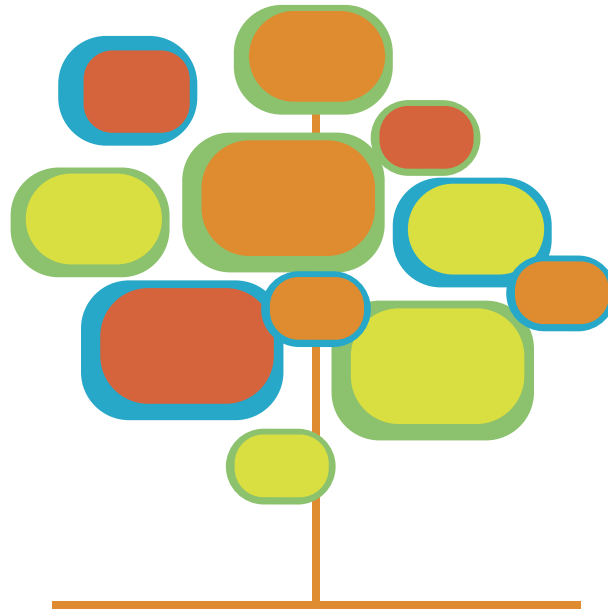# Communicating climate change

A toolbox for local organisations in the Caribbean

Caribbean Natural Resources Institute

Commonwealth Foundation

CANARI

Communicating climate change

A toolbox for local organisations in the Caribbean

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Acknowledgements

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Rationale

Many civil society organisations have started to work on climate change issues, both to raise awareness of the implications of climate change and build the resilience of their communities. Other organisations are involved in activities that could significantly contribute to mitigation or adaptation, such as biodiversity conservation or disaster preparedness, but are not fully aware of the potential linkages with their regional, national and local climate change initiatives, or how to go about making these linkages. Individual community members are also noticing changes to weather patterns – for example, different growing seasons, changing rainfall patterns, or more intense and more frequent hurricanes – but don't know why it is happening.

Community groups have a critical role to play in implementing adaptation and disaster risk reduction strategies at the local level and in holding their governments to account in meeting international and national commitments to reduce the impacts of human activity on climate. Traditional knowledge needs to be brought to the table so that it can be compared with, and integrated into the scientific research which informs effective adaptation strategies.

Yet many community-based and grassroots organisations struggle to get widespread publicity or support for their initiatives or to develop and sustain effective lobbying and advocacy campaigns. Their human and financial resources are usually limited, and those in rural areas face the additional challenge of being far removed from the centres of policy-and decision-making.

Purpose

This toolbox has therefore been developed to help local (non-governmental, community-based, and grassroots) organisations become more effective in telling their climate change stories and making their voices heard in lobbying and advocating for the policies, laws and other actions necessary to mitigate and adapt to climate change at the international, regional, national and local levels. It sets out a range of tools and approaches for effective communication about issues relating to climate change. The focus is on tools and approaches that are low-cost and easy to put into practice. It also includes suggestions on making effective use of the increasingly-affordable and accessible communication technologies that are available, such as email, the Internet, and video recorders.

Although this toolbox has been developed with a Caribbean audience in mind and uses examples from this region, it is suitable for use by organisations in other parts of the world.

How to use this toolbox

This toolbox has been divided into six sections.

Section 1 gives an overview of climate change communications and includes a list of things to keep in mind when talking about climate change.

Section 2 looks at some of the recent climate change predictions and makes the case for local level action.

Section 3 helps the user get started in developing a climate change communication plan.

Section 4 suggests strategies for reaching community members, decision-makers, and students.

Section 5 provides information about selected communication tools.

Section 6 provides guidance for evaluating a communication campaign.

Some sections also include a list of additional resources that you can consult for more information about the topics discussed. Look for this symbol.

You may choose to read through the toolbox from cover to cover, but we don't assume everyone will do that. The toolbox therefore cross-references sections. We use this symbol in the text to let you know that you can find elsewhere in the toolbox additional information that is relevant to the topic being discussed.

The toolbox is presented in a loose-leaf folder to make it easy for you to copy sections. We encourage you to personalise this toolbox by adding other climate change communication resources that you find useful.

Communicating climate change

1.1 Making community voices heard

You have something to say about climate change. The Caribbean is one of the climate change hot spots and increasingly the region's governments and people are feeling the impacts of a rapidly changing climate. Many organisations working at the community level have begun addressing issues related to climate change, whether directly as part of adaptation or disaster risk reduction strategies, or indirectly as part of work in related areas like healthy communities, sustainable livelihoods, or natural resource management.

