4] – A regional inter-governmental agency established in September 1991 by the Caribbean Community (CARICOM) to be responsible for disaster relief.
- Office of Disaster Preparedness and Management (ODPM)[5] – The Trinidad and Tobago organisation is the principal player in leading the nation's effort in preparing for, responding to and recovering from disasters.
- Tobago Emergency Management Agency (TEMA)[6] - The role of the Tobago Emergency Management Agency is to coordinate a network of agencies and individuals across the island of Tobago to direct their efforts to maximum preservation of life and the protection of property in times of disaster.

Key policies

- United Nations Framework Convention on Climate Change (UNFCCC)[7] - One of three conventions emanating from the Rio Convention in 1992. The ultimate objective of the Convention is to stabilise greenhouse gas concentrations "at a level that would prevent dangerous anthropogenic (human induced) interference with the climate system." It states that "such a level should be achieved within a time-frame sufficient to allow ecosystems to adapt naturally to climate change, to ensure that food production is not threatened, and to enable economic development to proceed in a sustainable manner."
- Government of the Republic of Trinidad and Tobago National Climate Change Policy of (2011)[8] – The policy for Trinidad and Tobago that gives a situational analysis, guiding principles, policy directives and strategies for climate change action.

[2] https://www.ipcc.ch/index.htm
[3] http://www.caribbeanclimate.bz/
[4] http://www.cdema.org/
[5] http://www.odpm.gov.tt/
[6] http://www.tema365.com/web/
[7] http://unfccc.int/files/essential_background/background_publications_htmlpdf/application/pdf/conveng.pdf
[8] http://www.ema.co.tt/new/images/policies/climate_change_2011.pdf

Key terms

This glossary is adapted from the Climate Smart Community Disaster Management Module and Facilitator's Handbook (2011) developed by the Caribbean Disaster Emergency Management Agency.

Adaptation

Initiatives and measures to reduce the vulnerability of natural and human systems against actual or expected climate change effects.

Adaptive capacity

The whole of the capabilities, resources and institutions of a country or region to implement effective adaptation measures.

Capacity

The combination of all the strengths, attributes and resources available within a community, society or organisation that can be used to achieve agreed goals.

Capacity building

Efforts to develop the human skills or societal infrastructures within a community or organisation needed to reduce the level of risk. Capacity building also includes development of institutional, financial, political and other resources, such as technology at different levels and sectors of the society.

Climate

The average, or typical, weather conditions of a given area observed over a long period of time, usually 30 years or more. When scientists talk about climate, they're looking at averages of precipitation, temperature, humidity, sunshine, wind velocity, phenomena such as fog, frost, and hail storms, and other measures of the weather that occur over a long period in a particular place.

Climate variability

Fluctuation in climate over the short term. Departures from long term averages or trends.

Climate Change

A change in the components of climate (such as temperature, precipitation, atmospheric pressure, or winds) that persists for decades or longer arising from either natural causes or human activity. Climate change may be due to natural internal processes or external forcings (that is to say processes like the sun getting brighter or dimmer, volcanoes, changes in atmospheric composition) or to persistent anthropogenic (caused by human impact) changes in the composition of the atmosphere or in land use.

Community-based adaptation

Community-based adaptation to climate change is a community-led process, based on communities' priorities, needs, knowledge, and capacities, which should empower people to plan for and cope with the impacts of climate change.

Communities are increasingly being encouraged to anticipate the impacts of climate change and plan proactively in order to address key vulnerabilities and strengthen their institutions, processes and livelihood assets. Community-based adaptation also focuses on identifying the opportunities that adapting to climate change may present.

Coping capacity

The means by which people or organisations use available resources and abilities to face adverse consequences that could lead to a disaster. In general, this involves managing resources, both in normal times as well as during crises or adverse conditions. The strengthening of coping capacities usually builds resilience to withstand the effects of natural and human-induced hazards.

Disaster

A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Disaster risk management

The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.

Disaster risk reduction

The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the underlying causes of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment and improved preparedness for adverse events.

Early warning system

The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss.

Greenhouse effect

The warming that happens when certain gases (see Greenhouse gases below) in Earth's atmosphere trap heat. These gases let in light but keep heat from escaping, like the glass walls of a greenhouse.

