

# Empowering rural women through improving livelihoods

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## Reports of the four training workshops

Arima Town Hall and Caura Valley Activity Centre

April 16 – May 07, 2013



A project managed by the Caribbean Natural Resources Institute (CANARI)

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## 1 Introduction

The Caribbean Natural Resources Institute (CANARI) received funding from the United Nations Entity for Gender Equality and the Empowerment of Women (UN WOMEN) to manage a project entitled “Empowering rural women through improving livelihoods”. The 18 month project seeks to improve livelihoods of rural women in Trinidad and Tobago through supporting them to develop or strengthen small economic enterprises based on the sustainable use of natural resources and to communicate to policy-makers how to develop or strengthen enabling mechanisms to support rural women entrepreneurs. Several activities are planned under this project including four one-day workshops, small grants to develop and/ or strengthen the small economic enterprises and networking among the women to offer peer support in the development of those businesses.

Prior to the workshops, the participants were introduced to the project at a sensitisation meeting.

The workshops were intended to build the capacity of the women to:

- a) select and conduct feasibility assessments of potential small businesses;
- b) practice sustainable use of natural resources;
- c) incorporate resilience measures to climate change in the development and management of their small businesses;
- d) communicate for policy influence;
- e) analyse enabling mechanisms to support rural women to implement and manage small businesses; and,
- f) initiate the establishment of a 'women in small businesses based on the sustainable use of natural resources' network.

## 2 Participants

15 women from eight rural communities around Trinidad and Tobago participated in the workshops. The participants came from communities such as Moruga in south Trinidad, Matelot in north Trinidad and Mason Hall in Tobago. One participant from the sensitisation meeting did not attend the workshops while one new participant from Caura Valley participated in these workshops. The list of participants is shown in Appendix 1.

One of the criteria for participating in the project is that all the existing or potential businesses should be based on natural resources. The women are involved in four types of businesses:

- cosmetics (bath and body products),
- handicraft, including jewellery,
- landscaping, plants and soils, and
- food and beverages.

## 3 Workshop 1

Workshop 1 was held at the Arima Town Hall on April 16, 2013.

### 3.1 Workshop goals

The goals of Workshop 1 were to identify natural resources used by rural women in their microenterprises and the actions required to ensure sustainability of the resources and mitigation against climate change.

### 3.2 Workshop objectives

The objectives of Workshop 1 were to enable participants to:

1. explain the meaning of natural resources, sustainable use and livelihoods;
2. identify key natural resources that are being used or required by the participants to produce items related to their microenterprises;
3. identify existing sustainable and or unsustainable use of natural resources within their communities;
4. determine actions which they can take to ensure sustainable supply of natural resources required for their micro enterprises;
5. explain the phenomena of climate change and climate variability;
6. identify the impacts of climate change on the natural resources within their communities and on their enterprises; and,
7. determine actions which can be taken to mitigate against and or adapt to climate change and the possible impacts on their microenterprises.



**Photo 3.1 Participants working in groups to determine sustainable use of natural resources associated with their businesses. Photo credit: CANARI**

### 3.3 Method

The workshop was very interactive and involved pre and post evaluation exercises, plenary and working group sessions. The agenda for Workshop 1 is shown in Appendix 2.

#### 3.3.1 Registration, welcome and pre-workshop evaluation

Following registration, a pre-workshop evaluation was conducted. Four different coloured strings, each graded from 0 (low/ minimum) to 100 (high/ maximum), were placed on a table. Each graded string represented a scale of response to a particular question. The questions were:

1. How would you rate your understanding of climate change?
2. How would you rate your understanding of sustainability?
3. How would you rate your understanding of impacts of climate change on your microenterprises?
4. How would you rate your understanding of mitigation and adaptation actions of climate change?

Each participant was asked to place a small, square piece of green paper on a point along each of the strings that best represented a rating of her answers to the questions above.

The facilitator then welcomed the participants and thanked those who assisted with the logistics of the workshop. The CANARI team members were introduced. Participants introduced each other based on what they remembered of each other from the sensitisation meeting. Each participant also added any information that was missing from the introduction made by her partner. The lead facilitator reviewed

the report from the sensitisation meeting and the participants were asked to give their impressions of the sensitisation meeting.

### 3.3.2 *Understanding the term 'natural resources'*

The term '*natural resources*' was brainstormed and the information recorded on flip chart paper. Each participant used one sheet of coloured paper to draw three natural resources in her community and used another coloured sheet of paper to draw three natural resources that were used in her business. Participants presented in plenary and the information was recorded on flip chart. The facilitator then led discussions on the use of natural resources in communities.

### 3.3.3 *Understanding the term 'sustainability'*

The facilitator also asked the participants to brainstorm what was meant by '*sustainability*' and the information recorded on flip chart. A video clip of the story of the goose that laid the golden egg was used to highlight the importance of sustainability to livelihoods and microenterprises. The participants were then divided into four small groups based on their types of businesses:

- cosmetics (bath and body products),
- handicraft, including jewellery
- landscaping, plants and soils, and
- food and beverages.



**Photo 3.2** The women discussing their natural resources. Photo credit: CANARI

Each group used a sheet of flip chart paper divided into four columns to identify natural resources that are used in their businesses and to indicate sustainable uses, unsustainable uses and possible actions to ensure sustainability. The information was presented in plenary and discussed.

### 3.3.4 *Understanding climate change*

After lunch, PowerPoint presentations were shown on climate change, climate variability, the projections for climate change in the Caribbean and mitigation and adaptation measures. The women also discussed the possible impacts of climate change on their businesses

and mitigation and adaptation actions that can be taken.

### 3.3.5 *Wrap up and close*

The facilitators indicated that the second workshop should take place in Caura and that the women would assess the feasibility of their microenterprises using a questionnaire prepared by the facilitators. The participants returned to the coloured strings that were used in the pre- evaluation; this time, they used pink squares of paper to indicate how their understanding of each of the topics had changed following the workshop. They were also asked to draw or write how they felt about the workshop on a flip chart. After the evaluation exercise was completed the workshop was closed.

## 3.4 Findings

### 3.4.1 *Identification of natural resources*

Participants used the following words to explain what is meant by the term "natural resources":

- found in nature

- anything that is natural or from earth
- not synthetic
- forests
- pure
- available naturally
- anything from nature that can be used to make money
- God's creation
- from which something can be extracted
- always available

Participants were able to successfully understand what was meant by the term 'natural resources'. Many of the participants identified water as one of the natural resources in their communities. Participants from Point Fortin and La Brea also identified natural gas as a natural resource that could be found in those communities. The facilitator explained that both crude oil and natural gas are considered natural resources however CANARI's focus was on renewable natural resources - resources that are able to regenerate such as plants, birds and fish. (See Appendix 3 for the list of resources found in the rural communities.)

Most of the resources used in the businesses are sourced within the communities. These include coconuts used to make oils that are essential for the production of many of the bath and body products and other fruits and vegetables that are used in food preparation. Some of the natural resources are found outside of the participants' communities and it was noted that this may create a problem of sustainability and reliability of supply. The list of natural resources that can be found within and outside the communities is shown in Appendix 4.

#### 3.4.2 *Sustainable use and conservation of natural resources*

Participants said that sustainability meant:

- Always available
- Lasting
- Able to be replenished
- Good for well-being
- Hand down to generations
- Renewable

The video on the goose that laid the golden egg showed that:

- Sustainability was a process that took place over time.
- If the resources are taken care of, everyone benefits.
- Most persons want gratification now without thought for tomorrow.

One participant highlighted the problem of sustainability by explaining the difficulty of acquiring mangoes for the annual "Mango Festival". She explained that mangoes were just not available because they are now very commercial and in great demand; they are also picked from the tree while they are too young. According to the ladies' traditional knowledge, the latter damages the tree and reduces subsequent production. The participant also indicated that she observed that the trees are not flowering as they used to. This she attributed to climate change.

The exercise on sustainable and unsustainable activities revealed that the women were very knowledgeable about traditional practices related to the use of natural resources and which were



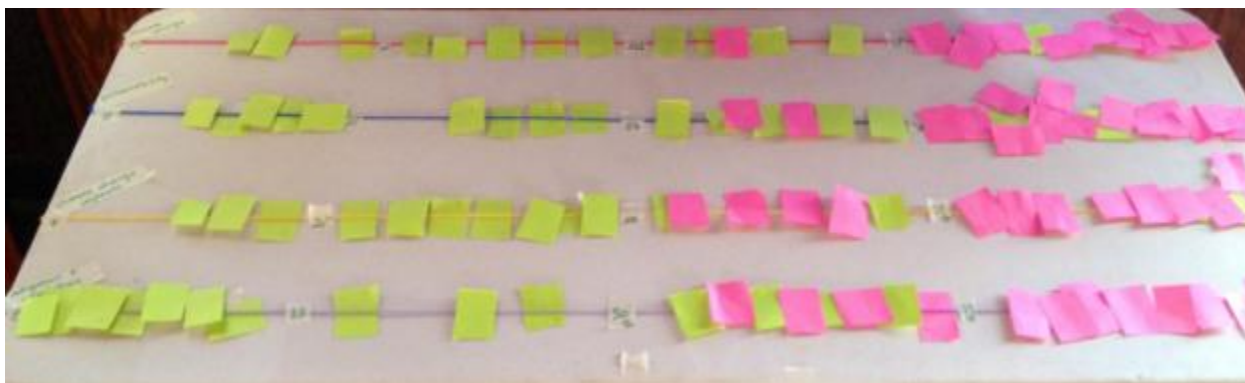
environmentally sustainable. These included replanting trees after cutting and waiting for the fruits to mature before harvesting. They also indicated that increasing demand for products is perpetuating unsustainable methods such as the use of harmful chemicals in agriculture. The list of sustainable and unsustainable methods is shown in Appendix 5.

### 3.4.3 *Climate change and its impacts on the natural resources of community micro-enterprises*

As shown in the table in Appendix 6, the participants were able to determine possible impacts of climate change on the natural resources associated with their businesses. These included the erosion of seashells used in jewellery and craft making. Adaptation actions such as practicing rain water harvesting and using alternative products were also easy to identify. Actions to mitigate against the impacts of climate change for some of the natural resources identified presented more of a challenge for the participants. For example, participants were unable to identify actions to mitigate against the impacts of climate change on fruits.

### 3.4.4 *Pre and post workshop evaluation*

Before the start of the workshop, the majority of participants indicated that their understanding of climate change, sustainability, climate change impacts and mitigation and adaptation actions was limited (less than 50% for each response rated on the string). No one responded that she had 75%-



**Photo 3.3 Pre (green) and post (pink) workshop evaluation of participants' understanding of climate change, sustainability, climate change mitigation and climate change adaptation. Photo credit: CANARI**

100% knowledge of mitigation and adaptation measures.

At the end of the workshop, all the rural women were confident that their understanding of the four areas had improved; all responses were placed on indices greater than 50% along the response-rating strings. Four women placed their responses between 50% and 75% and ten between 75 and 100% for level of understanding of both climate change impacts and mitigation and adaptation actions.

The responses are shown in Photo 3.3, above and in Appendix 7.

## 3.5 Conclusion

The following objectives of the workshop were met:

1. Participants were able to explain the meaning of natural resources, sustainable use and livelihoods.
2. They identified key natural resources that are being used or required to produce items related to their businesses.
3. They identified existing sustainable and or unsustainable use of natural resources within their communities.