What you have to say about climate change comes out of your work to address this global phenomenon that is being felt locally in your community.

- If you are working at the community level, chances are that you are seeing first-hand what climate change means for your community and country. Perhaps you work in a coastal area and are watching the beaches and coastline change before your very eyes.

- If your group works with farmers, you may have found yourself trying to come up with solutions to longer droughts and shorter growing seasons.

- Maybe you work with a particular social group or community, say the elderly or people living with HIV/AIDS, and you have come to understand that how you implement your programmes has to take climate change into account, and that it is important for the people you work with to understand this too.

You can use communication strategies and tools to:

- raise awareness of climate change;

- get support for your activities that aim to reduce climate change impacts; and

- bring about changes in policies and legislation to ensure that our social, physical and environmental systems can stand up to the challenges of climate change.

Raising awareness of climate change and its impacts

Climate change can seem overwhelming. Because the effects of climate change are so numerous and far-reaching, it can seem as if they are too many to overcome. As a result, some people are unsure how to deal with the issues, or where to begin. People also sometimes think that because the problem is so big, it is something for the government to deal with and they see little role for themselves in developing strategies to address climate change.

One of the challenges of public education is that awareness and knowledge don't always translate into action. Simply knowing about the effects of climate change is not enough for some people; they need to understand that climate change does affect them, that they can do something about it and be motivated to take action.

You can help your members and the communities you work with make sense of climate change and help them to understand what they can do about it.

Advocating for different and better ways of responding to climate change

If you are working on projects that contribute to climate change adaptation or mitigation, you may have found that there are public policies that need to be changed or improved to better respond to climate change.

Although governments take the formal lead in developing national policy and legislation on climate change, community and nongovernmental organisations can play a critical role. You can speak up to influence policies and legislation and to ensure they are implemented and enforced. This is especially important as the risks and threats of climate change are not always considered in decision making and how we do things is often based on assumptions of old conditions. **You can provide important evidence about climate change impacts that can be used to influence policy and practice.**

Climate change advocacy can help bring about needed changes in public policies which will result in finding solutions for climate change impacts that affect some of the poorest and most vulnerable people in our communities.

Box 1. Tips for Talking Climate Change[1]

1. **Make sure you understand the issues and concepts before trying to communicate them to others**
   If you have a clear understanding of the issues, you will be better able to explain them to others and to convince them of the urgency of taking action. Don't be afraid to ask experts and other people who work on the issue on a regular basis to help you to understand it.

2. **Start with people where they are**
   People learn and understand concepts, ideas and information more quickly when they can relate them to what they already know. Build on people's knowledge base and experience rather than beginning with figures, scenarios, probabilities, and technical or scientific information.

3. **Speak in plain language, not technical, climate change jargon**
   The language that scientists use is not easily understood by non-scientists. It is hard for people to relate to information if the words and terms used are not familiar to them or are not explained in a way they can understand.

4. **Keep your messages clear, accurate and simple.**
   Avoid giving too much information about several issues at once. Think about what you want your audience to understand and stick to information that supports that.

5. **Make your case with your audience in mind**
   When you communicate about climate change, look for issues that reflect your audience's experience. Use examples they can relate to. Destruction of coral reefs and the possible loss of the parrotfish will be more meaningful to a Caribbean audience than melting ice caps and drowning polar bears.

6. **Show the story of climate change**
   Use examples to illustrate your points. Instead of just saying the cost of damage from hurricanes is high, give a dollar amount for a particular country and storm. Your national planning or disaster management agencies are possible sources for such information. Using pictures (video and photographs) of climate change impacts to illustrate your point can be powerful.

Bleached coral *Photo: Owen Day/Buccoo Reef Trust*

Healthy reef *Photo: Owen Day/Buccoo Reef Trust*

7. **Deal with misconceptions directly**
   There are a lot of misconceptions about climate change. People often confuse climate change with other issues. Some people believe ozone depletion and climate change are the same problem, or think the use of aerosol sprays, general air pollution and toxic chemicals are a major contributors to climate change. People also often confuse weather and climate.

8. **Connect with current events**
   Look at what people in your community are talking about and issues in the news and see how they relate to climate change. Make the linkage for your audience. Use these issues as hooks to start a discussion about climate change. You can use relevant newspaper reports and photographs about flooding, hurricanes, drought etc. to show the damage being caused by climate change.