First, sunlight shines onto the Earth's surface, where it is absorbed and then radiates back into the atmosphere as heat. In the atmosphere, “greenhouse” gases trap some of this heat, and the rest escapes into space. The more greenhouse gases are in the atmosphere, the more heat gets trapped. This process occurs naturally and has kept the Earth's temperature about 60°F warmer than it would otherwise be. Current life on Earth could not be sustained without the natural greenhouse effect. However, when the concentration of these gases gets too high, conditions on earth start to change.

Greenhouse gases

The atmospheric gases that absorb and emit radiation at specific wavelengths within the spectrum of infrared radiation emitted by the Earth’s surface, the atmosphere and clouds. Water vapour (H_2O), carbon dioxide (CO_2), nitrous oxide (N_2O), methane (CH_4), and ozone (O_3) are the primary greenhouse gases in the Earth’s atmosphere.

Hazard

A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Mitigation of climate change (i.e. as used by the climate change community)

The reduction of greenhouse gas emissions by limiting activities or mechanisms that release the gases and/or enhancing activities or mechanisms that remove them from the earth’s atmosphere.

Mitigation of disasters (i.e. as used by the DRR community)

The lessening or limiting of the adverse impacts of hazards and related disasters. This is similar to what is called ‘adaptation’ by the climate change community.

Prevention

The outright avoidance of adverse impacts of hazards and related disasters. Building public awareness and education related to disaster risk reduction and changing attitudes and behaviour can contribute to promoting a "culture of prevention".

Recovery

The restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.

Response

The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected.

Resilience

The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

Resilience means the ability to “spring back from” a shock. The resilience of a community in respect to potential hazard events is determined by the degree to which the community has the necessary resources and is capable of organizing itself both prior to and during times of need.

Risk

The combination of the probability of an event and its negative consequences.

Vulnerability

The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard. There are many aspects of vulnerability, arising from various physical, social, economic, and environmental factors. Examples may include poor design and construction of buildings, inadequate protection of assets, lack of public information and awareness, limited official recognition of risks and preparedness measures, and disregard for wise environmental management. Vulnerability varies significantly within a community and over time.

Weather

Short-term atmospheric conditions. Weather is measured by temperature, humidity, wind speed, atmospheric pressure, cloudiness and precipitation. In most places, weather can change from minute-to-minute, hour-to-hour, day-to-day, and season-to-season.

Sources

Caribbean Disaster Emergency Management Agency (CDEMA). 2011. Climate Smart Community Disaster Management Module and Facilitator's Handbook. Accessed from http://www.cdemavl.org/bitstream/123456789/193/1/Climate%20Smart%20Community%20Disaster%20Management%20Facilitator%20Handbook.pdf 10 December 2015.

Handout #2: How is climate change affecting the Caribbean?
Training workshop: *Communicating effectively about climate change*
under the project
Climate ACTT: **A**ction by **C**ivil society in **T**rinidad and **T**obago to build resilience to climate change

Key points to remember

- Climate change impacts are far-reaching.
- Climate change will affect people, their livelihoods and the environment.
- Climate change will increase existing environmental problems.

The major effects of climate change are:

- Higher temperatures on land and in the sea
- More unusual and frequent extreme weather, including flooding, hurricanes, droughts and heat waves
- Changes in rain and other precipitation patterns
- Increases in sea level

The impacts of climate change are affecting and will continue to affect livelihoods, coastal settlements, infrastructure, ecosystems and economic stability in Small Islands Developing States (SIDS), and sea level rise poses an increasing threat to low-lying coastal areas.

What are the changes taking place in the Caribbean that can be attributed to climate change?

<u>Higher temperatures on land and in the sea</u>

Overall, the Caribbean region has been getting warmer, with temperature records showing an increase over the last century.

- Since the 1950s, there has been a **2°C increase in the daytime temperature range.**
- The region has been experienced more very warm days and fewer very cold nights
- Sea temperatures are projected to go up by between 2°C and 2.9°C (CDEMA 2011). An average annual increase in surface temperature of 1.2–2.3°C is projected across the Caribbean. With a 2oC increase, by the end of the century 13000sq km of land will disappear in the Caribbean: an area comparable to the whole of Barbados, St.-Vincent and the Grenadines, Anguilla, and Antigua and Barbuda combined. The Caribbean has been advocating for a maximum rise of 1.5oC for a chance to stay alive.