4. Participants determined actions that can be taken to ensure sustainable supply of natural resources required for their businesses.
5. Facilitators explained climate change.
6. Participants identified the impacts of climate change on the natural resources within their communities and on their enterprises.
7. Participants determined actions which can be taken to mitigate against and or adapt to climate change and the possible impacts of those actions on their microenterprises.

The pre- and post-evaluation exercises indicated that the participants felt that their understanding of the issues of sustainability and climate change had increased following the workshop.



**Photo 3.4 Evaluation at the end of the workshop. Photo credit: CANARI**

The participants demonstrated keen interest in the workshop and remained engaged during the plenary discussions and working group sessions. Though participants had increased their understanding of climate change mitigation and adaptation, they felt challenged to identify ways in which their businesses could be impacted

## 4 Workshop 2

### 4.1 Workshop goals

The goals of Workshop 2 were to conduct feasibility assessment of existing/ potential businesses and determine actions which can be taken to address identified gaps and capacity needs.

### 4.2 Workshop objectives

The objectives of the workshop were to:

1. identify potential businesses for feasibility assessment;
2. apply feasibility criteria to businesses to determine gaps and capacity needs as regards sustainability and potential success of businesses;
3. determine actions which can be taken to address gaps and capacity needs identified in the feasibility assessment; and,
4. observe and share experiences of the Caura Valley Women's Empowerment Group regarding the development of their rural microenterprises through a brief study visit.



**Photo 4.1 Some of the items made from natural resources produced by the rural women including wine, jams and massage oils. Photo credit: CANARI**

### 4.3 Methods

The agenda for Workshop 2 is shown in Appendix 8. The workshop took place at the Caura Valley Activity Centre on April 23, 2013.

#### 4.3.1 *Welcome and icebreaker*

The workshop began with a short game to see if participants remembered their colleagues' names. Each participant was given a name tag with the name of another woman in the room and asked to place the name correctly on that person. The findings from Workshop 1 were then reviewed.

#### 4.3.2 *Role play demonstrating the need for feasibility assessment*

The facilitators performed a brief skit in which one person wanted to start a small business based on the use of natural resources but had no clear idea where the money would come from nor if there was legal access to the land. The potential new business owner also had no plan to market the products except by hoping that tourists would visit. The new business owner was also using land belonging to a family member but did not have written permission to use the land for her business. After the skit, the role of feasibility assessments in small businesses was discussed.

#### 4.3.3 *Conducting a feasibility assessment*

The feasibility assessment proposed by CANARI was presented in the form of a questionnaire. The facilitator described eight categories that were important to consider when beginning a small business based on the sustainable use of natural resources:

1. Natural resources
2. Access to other resources (physical, financial, material)
3. Market
4. Capacity of individual/ community
5. Contribution to the community
6. External support
7. Models
8. Climate change

There were 25 questions in all, each worth a maximum of three points and a minimum of zero points. The facilitator led an example of conducting a feasibility assessment of a potential new business of one of the rural women during plenary. The participant wanted to start a catering business.

The participants were divided into pairs to interview each other about the businesses; the interviewer wrote the interviewee's answers on the feasibility questionnaire provided. The roles were then reversed and the previous interviewee became the interviewer and conducted the assessment of her partner's business. The scores were tallied and the responses presented during plenary. The presenters were also asked to name the three lowest scoring categories and anything that stood out in the interviews.

The participants were divided into the same pairs and asked to identify actions that can be taken to address the areas that received the lowest scores in the feasibility assessment. The information was recorded on coloured sheets of paper and presented in plenary. The presenters also indicated lessons learnt and the information was recorded on flip chart.

#### 4.3.4 *Study of the Caura Valley Women's Empowerment Group*

The Caura Valley Women's Empowerment Group led the women through aspects of their floral arrangement business and showed them the rainwater harvesting system (RWH) which members

assisted in installing at the Community Activity Centre. The RWH is a measure to ensure that there is a regular supply of water for their use. The participants asked the group four basic questions:

- What are the natural resources being used for the business?
- Does the community have legal access to the natural resources being used for the project?
- What, if any, are the mitigation or adaptation actions being taken to address existing or possible impacts of climate change?
- What, if any, are the actions which have been taken by the group to address capacity needs?

#### 4.3.5 *Evaluation and close*

The evaluation was the last exercise of the day. The participants were given three different coloured sticky dots representing fair, good and very good. They were asked to place one dot next to each of three statements written on a flip chart (and listed below) to indicate whether their response to each particular statement was fair, good or very good. The statements were:

- I understand how to conduct a feasibility assessment of an enterprise
- I feel excited about being involved in the development of micro-enterprises based on the sustainable use of natural resources to improve the quality of life in my community
- I know what skills and knowledge I would like to build to become a successful entrepreneur

A photograph was taken to record the information.

## 4.4 Findings

### 4.4.1 *Introductions*

All the participants were able to correctly identify each other. Several reasons are purported for this:

- This workshop represented a third meeting of the women and they were more familiar with each other. The women met previously at the sensitisation meeting and the first training workshop.
- Many of the women in the workshop have worked with each other in the past.
- There was a lot of networking among the women during the breaks and before the workshops began. They also shared information about techniques used in similar businesses.

### 4.4.2 *Introducing feasibility assessment*

The participants indicated that the skit was important to understand various aspects of their businesses before getting into them. There was also value in using an assessment since it could show gaps in the business or needs that should be addressed.

Other points arising from the skit and introduction of the feasibility criteria included:

- Understanding the competition is not necessarily because you want to outsell someone but because you want to have something that is special that will keep people coming back.
- Sometimes your biggest competition is yourself; you should always try to outdo yourself.
- Each business owner should understand their own strengths and weaknesses.
- Discipline is important in businesses; this is especially so to understand what is happening to money in the business. Record-keeping can assist with this.
- Creating linkages can assist with meeting the needs of the businesses.
- It is important to go step by step in the business without rushing forward.

### 4.4.3 *Application of the feasibility assessment*

The questionnaire and the combined results of the feasibility assessments are shown in Appendix 9. All the businesses scored more than 40 points out of a possible 75 points suggesting that all the businesses

were feasible. The highest scoring business had 72 points while the lowest scored 44 points. The small business owner operating the highest scoring business had been involved in several other businesses for a number of years. The owner is also deeply involved in the Network of Rural Producers in Trinidad and Tobago (NRPTT) that builds the capacity of its members to develop businesses. The owner of the lowest scoring business is not a part of any network and is essentially isolated.

Two potential businesses in three different communities were identified, each scoring between 50 and 60 points. They are a horticulture business in Matelot and catering (food and drinks) businesses in both Moruga and Caura Valley.

The most common needs identified were:

- access to finance and financial training;
- access to markets and the development of marketing skills;
- infrastructural needs such as transportation and building; and
- understanding climate change, its impacts, mitigation and adaptation actions and the links to businesses.

Only one participant clearly demonstrated understanding of the impacts of climate change on each aspect of her business. The participant also works with a government department that manages environmental issues so her understanding of its effects on her business was vast.

#### *4.4.4 Actions to address gaps and capacity needs identified in the feasibility assessments*

All the participants were able to identify actions to address gaps and capacity needs. These included seeking grants to improve financial sustainability and improving advertising to improve access to markets. Very few persons identified creating business and marketing plans. In most cases the actions related to climate change were restricted to self-education about it or building awareness in the community about climate change. In one case, the participant was able to identify that the environmentally-friendly methods of farming can also be used to reduce the impacts of climate change.

The participants pointed out that the feasibility assessments showed them the gaps that existed in their businesses and helped them to identify strengths, weaknesses and other factors that they may have overlooked. The women were surprised by that they each experienced similar challenges despite having different businesses.

The actions identified by the women are shown in Appendix 10.

#### *4.4.5 Study visit: Caura Valley Women's Empowerment Group*

##### What are the natural resources being used for the business?

Several natural resources are used in floral arrangements including:

- Fruits that are in season
- Banana leaves (dried) to use in floral arrangement
- Fresh flowers from their own gardens
- Trees, seeds, etc. from around Caura
- Bamboo

Does the community have legal access to the natural resources being used for the project?

The women in the group use items found along the roadside and in the forests surrounding the community. They have had no problems with legal access to the resources used in the arrangements. They have good relationships with farmers in the community so access to items like the banana leaves is not problematic.

What, if any, are the mitigation/ adaptation actions being taken to address existing or possible impacts of climate change?

The Caura Valley Women's Empowerment Group was recently a part of a project that looked at building resilience to climate change. Several other groups in the community participated in that project. One of the measures identified to build resilience was rainwater harvesting since water is scarce in Caura Valley. A rainwater harvesting system was installed at the Activity Centre in the community. The Group's representative stressed that they use materials that are often discarded. This was also a sustainable action.

What, if any, are the actions which have been taken by the group to address capacity needs?

Participation in training through classes provided mainly by the Ministry of Community Development was the major capacity building initiative of the Caura Women's Empowerment Group.

#### 4.4.6 Workshop 2 evaluation

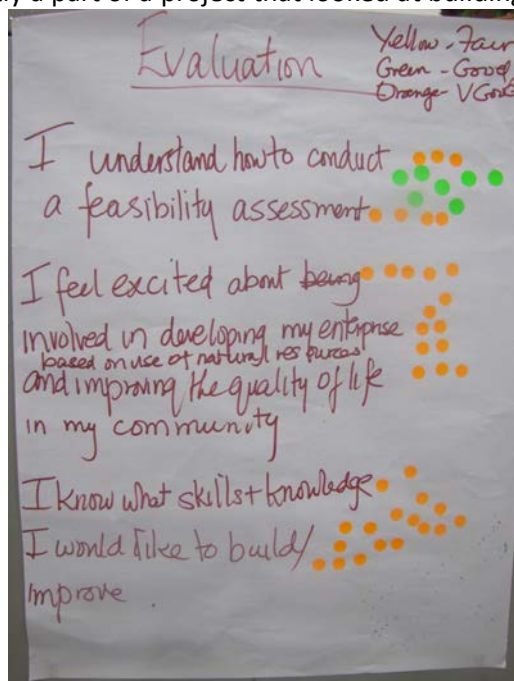
All questions in the evaluation were ranked either 'good' or 'very good'. The evaluation also showed that there was improved understanding of the skills needed to engage in businesses.

#### 4.5 Conclusion

The objectives of the second workshop were met.

1. The women were able to identify potential businesses for feasibility assessment.
2. The participants were able to apply the feasibility criteria to their businesses to determine gaps and capacity needs as regards sustainability and potential success of businesses.
3. They were able to determine actions which can be taken to address gaps and capacity needs identified through feasibility assessment.
4. They were also able to observe and share experiences of the Caura Valley Women's Empowerment Group regarding the development of their rural microenterprises through a brief study visit.

The women remained engaged throughout the workshop and shared information with each other on business tips and methods. Some of the women had already conducted assessments with other organisations such as National Entrepreneurship Development Company Limited (NEDCO) but the climate change aspect was new to them. This was reflected in the need to improve understanding of climate change and its impacts on businesses.



**Photo 4.2 Evaluation after the feasibility assessment showed that the women understood the importance of the exercise. Photo credit: CANARI**

## 5 Workshop 3

### 5.1 Workshop goal

The third workshop's goal was to assist participants to develop effective communication and advocacy skills in order to bring the voice of rural women to policy development and action planning processes.