9. **Take advantage of national or international commemorative days or weeks,** such as the start of the hurricane season, Disaster Preparedness Week, World Wetlands Day (2 February), World Environment Day (5 June), Earth Day (22 April) , and International Day for Disaster Risk Reduction (usually in October) to introduce points about climate change.

10. **Link climate change with other environmental and social issues that might be familiar to people** so they can understand how the issues are connected. A heavy rain fall or landslide is an opportunity to talk more broadly about increasing climate change risks and what can be done about them.

11. Concentrate on what is doable for your audience
Be realistic in the action or behaviour change that you are asking your audience to make. Help people understand what is possible, given their resources and skills. Help them understand that every action counts. Show how actions and behaviour at the individual and community levels can contribute to wider change.

12. Be creative in how you communicate
Use multiple communication channels (tools) and activities to get to your audience. Don't just think about the traditional media (newspapers, radio and television) and traditional tools (print articles, news features on radio and television). Think also about how popular culture, whether through, song, dance and drama, can be used to get out messages about climate change.

[1] Adapted from Ten Tips for Talking Public Health. Created for Turning Point by the Sutton Group, December 2001 in National Association of County and City Health Officials . nd. NACCHO Public Health Communications Toolbox. Washington, DC: NACCHO. http://www.naccho.org/advocacy/marketing/toolkit/index.cfm.

1.2 Getting started

This toolbox is designed to give you some practical communication advice, based on what has worked for other community-based projects. It is a 'bare bones' set of suggestions and observations that hopefully will stimulate your and your colleagues' creative juices and start you thinking 'outside of the box' about techniques that are both effective and fun.

Don't be afraid to use a variety of different approaches, some will work and some won't, that's how you learn. There are no right or wrong ways of promoting a project; each community is different and has its own set of unique challenges and possible solutions. Communities also differ greatly in the amount and quality of resources they can bring to bear on any particular issue. So it falls on you, the project leader to synthesise a workable, practical set of steps that can be taken towards an achievable set of goals.

By experimenting with different approaches, some tried and true, such as community meetings or writing letters to the editor, and some more contemporary ones such as establishing a website or your own on-line video channel, you will quickly learn what works and what doesn't.

Be proactive, don't wait for others to come and ask, "Hey, how did you accomplish that?" Go to them first and say, "Here is what we are planning, can you help?"

Don't reinvent the wheel; ask other groups with similar objectives and goals, even ones in other countries, what have they tried, what worked, and what didn't and adapt their ideas for your own community and build upon their successes.

Remember 'success breeds success', and it's a lot easier to solve a problem and get ongoing support and funding with a series of small successful steps than trying to solve a huge problem with one grand complex plan.

Climate change: The big picture and what it means for the Caribbean

2.1 What is happening now and what we expect to happen in the future

Most people worldwide are now convinced that the climate is changing, mainly as a result of human activities (see Box 2). There is an urgent need to address these changes by taking actions to:

- slow down the build-up of heat trapping greenhouse gases and remove them from the in the atmosphere (*mitigation*); and

- strengthen the natural and physical environments to ensure they can stand up to the effects of climate change (*adaptation*).

Climate change is a complex issue because its impacts and consequences are so far-reaching and interconnected. While many of the impacts are first felt in the natural environment, the consequences are often social and economic. For example, sea level rise causes the loss of nurseries for fish and marine species, and in turn the loss of livelihoods for those who depend on fishing.

The Caribbean is faced with a difficult challenge. It is responsible for very little of the activity that is causing climate change but it is very vulnerable to its impacts (see Figure 1), as are most small island states (SIDS) around the world. This means that Caribbean countries have to take measures to the reduce vulnerability of their environment, economies, infrastructure, and people's livelihoods to the effects of climate change (adaptation); as well as reduce greenhouse gas emissions through energy conservation and switching to renewable energy sources (mitigation). The CARICOM regional climate

Box 2. The Effects of Climate Change in Brief

Climate change is the increase in the Earth's temperature caused by a build-up of carbon dioxide and other greenhouse gases in the atmosphere due to human activity, such as burning coal, oil, and natural gas for energy and transportation; deforestation; and various agricultural and industrial practices.

The effects of climate change are felt differently across the world, but climate scientists agree that we are already experiencing and will continue to experience:

- higher temperatures on land and in the sea;

- changes in rain and snowfall (precipitation) patterns;

- decreases in sea ice and snow cover;

- increases in sea level; and

- more unusual and frequent extreme weather, including flooding, hurricanes, droughts and heat waves.