<u>More unusual and frequent extreme weather events</u>

- There have been more droughts since the 1960s leading to water shortages; also, more flooding events and storms since the mid-1990s.
- Hurricanes cause damage to important ecosystems (reefs and mangroves) that play an important role in protecting the coastline.
- They can also be potentially very damaging to the key economic sectors of agriculture and tourism.

Changes in rain and precipitation patterns

A decrease in rainfall of about 5–6% is projected for the Caribbean.

Increases in sea levels

- Global average sea level has been rising at an average rate of 1.7 mm/year (plus or minus 0.5mm) over the past 100 years, which is significantly greater than the rate averaged over the last several thousand years.
- Sea level rise projections are ranging from 0.5 and 0.6 metres in the Caribbean. Due to sea level rise projected throughout the 21st century and beyond, coastal systems and low-lying areas will increasingly experience adverse impacts such as submergence, coastal flooding and coastal erosion. Rising sea levels not only erode the coastline, they can lead to the contamination of fresh water by salt water, a process called salt water intrusion.

What impacts are these trends having on the natural resources/ecosystems on which most of the Caribbean's economy and livelihoods depend?

Caribbean biodiversity

- Several species of animals and plants are affected by global warming. For instance, a 0.5 m increase in sea level is expected to result in the loss of just over one third of marine turtle nesting sites in the Caribbean.
- Sea level rise, increases in water temperature, storminess and rainfall could also damage reefs and sea grass beds, the foraging habitats of sea turtles.

Coastal erosion and marine ecosystems

- Increased coral bleaching occurs when the water gets too warm. High water temperatures cause corals to expel the small organisms that live on them and when this happens, the corals appear white or "bleached".
- Degradation of mangroves, wetlands, and seagrass.

Food production and livelihoods

Livelihoods can be severely disrupted for those who earn a living from fishing, farming and other activities that rely on natural resources in the case of extreme weather events, such as droughts, flooding.

- ***Fisheries***: Increased degradation of coastal fisheries due to direct effects of increased coral reef bleaching exacerbates the existing problems of reduced fish stocks due to overfishing and pollution.
- ***Tourism***: Climate can impact directly on environmental resources that are major tourism attractions in small islands. Tourism is an important weather and climate-sensitive sector in the

region. Widespread resource degradation, such as beach erosion and coral bleaching has been found to negatively impact the perception of destination attractiveness in various locations.

- ***Agriculture***: Farmers are challenged by changing rainfall patterns which sometimes means that they can no longer plant or reap certain crops at the regular harvesting time. Too much rain at the wrong time can ruin a crop; too little water can also lead to losses.

Well-being and public health

- Public health is at risk, as human health can be seriously compromised by lack of access to adequate, safe freshwater and nutrition.
- Extreme weather events are conducive to the transmission of diseases such as malaria, dengue.

Summary of climate change trends and impacts

Climate change trends	**Climate change impacts and consequences**
• Higher temperatures on land and in the sea • More unusual and frequent extreme weather, including flooding, hurricanes, droughts and heat waves • Changes in rain and precipitation patterns • Increases in sea level	• Coastal erosion • Damage to coral reefs • Damage to mangroves • Food and water shortages • Salt water intrusion • Sea level rise • Flooding • Storm surge • Increase of some vector and water borne diseases • Coral bleaching • Migration of fish and other marine animals to cooler water • Damage to buildings, roads, bridges, ports

Handout 3: Developing a "Body Map" showing how climate change fits into your programmes/projects

Training workshop: *Communicating effectively about climate change*
under the project
Climate ACTT: **A**ction by **C**ivil society in **T**rinidad and **T**obago to build resilience to climate change

Small Group Activity

Purpose:

- To identify how the organisation's actual and potential work on climate change fits into its overall programming
- To identify the main beneficiaries and partners for the organisation's work on climate change

Time: 30 minutes

Materials: Flip chart paper, copy paper, craft materials and markers.

Instructions

- One member of the group volunteers to lie down on the flip chart paper provided by the facilitator and another person traces the outline of his/her body with a coloured marker.
- The body represents **your organisation**.