### 5.2 Workshop objectives

The objectives of the third workshop were to:

1. identify needs of participants, which can be addressed through policy decisions and related actions;
2. build the capacity of participants to develop a communication plan (with key messages, target audiences, products and pathways) to more effectively communicate their needs and influence policy development and related actions; and
3. allow participants to display and share information with each other about their products.

### 5.3 Methods

Workshop 3 was held on April 30 at the Caura Valley Activity Centre. The workshop agenda is shown in Appendix 11.



**Photo 5.1 A participant tells her colleagues about her products based on the sustainable use of natural resources. Photo credit: CANARI**

#### 5.3.1 *Welcome, introductions and recap of previous workshops*

The day began with a welcome to the women participating in the workshop and a review of the agenda. The facilitator and participants reviewed the findings of the previous workshop looking particularly at the following questions:

- What is a feasibility assessment and why is it necessary?
- What are the criteria used to assess their micro enterprises based on natural resources?
- What have they learnt from

the feasibility assessment of their microenterprises?

- What lessons were learnt about the Caura Valley Women's Empowerment Group and their climate change mitigation and adaptation actions?

The common needs identified in the feasibility assessments conducted in the previous week were identified and the four most common needs pulled out. The women were divided into four groups and identified persons or agencies that could assist with engaging those agencies including existing policies that did not support their needs as rural women entrepreneurs.

#### 5.3.2 *Understanding communications- types, objectives, target audiences and messages*

The plenary brainstormed the meaning of 'communication' and the responses were noted on flip chart. The four needs identified in the previous session were written on different coloured sheets of paper.

Eight women volunteered to take part in an exercise on communication. They were divided into pairs; one person from each pair was asked to hide a need somewhere in the room.

- The first pair was asked to sit with their backs to each other and the person who hid the paper was asked to verbally explain where to go to find it (*verbal communication with no face-to-face interaction*).
- The second pair sat facing each other and the person who hid the paper explained where it could be found using only actions or gestures (*face-to-face interaction, non-verbal communication*)
- The third pair sat facing each other and the person who hid the paper wrote directions to where it was hidden (*written communication, face-to-face interaction*)
- The last pair sat facing each other and told the other person where to find the paper in the room (*verbal communication, face-to-face interaction*)

After each pair had successfully found the paper, the exercise was debriefed with the following questions:

- How was the information communicated?
- Was it accurately communicated?
- What affected how it was communicated?
- How might the communication be improved?

The plenary then looked at the **objectives** of communication by discussing the reason for communication. The facilitator pointed out that the objectives of communication were to raise awareness, to share knowledge, to effect changes in behaviour and to advocate influencing policy.

The term **target audience** was discussed. The target audience is the intended recipient of the communication. The facilitator explained that the objectives of communication were closely linked to whom the communication was directed. The **message**, the information that is shared, should follow the 5Cs of communication:

- Clear;
- Concise (brief and to the point);
- Comprehensive (can be understood by the intended audience);
- Credible (based on factual information); and
- Consistent (message should be the same).

A sixth 'C', *contagious*, is sometimes added where the recipient can re-transmit to others. A handout with the information is shown in Appendix 12.

The participants were then divided into groups and asked to address one of the four needs; each group identified messages that they wanted to send to target audiences identified previously. The information was presented in plenary and recorded on flip chart.

### 5.3.3 Icebreaker

A short icebreaker was conducted after lunch that highlighted the importance of effective communication. The women were divided into two teams; each team stood in a line. The teams were told that the woman at the back of the line in each team would be given a paper on which was written the name of an animal. She was not allowed to speak, but when she was ready, she had to communicate the identity of the animal with the person in front of her. She was asked to tap the shoulder of that person and communicate only by acting as the animal. The second person would then have to interpret what the animal may be, then tap the shoulder of the next person in the line, to then



also act out what she wanted to communicate to the next team member. The process was repeated with each woman until they got to the front of the line. The last person in line told everyone what the animal was. The findings were debriefed.

#### 5.3.4 *Understanding pathways and products*

“**How**” the message gets to the target audience is called the **pathway**. Examples such as interviews, internet and face-to-face meetings were identified in plenary. The facilitator explained that **what will be used to communicate** the information is called the **product**. Examples identified in plenary included posters, brochures, videos and newsletters. It was noted that products and pathways should:

- **Attract** the attention of the target audience;
- The content should **hold** the audience's attention;
- The engagement should cause the audience to go away with some new **learning**

It was also noted that feedback provided the person giving the message with an opportunity to measure the impact of the communication. Ways to receive feedback should be incorporated into any communication plan.

#### 5.3.5 *Creating a framework for a communication plan*

The women were divided into groups and were asked to formulate a framework communication plan. The groups used flip chart paper to create matrices with the headings:

- Objective of the communication
- Target audience
- Message
- Products
- Pathways
- Feedback mechanism.

The facilitator led the women through an example so that the women would understand what was required of them in the exercise. After the group work, the findings were presented in plenary.

#### 5.3.6 *Exhibition, wrap-up and close*

In the last session of the day, the participants were allowed to exhibit their products and tell the plenary about them. They were then asked to write a word or phrase that expressed their feelings about the sessions on a flip chart sheet.

## 5.4 Findings

### 5.4.1 *Identification of needs*

The needs identified by the participants are listed below, with the four most common needs highlighted in bold:

- **Infrastructural needs such as transportation, land and building**
- Money management
- Funds to purchase materials
- Computer training
- Support from communities to purchase products
- Access to markets and develop marketing skills
- Understanding climate change and its impacts on businesses

- **Access to finance and financial training, including book-keeping and accounting**
- **Access to markets and the development of marketing skills**
- **Understanding climate change, its impacts, mitigation and adaptation actions and the links to businesses**

One of the common challenges highlighted in engaging the agencies was that the policies of these agencies did not necessarily meet the needs of the female small business owners. For example, the National Entrepreneurship Development Company Limited (NEDCO) did not allow first time borrowers to use their funds to purchase vehicles; several of the ladies in the workshop needed vehicles to effectively engage their markets. The needs, agencies to address those needs and challenges engaging those agencies are shown in Appendix 13.

#### 5.4.2 *Understanding communication and its objectives (types of communication)*

The findings from the role play session are shown in Appendix 14. The role play session highlighted the importance of being clear in communication. Three of the pairs did not have clear information and spent time looking for the hidden object. Non-verbal communication also proved to be more challenging than verbal communication. Of the non-verbal communication, written communication was more successful/ effective. Face-to-face communication was more effective that when sitting back-to-back.



**Photo 5.2 Participants using the elements of communication to share information about their products. Photo credit: CANARI**

Several of the pairs gave vague information; three persons searching for the hidden paper could not find it easily. In all three cases, the information provided was not accurate. The last pair that had verbal, face-to-face interaction was the only pair that was able to find the hidden paper immediately. This pair also benefitted by virtue of hearing the debrief from the previous groups.

The role play session also highlighted the importance of using feedback accurately to correct misunderstandings. One pair (verbal with no face-to-face contact) had no way to get feedback and so the person hiding the paper could not correct the person searching for it quickly. Another pair (visual but face-to-face interaction) could not speak or write; initial communication was ineffective.

The participants said that the objectives of communication are to:

- Get message across
- Create an understanding
- Share information
- Get assistance
- Give directions
- Express needs

- Change in behaviour or action

#### 5.4.3 *Determining messages to be communicated to various target audiences*

The messages to be communicated to the various target audiences are shown in Appendix 15.

The groups were able to identify agencies or persons to address the needs (target audiences) but had slight problems clearly stating messages. For example, one group's initial communication to the National Entrepreneurship Development Company Limited (NEDCO) was vague; it simply stated: "Need help to start small business". This was corrected to state "Adapt policies to suit circumstances of rural women".

#### 5.4.4 *Identification of products and pathways and development of a communication plan*

While developing the framework communication plan, the groups were able to define messages, showing growth in understanding in crafting the messages from the previous session. One of the messages arising from the session was that "rural women are people too" which needs to be transmitted to the general public. It demonstrated aspects of the 5 Cs of communication by being clear, concise (brief) and comprehensive. This became a rallying cry in later sessions. Differentiating between products and pathways proved more difficult. The framework communication plan is shown in Appendix 16.

#### 5.4.5 *Sharing information about products*

The women were able to share information about their products. In doing so they also shared tips on the uses of those products. These included using brown sugar and coffee grounds to treat cellulite and using almond oil to repair dried skin, especially on heels, knees and elbows. Three of the women came together and presented as a group showing how their enterprises complemented each other. The group will sell spa items, clothing and wine. All the participants were concerned that the labels used for the products were not professional in appearance.

#### 5.4.6 *Workshop 3 evaluation*

Evaluation of the workshop was positive. The participants said that the workshop was "edifying". Despite the room being "warm", they remained engaged in the process. Some of the concepts were new to the women and were not as easy to grasp. The women's comments are shown below:

- Wonderful and warm
- Very informative
- Informative and motivating
- Soooooo edifying
- Very strong!! I'm strengthened
- Worked brain but edifying
- Very informative, taxing on the brain. Wonderful experience.
- Mind breaking
- It was very interesting
- Was extremely inspiring and edifying and informative
- Was a bit sleepy but session was enlightening
- Hot, educational, well presented
- Very informative

## 5.5 Conclusion

Most of the objectives of the workshop were met.

1. Participants were able to identify needs, which can be addressed through policy decisions and related actions. Identifying the policy decisions and related actions was challenging for the participants as not all the policies are known.
2. The women were able to build their capacity to develop a communication plan (with key messages, target audiences, products and pathways) to more effectively communicate their needs and influence policy development and related actions. This was a new undertaking for many of the women and also provided challenges for them. Greater capacity is needed to be built to understand the difference between products and pathways and the way to craft messages to ensure that they meet the five Cs of communication.
3. Participants displayed and shared information with each other about their products. This opportunity furthered the discussion on ways to market the products effectively.

The women also remained engaged throughout the workshop despite some of the challenging topics discussed. There was better understanding of measures that are needed to communicate with customers; their understanding of measures to communicate to influence policy was not greatly improved. More work is needed to effectively link the immediate needs of the businesses to policies that affect those businesses.

## 6 Workshop 4

### 6.1 Workshop goals

The goal of Workshop 4 was to assist participants to recall the learning points of the previous workshops towards understanding and analysis of the enabling mechanisms which they would require to address identified gaps and needs as part of the way forward.

### 6.2 Workshop objectives

The objectives of the workshop were to:

1. review the objectives and major components of the project;
2. review key learning points of the previous workshops;
3. identify enabling mechanisms and how they can be used to assist the participants in addressing identified gaps and needs; and
4. advise participants of the next steps in the project.

### 6.3 Method

The fourth workshop took place at the Caura Valley Activity Centre on May 07, 2013. The agenda for the workshop is shown in Appendix 17.

#### 6.3.1 *Welcome and review of the agenda*

The workshop began with a welcome and expression of thanks to the women for participating in the workshop. The agenda was reviewed. One participant who was unable to share her product with the group in the previous workshop was allowed to do so. The participant produces stories about the importance of natural resources. She told the story that highlighted the need for dragonflies in agriculture and in our communities.