The Earth's average temperature has increased by 0.6°C over the past 150 years and the 1990s was the warmest decade on record since record keeping began in the 1850s.

What has been happening in the Caribbean is consistent with the global picture. The region has been getting warmer, with temperature records showing an increase over the last century. Since the 1950s, there has been a 2°C increase in the daytime temperature range, and the region has been experienced more very warm days and fewer very cold nights. There have been more droughts since the 1960s and more flooding events and storms since the mid-1990s.[2]

[2] Taylor, M.A, A. Centella, J. Charley, I. Borrajero, A. Bezanilla, J. Campbell, R. Rivero, T.S. Stephenson, F. Whyte & R. Watson. 2007. *Glimpses of the future: A briefing from the PRECIS Caribbean Climate Change Project.* Belmopan, Belize: Caribbean Community Climate Change Centre. 24 pp.

change framework[3] supports both types of responses to climate change, therefore laying the ground for a "regional society and economy that is resilient to a changing climate."

Caribbean policy makers have recently reached agreement on what they want to see from the current round of international negotiations on climate change. They would like the global community to stabilise carbon dioxide emissions at 350 parts per million[4] by 2050. In the first instance they want a 45% reduction of 1990 carbon dioxide levels by 2020 and then a 90% reduction of 1990 levels by 2050. Civil society organisations can play a key role in publicising and supporting these demands, or critiquing the suggestions if they feel our regional position needs to change.

[3] Caribbean Community Climate Change Centre. 2009. Climate Change and the Caribbean: A Regional Framework for Achieving Development Resilient to Climate Change (2009-2015).

[4] Parts per million is a way of measuring the concentration of one thing within another, or saying how abundant one thing is within another, for example carbon dioxide in the atmosphere. For every million litres of air that is examined, you would find the carbon dioxide occupying 1 litre of that 1 million. The higher the number, the less dilute (or more concentrated) the amount of carbon dioxide in the atmosphere. So carbon dioxide levels that measure 280 parts per million, are less concentrated than levels that measure 390 parts per million. 350 parts per million is what many scientists, climate experts, and progressive national governments are now saying is the safe upper limit for carbon dioxide in our atmosphere.

Projections for the future

Many of the widely-quoted data and projections on climate change come from the work of the Intergovernmental Panel on Climate Change (IPCC)[5], which published its fourth assessment report in 2007. However, since then **new evidence has come to light, which indicates that the Earth's climate is changing faster than these scientists projected.** Some of the changes that they thought would take place in the long-term are already happening or will happen shortly, making the need for action ever more urgent.[6]

For example, many of the scenarios developed in the 1990s assumed that more would have been done by now to reduce greenhouse gas emissions. However, greenhouse gas

Box 3. What are Climate Projections?

Climate scientists use data and information about past and present conditions to develop model scenarios (or possible sequences of events) to predict future conditions. Each scenario is based on a set of assumptions about how present conditions (including such things as population size, energy use, and technology) might change and what this would mean for greenhouse gas emissions, and ultimately the pace and scale of climate change. Scientists can go back and look at the projections in these scenarios to judge whether or not the climate is changing faster, or more slowly, than expected.

emissions have continued to increase. They grew by an average of 1.1% per year between 1990 and 1999, and by 3.5% per year between 2000 and 2007. In fact, the rate at which emissions have grown since 2000 is higher than the most pessimistic, fossil-fuel intensive model developed by IPCC in the 1990s.[7]

Some of the dramatic changes that are occurring earlier than the scientists anticipated, and their revised projections for the future, include the following:[8]

- Increased emissions resulting in temperature rises of between 1.4 and 4.3°C above pre-industrial temperatures. This is higher than the range of 1 to 3°C that scientists believe to be the 'tipping point', for several important ecological systems. If a tipping point is reached, it is no longer possible to stop or reverse the changes that are occurring.

- Mountain glaciers are disappearing faster than expected, which poses a threat for people who depend on melting ice and snow for water. Mountains in tropical Africa, like Mt. Kilimanjaro, are expected to be ice free as early as the 2030s and they expect glaciers will disappear from the Pyrenees in Europe by 2050.

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[5] The Intergovernmental Panel on Climate Change (IPCC) is an assessment team of hundreds of scientists worldwide who have been studying and tracking the climate system and reaching consensus on their findings and observations since 1988. The IPCC was formed by the World Meteorological Organization and the UN Environment Programme.

[6] UNEP. 2009. Climate change science compendium. Nairobi: UNEP. http://www.unep.org/compendium2009/

[7] UNEP. 2009. Op. cit.