- In the area of the **heart**, identify your **organisation's key values, mission and vision**.
- In the area of the **head**, identify your **organisation's overall strategic objectives.**
- On the **limbs** (legs and arms) list your **current major programme areas** (if there are more than 4, put 2 per limb).
- Add a yellow Post-It marked **"CC now"** to any limb (programme) where climate change is already integrated into your programme or projects.
- Add another colour Post-It marked **"CC potential"** to any limb (programme) where climate change climate change could be integrated in future in fulfilment of your strategic objectives.
- Now use the **hands and feet** to list the **main tools and approaches** you use to implement your programmes (e.g. communication, advocacy, research, training, practical activities etc.). Add "**CC"** on any tools that you use for your climate change programmes or projects.
- To left of the body, draw other bodies representing the **actual or potential beneficiaries** of your climate change programmes/projects (e.g. local farmers, fishers etc.).
- To right of the body, draw other bodies representing actual or potential partners for your work on climate change (e.g. DNRE, ODPM, fisherfolk organisations).
  Use different colour markers for actual and potential

You can use **drawings, words, or craft materials** to illustrate your body. When everything you have to say won't all fit in the space (e.g. the heart), put the rest on a separate piece of coloured paper and stick it outside the body with an arrow to the appropriate area).

After this you will present the key elements of your body map to the facilitators and other participants, with the main focus being on:

- **where climate change fits into your mission and programming – actually and potentially;**
- **what tools and approaches you use in your climate change programmes and projects**

Handout #4: Communication matrix

Training workshop: *Communicating effectively about climate change*

under the project

Climate ACTT: **A**ction by **C**ivil society in **T**rinidad and **T**obago to build resilience to climate change

Objectives/Desired Outcome *What do you want to achieve through your communications around climate change e.g., change in attitude, behaviour, policy, relationships, institutions?*	
Target audiences *Who do you want to receive your messages (start by thinking about sectors, then individuals)?*	
Target audience interests/agendas *To help determine the messages/products/pathways, it is useful to reflect on what you know about the interests, beliefs, agenda of each audience (and that will also tell you what you don't know and may need to find out).*	
Key messages *What do you want to say?*	
Products *What is the best format to present the information e.g. printed document, slide presentation, video etc.?*	
Dissemination channels *What is the best channel e.g. though social media, face-to-face meeting, conference etc.*?	
Indicators/Means of Evaluation *What are the indicators that will be used to measure effectiveness? What are the checkpoints to monitor progress?*	

Handout # 5: Identifying the Objectives of your Communication Plan

Training workshop: *Communicating effectively about climate change*
under the project
Climate ACTT: **A**ction by **C**ivil society in **T**rinidad and **T**obago to build resilience to climate change

Small Group Activity

Purpose:

- To identify in broad terms the knowledge, attitudes or practice/behaviour that your organisation wants to effect through its communications about climate change.
- To determine whether your focus will be primarily on public awareness and education or advocacy or both.
- To craft at least one SMART (specific, measurable, achievable, relevant and timebound) objective.
- To begin the process of identifying other climate change activities you would like to undertake and the resources you would need to carry these out.

Time: 20 minutes

Materials: Laptop or flip chart paper and markers.

Instructions

- Discuss in broad terms what are the main changes in knowledge, attitudes and practices (KAPs) that you would like bring about through communicating about climate change. Make sure these link well with your overall mission and strategic objectives.
    - Note whether this means that your focus is going to be primarily on public awareness and education or advocacy or both.
    - Now identify at least one more detailed objective for the next 12 months, making it SMART (specific, measurable, achievable, relevant and timebound) as possible. ***Hint***, *this will help you when you come to think about how you will monitor progress and evaluate the outcomes.*
    - As you do this exercise, note down on a separate sheet of flip chart paper:
        - any activities you identify that you might need to undertake to support or complement the communications (e.g. climate change vulnerability assessment, community capacity/assets/needs assessments);

- skills the organisation may need to build;
- additional resources the organisation may need (human and other).

Note: *We do not expect you to identify all your SMART objectives during the workshop, just to start the process and then continue it with the other members of your organisation when you go back.*

Handout 6 Tips on Identifying Your Communication Objectives provides further guidance in this area.

Handout # 6: Tips on Identifying Your Communication Objectives

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Climate ACTT: **A**ction by **C**ivil society in **T**rinidad and **T**obago to build resilience to climate change

Tips

Step 1**:** Identify what are the **main changes in knowledge, attitudes and practices/behaviour** that you would like to bring about through communicating about climate change. Make sure these **link well with your overall mission and strategic objectives.**

This will determine whether your communications are going to be mainly in the area of ***public awareness and education*** or ***advocacy*** (or both).