### 6.3.2 Quiz to review key learning points in the workshops

Participants played a game as a way to review aspects of the project and the workshops. The women were divided into four groups and asked to come up with names for their groups. A flip chart with five categories of questions was revealed. Those categories were:

- It's all natural
- Ah feeling hot, hot, hot
- Sustainable/ unsustainable
- What are you trying to say?
- Hodgepodge



**Photo 6.1** Participants learning to work together through a fun activity. Photo credit: CANARI

Each category had four questions worth 10 points, 20 points, 30 points and 40 points. The more difficult questions were worth more points. One team was asked to pick the question that it wanted to answer and was given 15 seconds to answer it. If the team was correct, they were awarded the points and the name of the group written on the flip chart paper. If the answer was incorrect, any team was allowed to answer once it indicated a desire to do so first; that team had an additional 15 seconds to answer the question and awarded the points if correct. If the answer was incorrect the answer was revealed and the points were not awarded to any team. The next team was then allowed to pick a category

and question. This was repeated until all the questions were completed. The scores were tallied and a winning team was declared. The facilitators looked at categories where there were many missed answers and spent time discussing those areas with the participants to ensure that they understood the topics covered in the workshops.

### 6.3.3 Review of common needs, agencies that can assist and actions to be taken

After reviewing the common needs identified in the previous sessions, the women were divided into groups based on the type of their businesses. They were asked to prepare a matrix indicating the agencies that they believed can assist them and the actions or steps they can take to get support from those agencies. The information was presented in plenary and the findings discussed.

### 6.3.4 Identification of enabling mechanisms which can be used to facilitate actions

The facilitator introduced the term 'enabling mechanism' and its meaning was brainstormed. The women were encouraged to identify mechanisms that could enable them to take those actions identified in the previous session. The mechanisms were noted on flip chart paper and the ways they can be used to effectively facilitate actions were discussed.

### 6.3.5 Energiser

An energiser was held after lunch called “Knots”. The group was divided into two groups. Each team was asked to form a small circle. The team members were asked to each extend their right hand across the circle and hold the left hand of the team member opposite. They were then asked to each extend their left hand across the circle and hold the right hand of another group member. The team then had the task of unravelling the spider's web of interlocking arms without letting go of anyone's hands. They were given three minutes to complete the task. After the exercise, the process was discussed, highlighting the importance of team work and flexibility and the change in leadership as the process evolved.

### 6.3.6 Analysing networking as a key enabling mechanism for participants to address their needs

The women participating in the workshop discussed the concept of networking by asking the questions:

- What is a network?
- What are the reasons for networking?
- How to build an effective network?
- What are the challenges of networking?

The women placed themselves into groups to discuss:

- How can a network be beneficial to addressing the needs of rural women involved in businesses based on natural resources?
- What will be the challenges of networking?
- What actions will you take to establish a network?

After 10 minutes, the groups reported in plenary and the responses were noted on

flip chart paper. The facilitator used this opportunity to discuss the way forward.

### 6.3.7 Next steps, evaluation and close

In the last session of the day, participants were informed of later steps in the project:

- The women were asked to participate in at least three networking meetings. The date of the first meeting was tentatively scheduled for May 28, 2013. The facilitators wanted to have a meeting with the agencies to clarify the services they offered before the networking meeting. That meeting with agencies was scheduled for May 21, 2013.
- A disbursement of at least two small grants is available to the women. The total amount available for the small grants is US\$20,000. The grants are to be used to ‘climate-proof’ small businesses.
- A case study that disaggregates the lessons learnt will be produced and disseminated.

For the evaluation of the project, the women were given coloured sheets of paper asked to write a word or phrase that demonstrated the two most important things they learnt during the session. They presented this information in plenary.



**Photo 6.2 Untangle me. Participants learn the value of working together and listening to each other in an exercise. Photo credit: CANARI**

The workshop was then closed and the participants wished goodbye. Most thanked CANARI for facilitating the session and UN WOMEN for funding the project.

## 6.4 Findings

### 6.4.1 Quiz to review key learning points in the workshop

Two groups scored the highest points in the quiz. There were several missed questions. Communication and climate change categories had the most missed questions.

The facilitators reviewed the difference between climate change mitigation and climate change adaptation. This is shown in Box 6.1.

Examples of mitigation and adaptation actions for the businesses were discussed until the difference between the two was understood.

An example was given of climate change mitigation and climate change adaptation measures in a business. A woman involved in landscaping may use biodiesel or electricity to run her vehicle. This is a climate change mitigation measure because it reduces the emissions of greenhouse gases since these have less harmful emissions than conventional gasoline or diesel. This same woman may deliberately locate her office away from the coast to account for predicted rise in sea level. This is a climate change adaptation measure since it is a way to prepare for the effects of climate change.

The five Cs of communication were also discussed at the end of the quiz. The key aspects of communication such as the objectives, messages, target audiences, products and pathways were also discussed. The example of the message "rural women are people too" was used to demonstrate the five Cs. The facilitator explained that mailing a letter to the bank explaining that "rural women are people too" uses the key elements of communication (see Figure 6.1).

Climate change mitigation is an action to reduce greenhouse gas emissions that cause man-induced climate change.

Climate change adaptation reduces vulnerability to the impacts of climate change.

#### Box 6.1 Climate change mitigation vs. climate change adaptation

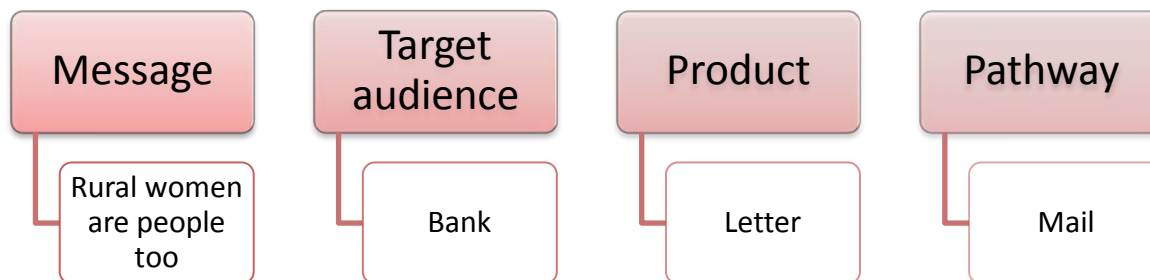


Figure 6.1 Example of elements of communication

The short message was easily remembered by the participants and resonated with them. Using this as an example made communication easier for them to understand.

#### 6.4.2 *Review of common needs, agencies that can assist and actions to be taken*

The facilitator explained that many of the needs from the previous sessions could be changed slightly to better express the women's views. Labelling/ packaging can be disaggregated from marketing as a special marketing need. Finance is needed for infrastructural needs such as building and transport; these were grouped under access to finance and financial management. The needs were therefore:

- Marketing
- Access to finance for financial management
- Resilience to climate change
- Labelling/ packaging (special marketing need)

Participants were able to identify agencies that can assist them like the Ministry of Community Development that can train them to develop relevant skills in marketing. Working through the actions to engage the agencies like Community Development was more challenging as the women were asked to think about the steps involved in those actions. To participate in marketing training hosted by the Ministry of Community Development, for example, the participant needed to:

- 1) Conduct research: by making telephone calls to the Ministry's office or reading an advertisement in a newspaper;
- 2) Find 16 persons (minimum) to participate in the training
- 3) Find a venue for the training
- 4) Participate in the training

The needs, agencies and actions to engage the agencies to fulfil those needs as determined by the women are shown in Appendix 18.

#### 6.4.3 *Identification of enabling mechanisms which can be used to facilitate actions*

Enabling mechanisms for various actions that the women can take included the Internet, telephones, Smartphone applications and the library. Enabling mechanisms for the agencies included having a website and having advertisements in the newspaper and on the television. Outreach to the communities was not identified as one of the enabling mechanisms that is used by the agencies. Enabling mechanisms are shown in Appendix 19.

#### 6.4.4 *Analysing networking as a key enabling mechanism for participants to address their needs*

The participants believed that networking meant:

- Connection
- Sharing
- Link
- Cooperation
- Channel
- Pooling
- Television network
- Global
- Partnership
- Group
- Communication

Participants felt that it was important to network because:

- Unity is strength.
- Sharing information is important.
- Sharing responsibility can be effective.
- There is greater access to material, information and, goods and services.



- It facilitates advocacy for policy change and influence.

There are several things that make a network effective:

- The network achieves its goals and objectives.
- The members share common or similar goals and objectives.
- Members are able to communicate with each other.
- The capacities within the network are known. Weaknesses are complemented by strengths in the network.

The challenges for networks include:

- No feedback within the network
- Lack of person to person contact
- Pathway of communication not functioning
- Lack of participation/ enthusiasm (passion)/ appreciation of role in the network
- Dependence on a few within the network
- Not all share the same goals and /or objectives. There is no buy-in for the full scope of the objectives
- Competition among members. Success of some members can cause others to become disgruntled
- Withholding information
- Members' shifting priorities (i.e. priorities may change over time)
- Some may have advantages over others within the network
- Good leadership

The women were unclear about the type of network that they wanted to form (e.g. formal or informal).

They however, agreed to think about this and discuss it at the first networking meeting that was tentatively scheduled for May 28, 2013.

#### 6.4.5 *Workshop 4 evaluation*

Many of the participants said that they learnt about networking and the importance of communication to improving the success of their businesses. The comments are shown in Appendix 20.

## 6.5 Conclusion

Most of the objectives of the workshop were met.

1. Participants were able to review the objectives and major components of the project.
2. They reviewed key learning points of the previous workshops through playing the quiz.
3. They identified enabling mechanisms and their use in assisting participants to address gaps and needs.

The women also remained engaged throughout the workshop despite some of the challenging topics discussed. The women were also excited about working with each other to understand best practices in establishing and developing small businesses based on natural resources. They wanted to network with each other but were unsure if this should be formal or informal given the potential for conflicting

interest with existing networks. This was especially so because some of the women belong to the Network of Rural Women Producers in Trinidad and Tobago.

## **7 General conclusion**

The workshops built on work that began in the sensitisation meeting and improved understanding of key concepts.

The women responded positively and enthusiastically to the workshops. They showed keen interest in the information and skills development which formed part of the workshops. The selection process to identify the participants for the project proved to be quite successful since the group of women selected are very compatible with the aims and objectives of the project. In this regard it is anticipated that the outcomes of the project will for the most part be achieved.