[8] UNEP. 2009. Op. cit.

Figure 1. Selected Climate Change Effects on the Caribbean

Caribbean biodiversity is being affected by climate change. Several species of plants and animals that are either found in the Caribbean or migrate to the region for part of the year are already affected by global warming. The Caribbean Sea has already warmed by 1.5°C in the past century. If it were to become a further 1°C warmer, fish like tuna, parrot, and dolphin fish, would go in search of cooler waters.

A 0.5 m increase in sea level is expected to result in the loss of just over one third of marine turtle nesting sites in the Caribbean.[9] Sea level rise, increases in water temperature, storminess and rainfall could also damage reefs and sea grass beds, the foraging habitats of sea turtles. *Photo: Paul Diamond*

St. Georges, Grenada. *Photo: Lyndon John*

More intense hurricanes. The region has had more and stronger storms over the past 10 years. A major hurricane can have very high costs: Hurricane Ivan in 2004 cost the Cayman Islands US$3,432 million.

Landslide in Cascade Jamaica. *Photo: Jamaica Conservation and Development Trust.*

More intense hurricanes and rising sea levels will contribute to coastal erosion in many Caribbean countries. *Photo: Stephen Smalling*

Rising sea levels levels will make parts of the coastal zone disappear. Sea level rise can lead to flooding of low-lying areas and coastal communities; dislocation of coastal communities; loss of land due to erosion; and contamination of groundwater by salt water. Seventy per cent of Caribbean people live and work in the coastal zone and it is also where much of the infrastructure, like roads, airports, and sea ports, is found.

Changing rainfall patterns. Cuba, Jamaica, and Belize have all experienced severe droughts in recent years and heavy rains have caused catastrophic flooding and landslides in Guyana, Haiti, and Jamaica. Islands that are already short of water, like Antigua and Barbuda, Barbados, and St. Kitts and Nevis, could be faced with severe drought and water shortages in the future. *Photo: Jamaica Conservation and Development Trust.*

[9] Fish *et al.*, 2005, cited in Mimura, N., L. Nurse, R.F. McLean, J. Agard, L. Briguglio, P. Lefale, R. Payet and G. Sem. 2007. Small islands. *Climate Change 2007: Impacts, Adaptation and Vulnerability.* Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge, UK: Cambridge University Press, 687-716.   [10] Gouvernement de la République d'Haïti. 2008. *Rapport d'évaluation des besoins après désastre Cyclones Fay, Gustav, Hanna et Ike.* Un rapport préparé par le Gouvernement de la République d'Haïti avec l'appui de la Banque Mondiale du Système des Nations-Unies et de la Commission Européenne.   [11] International Strategy for Disaster Reduction (UNISDR) and Centre for Research on the Epidemiology of Disasters

Gonaïves, Haiti. Between mid-August and early September 2008, Haiti was hit by four hurricanes and tropical storms in a row. They affected more than 165,000 families, killed an estimated 793 people and caused US$89,739 million in damages.[10] One of these hurricanes, Hanna, was ranked sixth on the list of 10 worst natural disasters in 2008 by the number of deaths and missing persons.[11] *Photo: Jean-Claude Louis/Panos Caribbean*

The humpback whales that travel to the northeast coast of the Dominican Republic each year to give birth and mate for the next season are arriving later and leaving earlier than they used to do. Scientists think warmer waters in the Gulf of Maine where the whales feed are encouraging them to stay there longer. *Photo: Leslie Dibos/CEBSE Inc.*

Productive sectors are affected by climate change In 2005, Hurricanes Dennis and Emily caused an estimated US$2.2 million in agricultural loss and damage in Jamaica.[12] Hurricane Ivan's impact on Grenada in 2004 caused losses in the agricultural sector equivalent to 10%of GDP. The two main crops, nutmeg and cocoa, both of which have long gestation periods, will not make a contribution to GDP or earn foreign exchange for the next 10 years.[13] Warmer temperatures could lead to an increase in the pests and plant diseases that thrive in warm weather and could also affect crops yields.

If other regions, such as North America and Europe get warmer, the Caribbean may become less attractive as a tourism destination. The beaches and coral reefs that tourists come to see and experience are affected by intense hurricanes and warmer water temperatures. These ecosystems are already weakened by human activity such as construction in the coastal zone and pollution from land, which makes it harder for them to stand up to climate threats.