PUBLIC AWARENESS AND EDUCATION

If the objective is **to change behaviour or practices**, the overarching communication purpose is ***public awareness and education***.

Communication for ***public awareness and education*** provides people with information about a subject so that they can better understand it, and encourages them to change specific practices or behaviour.

You could encourage for example ***a reduction in harmful practices*** (deforestation that leads to flooding, improper garbage disposal that blocks drains and leads to flooding) or ***an increase in practices that enhance an individual or community's resilience to climate change*** (reforestation; livelihood activities that conserve forest resources; rainwater harvesting; sustainable agriculture using species resilient to likely future climate change impacts).

ADVOCACY

Communication for ***advocacy*** seeks to influence policy-makers and other decision-makers to take a particular action. Advocacy campaigns generally focus on achieving change on a specific issue or policy of local, regional, national or international importance. For example, a policy that:

- provides financial incentives for the use of renewable energy technologies or strengthening buildings to make them more resilient to extreme weather events;
- requires all regional corporations to introduce recycling of plastics, cans and glass and to provide the appropriate bins;
- mandates high fines for littering that leads to blocked drains and flooding.

Step 2: Make each objective as SMART (specific, measurable, achievable, relevant and timebound) as possible. For example:

- To train members of the Santa Maria Action Committee in rainwater harvesting techniques and provide the necessary tools and equipment to install rainwater harvesting systems on 30 houses in Santa Maria by the end of September 2016.
- To develop a climate change awareness game for integration into the science curricula for Forms 2-5 from September 2016 onwards.

Hint: *Making your objectives SMART from the outset will help you when you come to think about how you will monitor progress and evaluate the outcomes.*

Handout # 7: Identifying Your Target Audiences

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Small Group Activity

Purpose:

- To identify at least one key sector your organisation wants to target through its communications about climate change.
- To identify key individuals within each sector that you need to target.
- To begin the process of identifying what are the interests, beliefs, agendas and communication preferences of each of your target audiences.

Time: 20 minutes
Materials: Laptop or flip chart paper and markers.

Instructions

- Select one target audience sector that you think will be particularly important to achieve your communication objectives.
- Break that sector down further as needed, e.g. government might be broken down into:
    - Ministers
    - Other members of Parliament
    - Government technocrats
    - Local councillors
    - Local government staff
- Now identify specific individuals (or positions/roles) in the sector/sub-sector, e.g. mayors, permanent secretary, chair of the regional corporation etc.
- Remember that it is important to consider not only those who can positively affect what you seek to achieve but also those who could potentially be opponents, particularly if they are influential or in positions of power.
- Now reflect on and note down anything you know about the interests, beliefs, agendas, communication preferences of this target audience, since this will help you with the next steps (selection of messages/products/pathways).

Note: *We do not expect you to identify all your target audiences during the workshop, just to start the process and then continue it with the other members of your organisation when you go back. Remember too that people within your organisation are also potential target audiences, who should be analysed in the same way.*

Handout #8: Effective messaging

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Key points to remember

Your communication message reflects what you want to say. A good message addresses a particular objective and is:

- specific
- communicates clearly to your audience
- is linked to something they care about
- is believable and can be backed up by facts or evidence.

Tips on developing effective messages

Messages about climate change should convey a sense of urgency and emphasise the benefits of making the changes you are advocating. Your messages should show that these changes will build resilience, sustain livelihoods and reduce vulnerability.

Other recommendations include:

- Make sure you understand the issues and concepts before trying to communicate them to others: Having a clear understanding of the issues allows you to be able to explain them to others and to convince them of the urgency of taking action.

- Make your case with your audience in mind: Refer to issues that reflect your audience's experience, and use examples they can relate to. While a technical staff person may primarily need scientific evidence to support a draft policy or law, a politician may be more motivated by concerns that will affect their popularity with the electorate.

Handout # 9: Tips on Evaluating Your Communications

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Tips

Whether your communication strategy is intended to achieve individual behaviour change through public education and awareness or policy change through advocacy, it is important to evaluate its success in order to learn from the experience and apply the lessons learnt to your next communications activities.