## Appendix 1

### List of participants in training workshops

#	Name	Organisation	Address	Telephone numbers	Email
1	Celina Edwards	NRWP	Pleasantville	348 0333	<a href="mailto:mcelinaedwards@yahoo.com">mcelinaedwards@yahoo.com</a>
2	Jude Mc Intyre-Paul		Moruga	315 9113/794 3489	
3	Nathisha Charles Pantin		Tobago	471 1030	<a href="mailto:tobagobea@yahoo.com">tobagobea@yahoo.com</a>
4	Judy Craig		Chaguanas	320 9948	<a href="mailto:jpalace122@gmail.com">jpalace122@gmail.com</a>
5	Joanna James		25a Gerald Street New Village Point Fortin	774 0579	
6	Cynthia Shepherd		Heights of Aripo Village	337 7340	
7	Tricia Toby	Caura Women Empowerment Group	Tocaragua Road Caura	359 1315	
8	Listra B Phillip-Quashie	Naybingee Women	104 Nile Street Mahica Point Fortin	648 0353/681 3181	<a href="mailto:listra55@hotmail.com">listra55@hotmail.com</a>
9	Hilda Fortune	Dariah's Secret	7 Fortune Street Egypt Village Point Fortin	387 2292/648 0602	<a href="mailto:fortune241@hotmail.com">fortune241@hotmail.com</a>
10	Seanalie Jones Phillip	Kisskidee Women's Group	26 Hercules Avenue Egypt Village Point Fortin	333 2227	
11	Judie C McIntyre	Crafty Carol	11A Richardson Street Basseterre Moruga	731 9425	<a href="mailto:judie.c.m@gmail.com">judie.c.m@gmail.com</a>

#	Name	Organisation	Address	Telephone numbers	Email
12	Yolande Youk- See	Caura Women Empowerment Group	Tocaragua Road Caura	750 9806/361 4288	
13	Sharline Alcide	NRWPTT	Techier Village Point Fortin	648 5727/357 1594	<a href="mailto:sharline_ba@hotmail.com">sharline_ba@hotmail.com</a>
14	Claudette Dick	NRWPTT	Sobo Ext Road La Brea	648 0353/681 3181	<a href="mailto:southqueeny@yahoo.com">southqueeny@yahoo.com</a>
15	Beulah Joseph-Clunis	Dorcas Women's Group	Matelot	793 1495/292 7986	

## Appendix 2

### Agenda for Workshop 1

**Date:** Tuesday 16<sup>th</sup> April 2013

**Location:** Arima Town Hall

8:30 a.m.	Registration and pre-workshop evaluation
9:00 - 9:30 a.m.	Welcome / introductions / review of Report of Sensitisation Meeting
9:30 - 10:30 a.m.	Identification of key natural resources within the communities of the participants and that which is used or required to produce items related to their microenterprises
10:30 -10:45 a.m.	Break
10:45 a.m. - 12 noon	Sustainable use and conservation of natural resources
12 noon - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Climate change and its impacts on the natural resources of communities and that required for microenterprises
2:00 - 3:00 p.m.	Determination of actions which can be taken to mitigate and or adapt to climate change and the possible impacts on the microenterprises of participants
3:00 - 3:30 p.m.	Next steps / evaluation

### Appendix 3

#### List of natural resources found in the rural communities of the women participating in the project

Community	Natural resources
La Brea	water, Pitch Lake, trees
Pleasantville	water, soil
Moruga	trees, soil, water, coconuts, bamboo, wood, goat manure
Chaguanas	clay, water, calabash, sand
Heights of Aripo	rivers, fruit trees, fresh air, cocoa
Mason Hall	waterfalls, rivers, forests, wildlife
Point Fortin	calabash, cocoa, crude oil, fruits, natural gas, shells, trees, water
Matelot	forests, rivers, sea, shells
Caura	trees, rivers, stones, rain, sun, air

## Appendix 4

### List of natural resources found within communities and those that need to be sourced from outside the community

Business	Natural resources sourced from within community	Natural resource sourced from outside community
Bath and body products	<ul style="list-style-type: none"> <li>• Coconuts</li> <li>• Water</li> </ul>	X
Propagate and sell plants	<ul style="list-style-type: none"> <li>• Manure</li> </ul>	<ul style="list-style-type: none"> <li>• Water</li> <li>• Clay pots</li> </ul>
Landscaping and handicraft	<ul style="list-style-type: none"> <li>• Manure</li> <li>• Seed</li> <li>• Lumber from trees</li> <li>• Branches</li> </ul>	X
Ceramic	<ul style="list-style-type: none"> <li>• Clay</li> <li>• Water</li> </ul>	X
Soap, candles, body washes	<ul style="list-style-type: none"> <li>• Fruit and vegetable oil (coconut, etc.)</li> <li>• Bees wax</li> <li>• Fruits</li> <li>• Vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Olive oil</li> <li>• Bees wax</li> </ul>
Story-telling and writing	All natural resources	
Bath products (soap and candles)	<ul style="list-style-type: none"> <li>• Fruits</li> <li>• Vegetables</li> <li>• Honey</li> <li>• Wax</li> </ul>	X
Horticulture	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Flowers</li> <li>• Manure</li> <li>• Shells</li> </ul>	X
Preserves	<ul style="list-style-type: none"> <li>• Fruits (e.g. mangos)</li> <li>• Vegetables (e.g. peppers)</li> <li>• Herbs</li> </ul>	X
Cosmetic oil	<ul style="list-style-type: none"> <li>• Avocado</li> <li>• Coconut (shell/ husk to make manure and meat used to make kuchela)</li> </ul>	X
Wine	<ul style="list-style-type: none"> <li>• Fruits</li> <li>• Water</li> </ul>	X

<b>Business</b>	<b>Natural resources sourced from within community</b>	<b>Natural resource sourced from outside community</b>
Snackette and craft shop	<ul style="list-style-type: none"> <li>• Coconuts for cooking</li> <li>• Bamboo for crafts</li> <li>• Manure to grow plants</li> <li>• Vegetable that used to cook</li> </ul>	X
Wine and food	<ul style="list-style-type: none"> <li>• Fruits from trees</li> <li>• Water</li> <li>• Helping hands</li> </ul>	X
Wine, natural flower arrangements	<ul style="list-style-type: none"> <li>• Fruits</li> <li>• Flowers</li> <li>• Dried leaves (banana, etc.)</li> </ul>	X
Handicraft (dried arrangements, jewellery)	<ul style="list-style-type: none"> <li>• Leaves</li> <li>• Dried flowers</li> <li>• Seeds</li> <li>• Bamboo shoots</li> </ul>	X



## Appendix 5

### Sustainable and unsustainable use of natural resources for businesses in rural communities

Natural resource	Sustainable use	Unsustainable use	Actions to ensure sustainability
<b>Coconut</b>	Leave a bunch of coconuts to dry on the tree	Picking young coconuts Using all the coconuts Damaging the coconuts on the trees while picking the coconut	Planting the coconuts at different times yield different sizes at different times
<b>Water</b>	Recycle water Create awareness of the downstream impacts	Pollution Leaking taps and wasting water	Fix leaking taps Signage Target youths in the community
<b>Manure</b>	Composting Using rotting wood	Slash and burn Squatters (unregulated clearing)	Sensitise farmers to gather manure and rotting wood
<b>Wildlife</b>	Hunting during the hunting season Do not kill juveniles and pregnant mothers	Hunting outside of the hunting season Killing of juveniles and pregnant mothers	Law enforcement Increasing awareness Knowledge of endangered species
<b>Calabash</b>	Look out for blight/ fungus	Not pruning the tree	Prune tree Mulch often to keep roots cool
<b>Banana</b>	Trim dry leaves and mulch roots	Picking fruit and leaving tree standing that prevents the young trees from growing	Transplant suckers to another area
<b>Clay</b>	Take clay out in layers to prevent sink holes	Digging holes that create sink holes	Harvest only what is needed
<b>Trees</b>	Cut only mature trees	Not replanting	Prune trees, treat soils for healthy growth Clear trees of parasites
<b>Water</b>	Collect water in tanks Water harvesting	Pollution of rivers and reservoirs Do not litter Proper sewerage	Education about the environment
<b>Bees</b>	Using smoke rather than chemicals to extract honey	Destruction of the flowers and plants Extraction process	Education of the bees and their lifecycles

<b>Natural resource</b>	<b>Sustainable use</b>	<b>Unsustainable use</b>	<b>Actions to ensure sustainability</b>
	Create artificial hives Have separate hives for some bees		Planting the trees
<b>Fruits and trees</b>	Nurture trees Don't shake trees Replant	Removing trees for housing and by-products Destruction of the natural habitat	Recycle paper Education
<b>Mango</b>	Use the entire fruit in many of the processes Mulching and composting	Picking young fruits, flowers Cutting the trees for wood (cutting board, etc.) Destruction of trees before time	Plant young trees and take care of the young ones
<b>Paw-paw (papaya)</b>	Use refuse in composting Care for plant during lifecycle Pick when ready (fruit has yellow stripe in it)	Picking fruit before time	Replant new trees
<b>Peppers</b>	Mulch, water and talk to the plants	Picking plants before time that also breaks the plant and sometimes damages the tree	Set trees in trays Treat soils Use eco-friendly chemicals

## Appendix 6


### Presentation on climate change, climate change adaptation and mitigation



**Empowering rural women through improving livelihoods**

Climate change and its impacts on the natural resources of communities and microenterprises

April 16<sup>th</sup> 2013




### What is Climate Change?

“Climate is what you expect, weather is what you get”


- Weather: Sunny, raining, temperature ...
- Climate: Long-term *averages* of weather (About 30 years over a large area)

Climate change: change in the long-term average of weather




### What causes climate change?

Climate Change is noted in an the increase in the average temperature observed over a long period of time, usually over three decades (30 years).



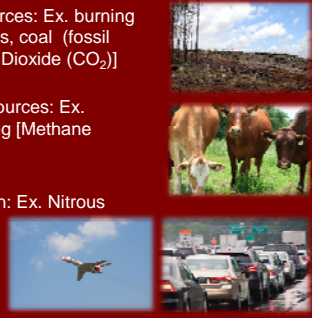

Climate change is caused by a build-up of carbon dioxide and other greenhouse gases in the atmosphere.

Climate change can be caused by natural events or human activity.



### Climate change and human activity


- Industrial sources: Ex. burning oil, natural gas, coal (fossil fuel) [Carbon Dioxide (CO<sub>2</sub>)]
- Agricultural sources: Ex. Animal farming [Methane (CH<sub>4</sub>)]
- Transportation: Ex. Nitrous Oxide (N<sub>2</sub>O)
- Deforestation

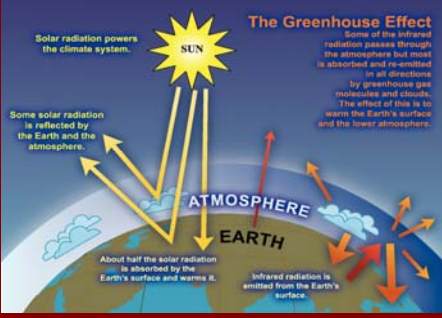
### What are greenhouse gases?

Greenhouse gases are gases in the Earth's atmosphere that help keep the planet warm by trapping radiation from the sun (e.g., water vapour, carbon dioxide, methane, nitrous oxide).

Without them it would be too cold to live on Earth.



### The greenhouse effect



Source: IPCC 2007 [Figure FAQ 1.3].



## Projections for the future

Future climate change and climate variability are expected to have far-reaching effects on the economy, health, biodiversity and way of life in all countries.

Mid-latitude and tropical islands have characteristics which make them particularly vulnerable to changes in climate, sea-level rise and extreme events (IPCC, 2007).



## Projections for the future

- Temperature of the land: Caribbean will be between 1°C and 5°C warmer by the 2080s
- Temperature of the sea: annual warming between 2°C and 2.9°C (Taylor *et al.* 2007)
- Sea level rise: increase of 13 to 56 cm by the 2090s relative to 1980/99 levels (Parry *et al.* 2007)
- Rainfall : general future trend of drier conditions, 25% drier by the 2080s
- Extreme events: Intense and heavy rainfall events interspersed with longer relatively dry periods (Taylor *et al.* 2007)
- Hurricanes: increased intensity.



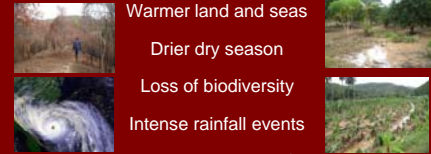
The Caribbean region with its small developing low-lying islands and in some cases climate dependent economies faces significant challenges with respect to climate change and climate variability.