Coral reef after bleaching event. *Photo: Owen Day.*

Severe stress on Caribbean coral reefs. Strong hurricanes damage reefs already weakened by pollution from the land, over-fishing and disease. Warmer sea temperatures contribute to coral bleaching. Damaged coral reefs weaken coastal defences and can have a negative effect on fisheries, beach quality and tourism.

Many mangrove forests in the region have already been weakened by pollution or destroyed to make way for buildings and agriculture. *Photo: Nicole Leotaud/CANARI*

The natural response of mangroves to higher sea levels is to retreat and re-establish themselves further inland. But when barriers such as roads, seawalls and other construction prevent them from doing so, they become submerged or drown and the protective fringe of mangroves along the coastline gets smaller.

Beautiful beaches like this make the Caribbean an attractive tourism destination. *Photo: Stock*

(CRED), Department of Public Health Université Catholique de Louvain, Belgium. *2008 Disasters in numbers.* Available at http://www.unisdr.org/eng/media-room/facts-sheets/2008-disasters-in-numbers-ISDR-CRED.pdf.   [12] Brown, I. 2005. *Impact of climate change on Caribbean agriculture: CARDI calls for research targeted at areas under threat*. Jamaica Information Service. Tuesday, August 30, 2005. http://www.jis.gov.jm. [13] Mimura, N., L. Nurse, R.F. McLean, J. Agard, L. Briguglio, P. Lefale, R. Payet and G. Sem. 2007. Small islands. *Climate Change 2007: Impacts, Adaptation and Vulnerability.* Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge, UK: Cambridge University Press, 687-716.

- Ice sheets are also melting faster than expected. In 2007, for example, the summer melting of the Greenland Ice Sheet was 60% more than the previous high in 1998. Also in 2007, the extent or mass of sea ice in the Arctic Ocean (the North Pole) shrank to its smallest size ever.

- Projections for sea level rise have been revised upwards to as much as 0.8 and 2.0 metres above sea level by 2100 because of the melting ice and the process by which warmer water in the sea expands. Previous projections were between 0.18 and 0.59 metres.

- According to one model, five of the years between 2010 and 2019 will be warmer than 2005, currently the warmest year currently on record.

- Oceans are becoming more acidic as a result of absorbing some of the excess carbon dioxide in the atmosphere. This is a threat to coral reefs and shellfish as they cannot form their external skeletons (hard shells) when the water is too acidic. Scientists are finding that in the summer the water off the California coast is becoming too acidic, decades earlier than they expected.

2.2 Why Action at Community Level is Important

Climate change is a global phenomenon but every one of us is likely to suffer from its impacts. We may experience the impacts differently, but we will need to come together to take collective action to increase our resilience and to advocate for the changes in policy we want to see at the national, regional and international levels.

Groups that work at community level have a critical role to play. Community members are often the first to notice the changes that are happening and to develop strategies to adapt to them. They can develop more effective responses if they have access to accurate information about climate change, as well as opportunities to discuss the range of options for mitigation and adaptation and to apply their traditional knowledge to developing solutions. It is also important for communities to have the skills and the tools to lobby for the resources and enabling policy framework that is needed for effective community level action. The remainder of this toolbox is designed to support you and the members of your organisation and the wider community in communicating your needs and views effectively.

Additional Resources

For more information about climate change in the Caribbean, see Christian Aid Caribbean's Advocacy Briefs:
- Climate Change and What it Means for the Caribbean
- Civil Society Countdown to Copenhagen: Caribbean Issues, Strategies and Negotiating Positions
- Climate Change: What Civil Society Can Do About It
- Climate Change: What Businesses Can Do About It
- Climate Change: What Governments Can Do About It

Available on request from Christian Aid (Caribbean) in English, French and Spanish. Tel: (876) 754 8384; Fax: (876) 754 8808; Email: GHoad@christian-aid.org

For a lay persons' summary of the 2007 Synthesis Report of the Intergovernmental Panel on Climate Change in simplified language, see:
- UNEP/GRID-Arendal. 2009. Climate in peril: A popular guide to the latest IPCC reports. A joint publication of UNEP and SMI Books, Birkeland Trykkeri: Norway

Available for download from http://www.grida.no/publications/climate-in-peril

To read more about the latest climate change projections, see:
- UNEP. 2009. Climate change science compendium. Nairobi: UNEP. Available for download from http://www.unep.org/compendium2009

For a general overview of the UN Framework Convention on Climate Change, see:
- UNEP and IFCCC. 2002. Understanding climate change: A beginner's guide to the UN Framework Convention on Climate Change.