1. Developing simple indicators

Identifying SMART (specific, measurable, achievable, relevant and timebound) objectives and strategically developing your communication campaign to address identified communications needs gives you a good start in selecting your indicators. Once you know where you are starting and where you want to get to, the steps in the process can be used as simple indicators. You can have three types of indicators, which help to measure the overall impact of your communications strategy.

a) Activity indicators, which can include:

- number of people targeted by a particular outreach activity (distribution of newspaper article; persons invited to a workshop or any other public outreach event);
- number of topics covered by a particular outreach activity;
- number of outreach events held;
- budget spent on outreach activities.

b) Short-term result indicators**,** which can include**:**

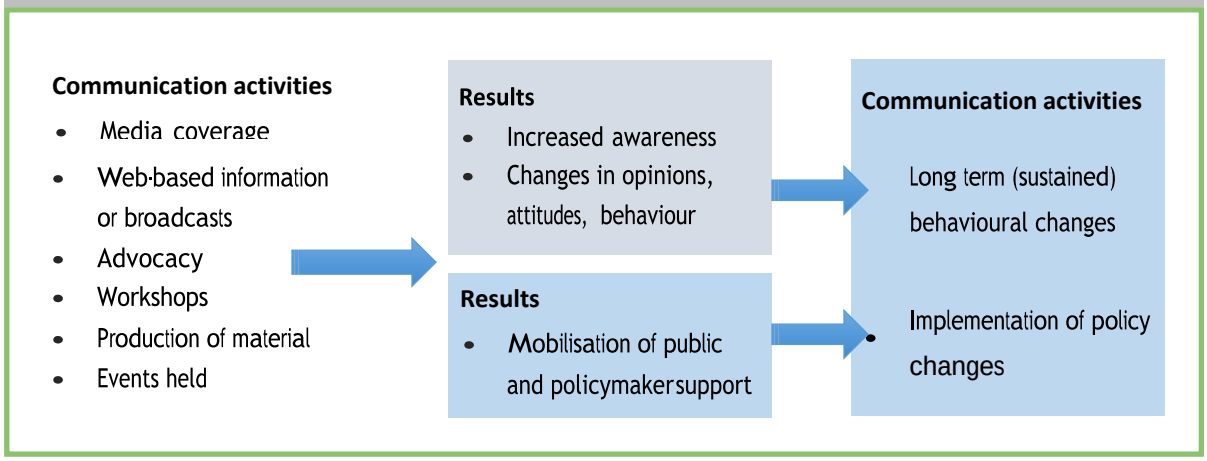
- number of people who have heard about climate change or a particular climate change issue;
- number of copies of outreach material distributed;
- number of actual participants in an activity (as opposed to the number of those invited);
- number of articles or news items published or aired in a month or week;
- how far (geographically) the outreach has been extended;
- number of persons targeted by a particular activity who actually recall the information, understood the message, appreciated the campaign.

c) Medium to long-term result indicators, which can include:

- number of persons who have made lifestyle or other changes as a result of your campaign (doing their part to respond to climate change, deciding to further studies or work in a field related to climate change);
- number of persons who have become 'champions' or change agents' as a result of your campaign;
- policy changes: new or changed policy to support the ideas put forward in your campaign.

A visual representation of the pathways between communication activities, the intended results and ultimate impact can be useful in carrying out your evaluation (see Figure 4). This can help to easily pinpoint the strengths and weaknesses of your campaign.

Figure 1: Evaluation Pathways



2. Qualitative versus quantitative evaluation

The easiest things to measure are often quantitative but the most important indicators of your success are often qualitative, as they measure the shifts in opinions, attitudes and behaviour change amongst your target audiences.

Quantitative evaluation measures tangible results of activities, such as:

- how many persons were targeted;
- how many workshops were held;
- how many persons are aware of climate change impacts on their livelihoods;
- the quantity of communications material produced (number of posters, booklets, etc.).

Qualitative evaluation seeks to identify the changes in knowledge, attitudes and practices/behaviour and methods include:

- open-ended questions in a survey or interview;
- focus group discussions;

- written documents like case studies;
- video feedback from target audiences;
- direct observation through field work or research on activities, behaviours, actions, conversations, interpersonal interactions, organisational or community processes.

3. Documenting your process and learning from it

When documenting the results of your communications, it is helpful to note not just the successes but also the challenges and what you have learnt from them so that you can apply these lessons to future communications.

Adapted from CANARI. 2009. *Communicating climate change: A toolbox for local organisations in the Caribbean. Port of Spain, Trinidad and Tobago:* Caribbean Natural Resources Institute.