Current knowledge of climate change and climate variability and their potential effects in the Caribbean are limited due to the few studies and data available for the region.



## Impacts to consider



- Warmer land and seas
- Drier dry season
- Loss of biodiversity
- Intense rainfall events
- Rise in sea level, coastal flooding
- Ocean acidification
- Change in natural cycles: fruiting, flowering, breeding
- Hurricanes with increased intensity

**What would this mean for your business?**



## Economic impacts

- Hydrology / Water Resources
- Agriculture
- Coastal Impacts (Sea Level Rise)
- Human Health
- Human Settlements/infrastructure
- Increased demand for AC, Insurance
- Non-market Impacts (ecosystems)



## Mitigation - How can we reduce the emission of greenhouse gases?

- Avoid deforestation
- Plant trees
- Consume less and reduce wastage



Energy Conservation:  
(use florescent lights, switch off lights when not in use, unplug electrical appliances, recycle materials- glass, cans and paper - carry reusable bags to supermarkets)



Purchase energy efficient cars, car pool, cut down on unnecessary car journeys.





## Adaptation - How can we address the impacts?

- Understand what the vulnerabilities are
- Identify what measures can build resilience
- Implement action
  - manage resources
  - adopt new strategies
  - modify practices
- Continue to observe and adapt



## Recap

- Climate change: change in the long-term average weather conditions
- Greenhouse gases: gases in the atmosphere that keep the planet warm by trapping radiation from the sun
- Mitigation: reduction of greenhouse gases
- Adaptation: adjustment in response to (ability to cope with) climate change impacts
- Vulnerability: degree of susceptibility to (or inability to cope with) adverse effects
- Resilience: ability to recover from adverse effects





**Empowering rural women through improving livelihoods**

Actions which can be taken to mitigate and or adapt to climate change and the possible impacts on microenterprises

April 16<sup>th</sup> 2013



## Recap

- Climate change: change in the long-term average weather conditions
- Greenhouse gases: gases in the atmosphere that keep the planet warm by trapping radiation from the sun
- Mitigation: reduction of greenhouse gases
- Adaptation: adjustment in response to (ability to cope with) climate change impacts
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- Resilience: ability to recover from adverse effects



## Impacts to consider



Warmer land and seas



Drier dry season



Loss of biodiversity



Intense rainfall events

Rise in sea level, coastal flooding

Ocean acidification

Change in natural cycles: fruiting, flowering, breeding

Hurricanes with increased intensity

**What would this mean for your business?**



## Action examples: adaptation

- Water storage
- Protect coastlines eg. Sea walls, revetment banks
- Move to higher ground, further away from coastlines
- Reinforce homes and businesses
- Prepare a disaster kit
- Secure important documents
- Know your community (shelters, elderly, etc.)
- Observe business-dependant biodiversity, consider diversification
- Record observations and share information



## Action examples: mitigation

- Fuel efficient cars / hybrids
- Public transportation, car pool, use bike, walk
- Energy efficient light bulbs, appliances
- Renewable energy eg. Solar panels
- Power off appliances
- Use clothes line, not dryer
- Buy local, fresh foods
- Use recycled materials
- Shop with reusable bag
- Plant trees
- Eat less meat
- Talk to community, etc.

### Climate change impacts on natural resources and possible mitigation and adaptation measures

Natural resources	Climate change impact	Mitigation action	Adaptation actions
Coconut	Coconuts along the coast may be affected by sea level rise (SLR) and accelerated coastal erosion.	Reduce wastage Use the virgin oil extraction methods where natural heat and cooling used Plant trees	Moving/ planting trees inland Use alternative palms
Trees/ flowers, cedars, bamboo	Loss of branches Accelerated rotting of trees	Plant trees	Plant trees Treating the soil
Seashells	Coastal erosion Erosion of shells		Protect coastline
Water	Water scarcity		Water harvesting Water storage
Fruits	Shorter seasons		Mass production and preservation Use alternatives



## Appendix 7

Table showing number of respondents per category of response rating in pre- and post-workshop evaluation exercise

Level of understanding of term		<25%	25%-50%	50%-75%	75%-100%
<b>Pre- workshop evaluation</b>					
Terms	Climate change	3	5	4	2
	Sustainability	5	4	5	2
	Climate change impacts	3	7	2	2
	Mitigation and adaptation	7	3	4	0
<b>Post workshop evaluation</b>					
Terms	Climate change			1	12
	Sustainability			2	13
	Climate change impacts			4	10
	Mitigation and adaptation			4	10

## Appendix 8

### Agenda for Workshop 2

**Date:** Tuesday 23<sup>rd</sup> April 2013

**Location:** Caura Valley Activity Centre

9:00 – 9:30	Welcome, introductions, review of agenda /overview of first workshop
9:30 – 10:15	Identification of enterprises for feasibility assessment / introduction to feasibility assessment and feasibility criteria.
10:15 – 10:30	Break
10:30 – 12:00	Application of feasibility criteria to selected micro enterprises by participants
12:00 – 1:00	Lunch (group businesses and participants)
1:00 – 2:00	Actions to be taken to address gaps and capacity needs identified through feasibility assessment
2:00 – 3:00	Study Visit
3:00 – 3:15	Next steps / evaluation

## Appendix 9

### Feasibility criteria

(highlighted are critical to the sustainability of an enterprise)

Name of person conducting assessment \_\_\_Plenary

Name of person interviewed \_\_\_\_\_Tricia

Business assessed \_\_\_\_\_Catering

Score each answer from 0-3  
 0= I do not know/ not present/ no  
 1= low  
 2= medium  
 3= high

Category	<sup>1</sup> Question	Score
Natural resources	Is there legal (formal or informal) access to these resources?	3
	Are the resources "healthy" enough to be sustainably used?	3
	Is there a sustainable method of extraction that can be applied?	3
		9/9
Access to other resources (physical, financial, material)	Do individuals, groups, or CBOs have access to finance?	1
	Do individuals, groups, or CBOs have the physical (e.g. space, a building) and material (e.g. tools) resources needed?	1
	Is there appropriate infrastructure (e.g. roads for transportation, internet services, telephone, access to banking, electricity, water)?	2
		4/9
Market	Is there evidence of an existing market for the products or services?	1
	Is there access to this market?	1
	What is the competition?	3
	Can a market be created?	2

<sup>1</sup> Highlighted questions represent areas that are critical to the businesses.

Category	Question	Score
7/12		
Capacity of individual / community	Do individuals, groups, or CBOs have existing business skills (e.g. financial management, marketing, people management and communication)?	2
	Are there existing successful small businesses in the community that can contribute to / link with this business?	2
	Do individuals, groups, or CBOs have existing skills, knowledge, and/or experience in this particular business?	2
	Are those individuals, groups, or CBOs willing / "ready" / confident to get involved in this business?	3
9/12		
Contribution to the community	What would be the contribution to the wider community?	3
	Is there (likely to be) wider support from within the community?	3
	Is there (likely to be) conflict and opposition from within the community?	1
7/9		
External support	Are there existing and/or potential avenues of support (from external agencies, other CBOs, other)?	3
	Is there likely to be conflict and opposition from outside the community?	2
5/6		
Models	Are there existing relevant models from other communities with respect to this particular business?	3
3/3		
Climate Change	Are the resources used vulnerable to the impacts of climate change?	1
	Are there mitigation actions which you can take?	1
	Are the adaptation actions which you can take?	3
	Are there actions of others which contribute to the impacts of climate change?	1
	Are you able to influence / change actions of others?	2
8/15		

### Combined feasibility assessments

Name of person Business	Score	3 lowest scores	Points of interest or concern arising from the assessment
<b>Cynthia Shepherd</b> Bath and body	44	<ul style="list-style-type: none"> <li>• Access to other resources</li> <li>• Markets (9pts out of a possible 12pts in the category)</li> <li>• Contribution</li> <li>• Climate change (6pts out of a total 15pts in the category)</li> <li>• External support</li> </ul>	<ul style="list-style-type: none"> <li>• Financial support is weak as there is limited access in the community</li> <li>• Needs more knowledge, skills, training to build individual capacity</li> </ul>
<b>Seanalie Jones- Phillips</b> Wine	48	<ul style="list-style-type: none"> <li>• Capacity</li> <li>• contribution</li> <li>• External</li> <li>• Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence in her products</li> </ul>
<b>Claudette Dick</b> Body and bath products	48	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Capacity</li> <li>• Climate change</li> <li>• Contribution to community</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the support from outside the community that shows that there are other avenues for marketing of the products</li> </ul>
<b>Tricia Toby</b> Catering (New)	51	<ul style="list-style-type: none"> <li>• Access to other</li> <li>• Markets</li> <li>• External support</li> <li>• Climate change</li> </ul>	
<b>Joanna James</b> Craft	51	<ul style="list-style-type: none"> <li>• External support</li> <li>• Models</li> <li>• Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Teaches her craft in the community</li> </ul>
<b>Jude McIntyre-Paul</b> Food (New)	52	<ul style="list-style-type: none"> <li>• Access to other resources</li> <li>• External support</li> </ul>	<ul style="list-style-type: none"> <li>• Potential business</li> </ul>
<b>Beulah Jones-Clunis</b> Horticulture (New)	54	<ul style="list-style-type: none"> <li>• Access to other resources</li> <li>• Climate change</li> <li>• Capacity of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Potential businesses</li> </ul>

<b>Name of person</b> Business	<b>Score</b>	<b>3 lowest scores</b>	<b>Points of interest or concern arising from the assessment</b>
<b>Sharline Alcide</b> Cosmetics	56	<ul style="list-style-type: none"> <li>• Natural resources</li> <li>• External support</li> <li>• Climate change</li> </ul>	
<b>Judie McIntyre</b> Landscaping	59	<ul style="list-style-type: none"> <li>• External support</li> <li>• Access to resources</li> <li>• Contribution</li> </ul>	<ul style="list-style-type: none"> <li>• All natural resources from within the community</li> </ul>
<b>Listra B. Phillip-Quashie</b> Fruit preservation	64	<ul style="list-style-type: none"> <li>• Access to markets</li> <li>• External support</li> <li>• Climate change</li> <li>• The business owner also needed help with financial resources and external support</li> </ul>	<ul style="list-style-type: none"> <li>• Wants to encourage others in her business</li> </ul>
<b>Nathisha Charles- Pantin</b> Story telling	64	<ul style="list-style-type: none"> <li>• Access to other resources</li> <li>• Markets</li> <li>• External support (1pt from a possible 6pts in the category)</li> </ul>	<ul style="list-style-type: none"> <li>• Methods used will help to change behaviour</li> <li>• Passive use of the natural resources</li> </ul>
<b>Yolande Youk See</b> Craft (particularly dried floral arrangements)	64	<ul style="list-style-type: none"> <li>• Markets</li> <li>• Capacity</li> <li>• External support</li> </ul>	
<b>Judy Craig</b> Craft, ceramic	68	<ul style="list-style-type: none"> <li>• Climate change</li> <li>• Markets</li> </ul>	<ul style="list-style-type: none"> <li>• Teaches classes in ceramics</li> <li>• Likes to assist the community</li> <li>• Dealing with competition since there are many ceramic businesses in Chaguanas</li> </ul>
<b>Hilda Fortune</b> Cosmetics	70	<ul style="list-style-type: none"> <li>• Access to resources</li> <li>• Capacity</li> <li>• Climate change</li> </ul>	Needs to source finances but knows what she is about
<b>Celina Edwards</b> Horticulture	72	<ul style="list-style-type: none"> <li>• Access</li> <li>• Marketing</li> <li>• Climate change</li> </ul>	