Available for download from http://unfccc.int/resource/docs/publications/beginner_en.pdf

For a guide to engaging communities around climate change, see:
- Brown, N.A. 2009. Addressing Climate Change in the Caribbean: A Toolkit for Communities. Kingston, Jamaica: Christian Aid (Caribbean)

This toolkit includes an easy to understand explanation of climate change, its causes, and impacts, as well as some community mobilisation and communication tools (some of the communications tools are included in this toolbox.)

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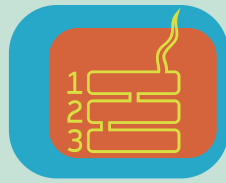
Planning your communication

3.1 Developing a climate change communication plan

Communication is a tool that you can use to help you meet any overarching project goal. Your communication may be for the purpose of public education and awareness and/or advocacy.

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

- a reduction in harmful practices (deforestation that leads to flooding);
- water and electricity wastage;
- improper solid waste disposal; or
- an increase in practices that enhance a person's or community's resilience to climate change (reforestation or alternative livelihoods that conserve forest resources, water harvesting; sustainable agriculture).

This is also called an "*individual behaviour change*" campaign.

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

- a policy that provides financial incentives for the use of renewable energy technologies; or
- reinforcing structures to make them more resilient to extreme weather events.

This is also called a *"policy change"* campaign.

A **communication plan** helps you to be clear about:
- what change you want to bring about using communication (objectives);
- which individuals or groups you want to influence (target audiences);
- what you want to say (key messages);
- who or what are the most effective messengers or champions;
- what are most effective products and activities for each target audience (channels);
- how you will accomplish your objectives (activities and timetable);
- how you will measure the results of your project (evaluation).

Follow the steps below to develop a communication plan, whether for public awareness and education or advocacy. (**()** We discuss advocacy in more detail in Section 4.2.)

Step 1. Define your communication objectives
Your communication objectives will come from the overarching project goal. Use the questions below to help you figure out if your communication objectives relate to public awareness and education or advocacy.

Awareness raising/education: Do you want to educate or raise awareness of a particular group of people about the cause of climate change, its impacts and specific relevance to their community? Do you want members of this group to make changes to their behaviour or take specific actions?

Advocacy and lobbying: Do you want to make a decision-maker aware of an existing problem? Do you want to convince a decision maker or a national or local government authority to take a particular course of action? Do you want to influence an existing policy or legislation? Do you want to encourage action in a particular area such as enforcement of existing policies or regulations? Do you want to encourage consultation with your organisation or sector in developing a solution to a particular problem?

If, for example, your **overarching project goal** is "To build farmers' resilience to climate change in Zone X over a three-year period", your related **communication objectives** might then be to:

a) Increase the awareness of farmers in Zone X of climate change and its impacts on their livelihoods and the wider community	(Public awareness and education)
b) Encourage farmers to adapt their farming practices to climate change by using soil conservation measures, improving water harvesting and irrigation techniques, and diversifying their crops; and	(Public awareness and education)
c) Lobby the government to provide incentives for farming practices that contribute to climate change adaptation and mitigation.	(Advocacy)

It is important for you to be clear about your communication objectives before moving to the next steps in developing your plan.

Step 2. Assess the resources you will need and where you will get them

Once you are clear on your objectives, you need to figure out if your organisation has the necessary skills and resources to develop and carry out your plan.

- Do you have all the information you need or is additional research needed? How will you get the additional information needed?

- Make a list of the skills you need and see if your organisation has them. Make the most of resources close at hand. Your staff, members or volunteers may have graphic design, public speaking, research or other skills that can contribute to your campaign.

- Design your communication plan to build on your strengths and form alliances to help overcome any weaknesses. Working with individual champions or as part of a coalition of organisations can help make your communication activities more effective (❨❩ see Section 3.2 Alliance Building).

Step 3. Determine your target audience or audiences

You now need to decide which individuals or groups you need to reach in order to meet your objectives. These are your target audience(s). Remember you can, and often will have more than one target audience. You may want to prioritise them by thinking about how influential are they in bringing about the change or action you are trying to achieve.

Develop a profile of your audience. How do they prefer to get information (written, audio-visual, face-to-face etc.)? What is the age range of your audience? Are they mostly men or women? How do they make a living? Answering these questions gives you a profile of your audience.