## Appendix 10

### Actions to address needs identified in the feasibility assessments

Name of person Business	Area	Action
<b>Claudette Dick</b> Body and bath products	Financial stability/ sustainability	Advertising to increase markets Feasibility study to determine real cost price Training in finance/ business management and marketing skills (including marketing strategy)
	Transport	Purchase a vehicle
	Venue/ infrastructure for the business	Currently building structure to house business
<b>Judie McIntyre</b> Landscaping	Transport	Purchase vehicle
	Financial management skills	Training in financial management
		Financial sustainability
Marketing skills	Marketing and advertising	
<b>Joanna James</b> Craft	External support	Communication to the public, flyers, advertising, networking
	Models	Visit other people with similar businesses
	Climate change	Understanding the different actions Go to library/ website to read and get more information
<b>Cynthia Shepherd</b> Bath and body products	Access to other resources (financial and transportation)	Get phone with internet
		Purchase a vehicle

Name of person	Area	Action
Business		
	Capacity of individual and community	Develop skills in cosmetology
	Models	Exposure to other similar businesses, e.g. via networking
<b>Sharline Alcide</b>	External support	Access grants from the government
Cosmetics	Markets	Develop skills in marketing
		Training in cosmetology (further)
<b>Hilda Fortune</b>	Other resources	Financial management for financial sustainability Marketing (packaging and labelling as part of the product)
Cosmetics	Model	Use <b><i>Cher Mer</i></b> (a local cosmetic company) as a model Advertising practices a good model (labelling and packaging)
	Climate change	“Carbon footprint at the end of her life’s journey”
<b>Seanalie Jones-Phillips</b>	Other resources (infrastructure, transportation)	Need venue to manufacture and sell Transportation to sell products
Wines		
<b>Listra B. Phillip-Quashie</b>	Finances	Obtaining a loan to start preservative business
Fruit preservation	Contribution to community	Want to teach and employ unwed mothers in the community
<b>Yolande Youk-See</b>	Financial	Contracts to get businesses up and running Working with CDF to construct cottages at the river to sell products that the group produces
Craft (particularly dried floral arrangements)	Marketing skills	Skills in marketing



<b>Name of person</b>	<b>Area</b>	<b>Action</b>
Business		
	Infrastructure	Getting Internet in the area, especially at the Activity Centre in Caura Valley
<b>Jude McIntyre-Paul</b>	Access to finances and infrastructure	Seek funds to finish building for the business
Food (New)	Markets	Training Advertise outside the community
<b>Beulah Jones-Clunis</b>	Access to finances	Employ community members to use forests to generate revenue Business planning and financial management
Horticulture (New)	Climate change	Educate the community about the risk of climate change
	Infrastructure	Material for business but has a building
<b>Celina Edwards</b>	Competition	Want to teach persons about plants that clean the air
Horticulture	Access to finance	Access to grants
<b>Nathisha Charles-Pantin</b>	Access to finance	Regular access to grants
(Not-for-profit to get books into the educational system)	Capacity of the individual	Graphic design
<b>Tricia Toby</b>	Access to land (no surety on the land)	Work with government agencies to have legal access to land, e.g. the Ministry of Food Production
Food (New)	Climate change	Eco-friendly methods of farming

## Appendix 11

### Agenda for Workshop 3

**Date:** Tuesday 30<sup>th</sup> April 2013

**Location:** Caura Valley Activity Centre

9:00 – 9:15	Welcome, review of agenda /overview of second workshop
9:15 – 9:45	Identification of needs, policy decisions and actions which can be taken and by whom to assist in the development of successful microenterprises based on natural resources
9:45 - 10:30	Understanding communication and its objectives
10:30 – 10:45	Break
10:45 – 12:00	Determining messages to be communicated to various target audiences
12:00 – 1:00	Lunch
1:00 – 2:00	Identification of pathways and products for communicating messages / development of communication plan
2:00 – 3:00	Display / Sharing of information of products
3:00 – 3:15	Next steps / evaluation

### Handout on communication

#### 5Cs of Communication

In all forms of communication, there are five important elements to consider when developing your message:

- Clear = the information is easily understood
- Concise = the message gets to the point
- Correct/Credible = messenger and the audience need to believe the information so that the message can withstand scrutiny
- Comprehensive = message must be followed logically, and
- Consistent = the message must be the same.

(A sixth C: Contagious - you want the message to be shared with others!)

---

#### **1. The message must be clear.**

The language used must be simple, consider the age, literacy level and interest of your audience when you are developing your message. Consider communicating your message visually, in writing or verbally to give clarity. The message should be easily understood.

#### **2. The message must be concise.**

Do not get your audience lost in a fog of information. If you use too many words or your information proceeds on a long and winding path, you lose your audience's interest and its understanding of your message. Get to the point; keeping the message brief helps with uptake.

#### **3. The message must be correct and credible.**

*You and your audience need to believe the information, so validate your information and obtain it only from credible sources. Deal with misconceptions directly and understand the issues before you pass them on to others.*

#### **4. The message must be comprehensive and make a connection.**

Use plain language and eliminate technical words which may not be widely understood. If technical terms are introduced, explain them with the support of examples that are familiar to your audience as far as possible.

#### **5. The message must be consistent.**

Particularly when you use a mix of communication products, ensure that your message stays the same to reduce confusion and to assist in emphasis. There must be consistency among the products so that misinterpretation is lessened.

Ensure that you observe these 5Cs in developing your messages when relating to any audience and when using any communication product and pathway. If you pay correct attention to messaging, you will improve the opportunity for achieving the intended uptake by the audience.

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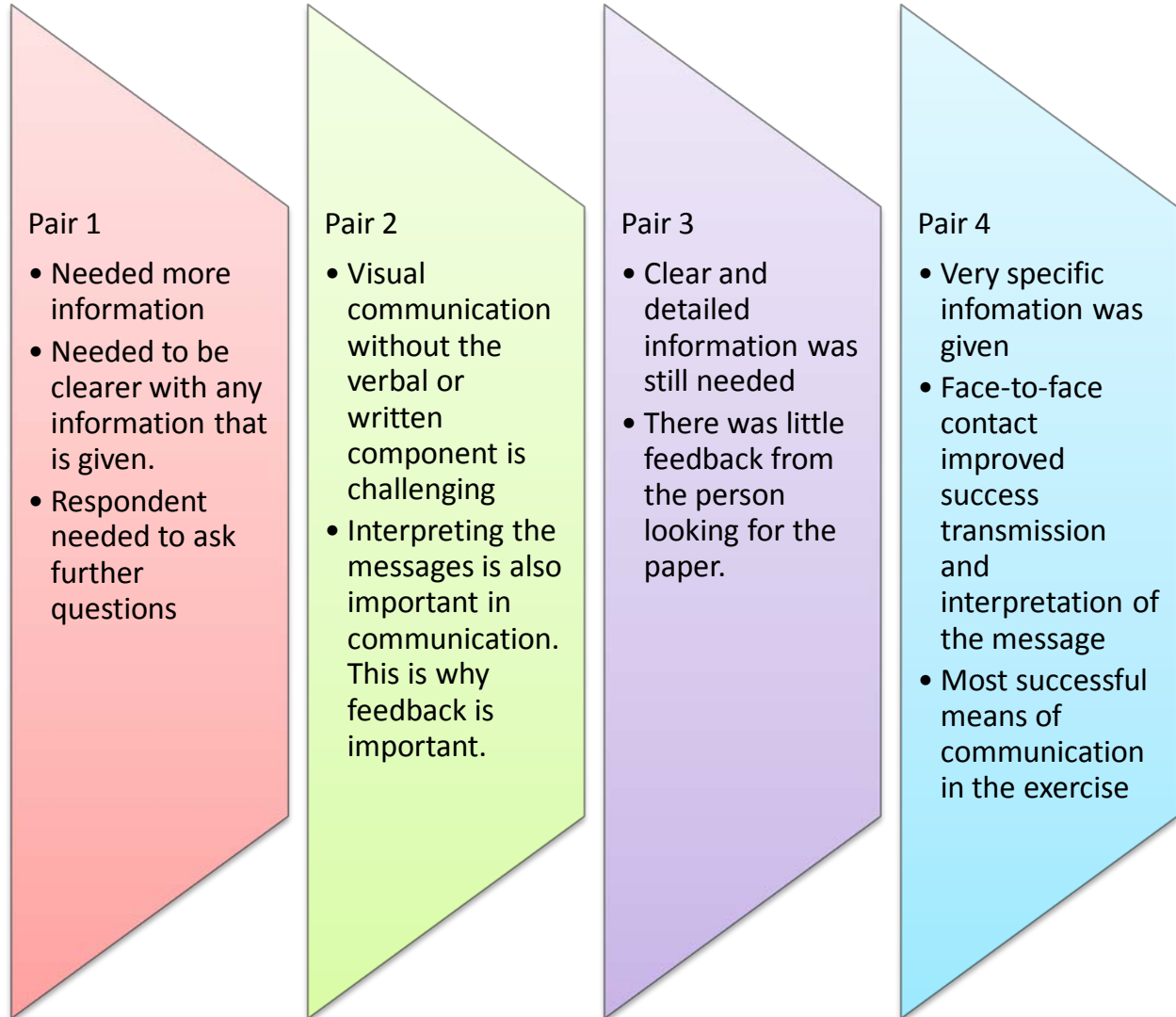
## Appendix 13

### Needs, agencies and challenges engaging agencies to address those needs

Needs	Who	Challenges
I need support for transport/ building	Bank Government Car company Family or friends Private sector/ business Sou Sou Peer/ colleagues	Policy in some organisations (e.g. National Entrepreneurship Development Company Limited [NEDCO]) prevent purchase of vehicles for first time borrowers
I need help to understand more about climate change	Caribbean Natural Resources Institute (CANARI) Environmental Management Authority (EMA) Institute of Marine Affairs (IMA) Internet City Corporation Office of Disaster Preparedness and Management (ODPM) Library	First time exposure to climate change  Want the agencies to have widespread education programmes about climate change
I need help to access finance and financial management	National Entrepreneurship Development Company Limited (NEDCO) Bank Community Development Fund (CDF) Agricultural Development Bank (ADB) Credit Unions/ cooperatives Small Business Development Company Ltd (SBDC) Business Development Unity (BDU) – Tobago House of Assembly Poverty Eradication Unit	Access to grants Follow-up policy Process of engagement
I need help to access markets/ develop	Arthur Lok Jack Graduate School of Business	Customer service is poor

Needs	Who	Challenges
marketing skills	NEDCO CDF College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT) School of Business and Computer Studies	Inefficient CARIRI to reach out to rural women entrepreneurs to help with labelling and product testing  Politics and nepotism getting involved in policies  Creating space

Effectiveness of the different types of communication used in the role play



## Appendix 15

### Target audiences, objectives of communication and messages to be communicated to audiences

Needs	Who	Why	Messages
I need transport/ building	National Entrepreneurship Development Company Limited (NEDCO)	Access finance/ loans for vehicles for first time borrowers	Transport is essential to the success of rural enterprises
	Car companies	Lease or contract for vehicles to be used in businesses	It is okay to invest in businesses of rural women
I need help to understand more climate change	Caribbean Natural Resources Institute (CANARI)	Increase awareness of climate change	Teach us how to adapt to climate change and implement recommended measures  Caura women need education about climate change  Too many emissions in Caura  Caura community needs help to manage its natural resources  Caura community has a pollution issue
	Minister of Parliament (MP) for the area	General support to advocate for the development of Caura	Assist in implementation of projects e.g. garbage cleaning, signage
	Office of Disaster Preparedness (ODPM)	Training in disaster preparedness	Caura women need training in disaster preparedness
I need help to access finance and financial management	Bank	Funding to start businesses	Categorise policies to suit different groups of people that need help
	Ministry of Social Development	Grants	Change grant policy to suit rural women
	NEDCO	Lessons and training to manage	Assess each application on its own

Needs	Who	Why	Messages
		businesses properly	merit
I need help to access markets/ develop marketing skills	NEDCO	Access to loans	Adapt policies to suit circumstances of rural women
	Caribbean Industrial Research Institute (CARIRI)	Training	Need help in labelling, packaging etc
	Agricultural Development Bank (ADB)	Technical assistance for marketing	Build the capacity of rural women to market their products



## Appendix 16

### Framework communication plan<sup>2</sup>

Objective	Target audience	Message	Pathway	Product	Follow-up/ feedback mechanism
<i>E.g. To influence policy/ action</i>	<i>E.g. Financial organisations</i>	<i>E.g. Adapt loans/ grant policies to suit circumstances of rural women</i>	<i>E.g. Campaign  Demonstrate  Facebook and social media  Story-telling</i>	<i>E.g. Petition  Placards  Blogs and tweets  Flyers  Story</i>	
To raise awareness	Civil society	Women need quick and accessible grants for businesses	Written communication via e-mail and snail mail	Letter to the administration asking for dialogue	Call for confirmation
To change behaviour	Government agencies	Adapt grant policies to facilitate rural women in business	Campaign	Petition	Form a delegation and visit officials
To influence policy	Government agencies	Assist <u>rural women to finance small</u> business	Air mail Social media	Letters Facebook page	Keeping in contact with agencies

<sup>2</sup> The example is shown in the first row in italics.

Objective	Target audience	Message	Pathway	Product	Follow-up/ feedback mechanism
			E-mail Facebook		
To share knowledge	General public	Rural women are people too	TV Silent protest Demonstration	Images/ photos advertisement	

## Appendix 17

### Agenda for Workshop 4

**Date: Tuesday 07<sup>th</sup> May 2013**

**Location: Caura Valley Activity Centre**

9:00 – 9:30	Welcome, review of agenda / overview of objectives and major components of the project
9:30 – 10:30	Quiz to review the key learning points of the previous workshops
10:30 – 10:45	Break
10:45 – 11:30	Review of common needs, agencies which can assist and actions to be taken
11:30 – 12:30	Identification of enabling mechanisms which can be utilised to facilitate actions to be taken
12:30 – 1:30	Lunch
1:30 – 2:30	Analysis of networking as a key enabling mechanism, which can be used by the participants to address their needs
2:30 – 3:00	Next steps / evaluation

## Appendix 18

### Steps to engage the support agencies

Needs	Agencies	What do you want agency to do	Action (steps to work with agency)
Marketing	Ministry of Community Development	Training in skills development	<ul style="list-style-type: none"> <li>• Research (call, go into the office, read newspaper)</li> <li>• Need 16 participants for Community Development to begin training</li> <li>• Find a place to host the training</li> <li>• Participate in training</li> </ul>
	National Agriculture Marketing and Development Company Ltd. (NAMDEVCO)	Access to markets	<ul style="list-style-type: none"> <li>• Research the use of chemicals, the types of markets, criteria to access those markets</li> <li>• Take products up to standards so that they meet NAMDEVCO's criteria and markets outside of Trinidad and Tobago.</li> <li>• Identify which of the markets you would like to sell in</li> <li>• Find available markets to sell products (natural)</li> </ul>
	NAMDEVCO	Access markets	<ul style="list-style-type: none"> <li>• Research</li> <li>• Get produce to foreign market via participation in their programmes</li> </ul>
	Community Development Fund (CDF)	Training to improve marketing skills	<ul style="list-style-type: none"> <li>• Research to find out information</li> <li>• Visit office</li> <li>• Request training</li> <li>• Do proposal</li> <li>• CDF visits venue to organise training</li> </ul>

Needs	Agencies	What do you want agency to do	Action (steps to work with agency)
	National Entrepreneurship Development Company Ltd. (NEDCO)	Training to improve marketing skills	<ul style="list-style-type: none"> <li>• Research what training is offered</li> <li>• Join class</li> </ul>
Access to finance and financial management	Poverty Eradication	Grant	<ul style="list-style-type: none"> <li>• Apply to agency</li> <li>• Fill out means test questionnaire</li> <li>• Provide relevant information</li> </ul>
	Agricultural Development Bank (ADB)	Hard cold cash	
	CDF	Training in fund access	<ul style="list-style-type: none"> <li>• Research to find out what they offer and other criteria that needed to met</li> <li>• Train groups to do proposal writing</li> </ul>
	NEDCO	Loan	<ul style="list-style-type: none"> <li>• Find out policies/ procedure to get loan</li> <li>• Follow policy that is outlined (meet criteria)</li> <li>• Follow up with things needed to get loan</li> </ul>
Resilience to climate change	Caribbean Natural Resources Institute (CANARI)	Training in sustainable development	<ul style="list-style-type: none"> <li>• Approach CANARI indicating programme that they would like to have knowledge on</li> <li>• Implement knowledge</li> <li>• Share the knowledge</li> </ul>
	CANARI	Training in climate change	<ul style="list-style-type: none"> <li>• Research</li> <li>• Find others</li> <li>• Use natural resources sustainably</li> </ul>
	Tunapuna Regional Corporation	Information	<ul style="list-style-type: none"> <li>• Call first to see if can visit</li> <li>• Visit office to have a meeting with the Department of the Disaster Management Unit (within each Corporation)</li> <li>• Apply findings to business</li> </ul>

Needs	Agencies	What do you want agency to do	Action (steps to work with agency)
	Environmental Management Authority (EMA)	Information	<ul style="list-style-type: none"> <li>• Research</li> <li>• Put self in place to accept training</li> <li>• Follow action given</li> </ul>
Labelling/ packaging	Caribbean Industrial Research Institute (CARIRI)	Advice and implementation of product labelling	<ul style="list-style-type: none"> <li>• Research to find out which department to visit</li> <li>• Visit CARIRI and take product to them for testing</li> <li>• Request testing, packaging and labelling</li> <li>• Prepare and assist with labelling (including the information needed on the label)</li> <li>• Prepare for local and international markets (criteria for products in different packages, chemical content, etc.)</li> <li>• Bar codes</li> </ul>
	CARIRI	Packaging and labelling	
	CARIRI	Sales, marketing	<ul style="list-style-type: none"> <li>• Research which department to go to, the person to contact, etc.</li> <li>• Visit office</li> </ul>
	CARIRI	Proper procedure for labelling	<ul style="list-style-type: none"> <li>• Find out procedures</li> <li>• Apply</li> <li>• Design own packaging and label</li> </ul>

## Other agencies that can assist with various needs

### Training

- Inter-American Institute for Cooperation on Agriculture (IICA)
- College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT)
- Youth Training and Employment Partnership Programme (YTEPP)
- Tobago House of Assembly (THA)
- National Training Agency

### Advice

- IICA
- Network of Rural Women Producers in Trinidad and Tobago (NRWPTT)
- THA
- Tourism Development Company Ltd.

### Creating linkages

- NRWPTT
- IICA

### Financial support

- Banks
- Guardian Life
- British Petroleum (BPTT)
- National Lottery Control Board (NLCB)

## Appendix 19

### Enabling mechanisms

Actions that can be taken	Enabling mechanism (rural women)	Enabling mechanism (agency)
Research	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Call from a telephone</li> <li>• Smartphone</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Have website/ pages</li> <li>• Brochures</li> <li>• Ads on the newspaper</li> <li>• Television</li> <li>• Newspaper</li> <li>• Newsletters</li> <li>• Simplified documents</li> </ul>
Participate in training	<ul style="list-style-type: none"> <li>• Form group (form selves into groups)</li> <li>• Write to the Community Development to explain that the Centres are not being used fairly and ask that a schedule be created so that have fair training</li> </ul>	<ul style="list-style-type: none"> <li>• Find space (provide location)</li> </ul>



## Appendix 20

### Evaluation of Workshop 4

1) Two important lessons?

- (a) The importance of Climate Change
- (b) The importance of networking

2) How you feel!

Excited about this and blessed to be part of this group and meeting new people.

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I learned about climate change and also I learned about networking and the proper way to be able to market your goods.

It was very interesting. I learned a lot about myself. What is my weakness and my strength.

Rural women are women too!!

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1. Being a new/potential business, one of the lessons I learned that will really benefit the business is (Feasibility & Criteria – Study) S.W.O.T; Gap; innovative; what do you want to consider

2. Communication apart from the five “C’s”

- Pay attention
- Be graphic
- Be specific
- Be clear

One word – Empowered

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1. Many interesting products e.g. bouquets, creams, ornament

2. Reminding us how to change our habits to combat the effects of climate change



Good idea to network  
Rejuvenated!

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Two things I learnt

Network helps. There is strength in grouping even though we are different workmen from different locations; we all have similar strengths, weaknesses and challenges.

One word how I felt about these workshops: Empowered!! Empowering!!

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Two important lessons I learned from the network :

1. Networks are fun even though they are challenging and they can help all members to grow their individual businesses and to bring recognition and the sky down for us rural women
2. At times there may be help for your business but you need to know how to ask for it and who to ask of your requests

I am now so empowered by these classes for Climate Change has been affecting me for years but I have made the necessary changes to grow my business and my knowledge



THANK YOU!!!!!!

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What did I learn from 4 days of workshop?

1. Using the natural resources available to us in our business, we can effect climate change in a sustainable way
2. How mitigation methods can be used to help reverse the effects of same

ENJOYED EVERY MOMENT – INSPIRING

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Two things I learnt about workshop

1. Natural Resources, Climate Control, Rainwater harvest
2. Market your products, communication, networking

WAS INFORMATIVE

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The 5 C's of Communication for being successful

Networking → how important: Unity, Strong Leadership and Partnering

Activities with Keisha

I do feel the warmth and LOVE with the women in different rural areas and abroad

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It was very informative

I learnt how to be brave

I learnt a lot about the different climate Change

I learnt being in a group you become more powerful and you achieve more and is also thankful to CANARI

For also Miss Zakiya what you don't know she will tell you and explain for you

I THANK YOU ALL

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Different way of networking

Different way of using the natural resources

Climate changes and how they affect us



MY HEAD IS SPINNING WITH INFORMATION

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Two important lessons learnt

I learnt more about:

Networking

Climate change

How do I feel: I FEEL EMPOWERED!

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Mechanism used in Networking and how to address our need

Changing in policy making to help rural women in the business

Further information on Climate Change and mitigation and adaption

EDIFYING AND INFORMATIVE

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(1) About the effect of Climate Change and Sustainable development

(2) The power of group networking

AWESOME

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