Step 4. Develop your message

Once you have determined your audience(s), develop messages to reach them. A good message addresses a particular objective and:

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

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

It is not enough for people to be told the right thing to do. There are many "right things

to do" that people are aware of but don't do. People need to see what is in it for them and this may be different for different target audiences. For example, politicians are motivated by concerns that will affect their popularity with the electorate, so you could use examples of how people in your community are being affected and speak about their needs, ideas and innovations. On the other hand, their technical staff may primarily need scientific evidence to support a draft policy or law.

Step 5. Identify the most effective messengers

Popular Jamaican DJ Tony Rebel is one of 25 performers who have signed on to be climate champions in a national climate change awareness programme in Jamaica. *Photo: Panos Caribbean.*

Having a good message is not enough; it is important to use the right messenger. A popular musician or sports person is likely to get the message across more effectively to young people than a scientist or politician. On the other hand, a decision-maker or politician may be more receptive if your message is conveyed by a technical expert. Leaders of faith-based organisations will be trusted by their respective congregations and can link climate change messages to the values they espouse.

Step 6. Get the message out

Listed below (Box 4) are some of the channels (tools), activities and materials you can use to get your information out. The ones with this symbol 👁 are included in this toolbox on the pages indicated. What you use will depend on your audience and, of course, your budget. Using a combination of channels or tools is usually more effective than using just one.

Box 4. Examples of Communication Channels, Activities and Materials

Channels/Tools	Activities	Materials
• Billboards	• E-mail 👁 (see p. 64)	• Brochures and pamphlets
• Internet, including social networking sites 👁 (see p. 64)	• Listservs	• Posters
	• Meetings	• Press advisories and releases 👁
• Events (special days, awards, exhibitions)	▫ One-on-one	
	▫ Community or specific interest group	• Press kits
• Face-to-face communication, including: visits, meetings, presentations etc.	▫ Town hall	• Fact sheets
		• Factual data and anecdotes from the community

• Mass media 👁 (see p. 51) 　□ Radio 　□ Television 　□ Newspapers • Magazines • Newsletters 👁 (see p. 63) • Town criers • Peer advocacy and issue champions • Churches, temples and mosques • Community and recreation centres • Festivals • Libraries • Market places • Schools 👁 (see p. 44) • Workplaces, including fish landing areas • Transportation depots or terminuses/bus stops	• Speeches/presentations to: 　□ Parliamentary committees 　□ Task forces 　□ Local government authority meetings 　□ Public consultations 　□ Community meetings 　□ Sector meetings, such as professional and trade associations, trade unions etc. • Popular theatre and other forms of edutainment 👁 (see p. 60) • Press conferences • Workshops	• Graphics, photographs, and illustrations • Letters to the editor • Video presentations 👁 • PowerPoint presentations 👁 • Public service announcements • Policy briefs • Web pages 👁 • Songs • Skits • Promotional items and give-aways

Step 7. Develop a time table

Establish some target dates for achieving your communication objectives and think about what activities or steps have to take place and when in order for this to happen. A written timetable will help keep you on track. You may want to highlight "milestones" or key activities that need to take place before something else can happen. For example, if a brochure is a key element of your lobbying campaign, the campaign may not be able to start until it is printed.

Step 8. Evaluate your results

Measuring and evaluating your results will tell you how successful you have been and help you to make improvements in the future.

❬❭ Section 6 of this toolbox provides information on evaluating communication activities.

Additional Resources

For a communication plan template and sample communication plans, see the W.K. Kellog Foundation's web site at www.wkkf.org. Go to *Publications and Resources* and select *communication* from the list of issues.

3.2 Alliance Building

Alliances add value and contribute to success, especially when you are attempting to change behaviour or influence policy as part of a social movement. They can take the form of partnerships or networks and may be formal or informal. They can help you to expand your reach and give you access to additional information, ideas, skills and resources. In order to develop an effective campaign, you may need to develop relationships with new allies, even ones you have not thought of before.

3.2.1 Developing knowledge networks

You can strengthen your action on climate change through developing partnerships and relationships for knowledge and information sharing.

- **Build a network on climate change** by linking with relevant organisations such as the government departments of meteorology, environment and health, the national disaster management office and the water authority; your local university's climate change department; other NGOs and community organisations. These links will help you gather and share information on climate change science and policy.

- **Learn more about your country's efforts in implementing the United Nations Framework Convention on Climate Change (UNFCCC).** Get a copy of your country's most recent National Communication on Climate Change, which can be downloaded from www.unfccc.int/national_reports/items/1408.php

- **Get to know your climate change negotiators and your UNFCCC Climate Change Focal Point.** Work with them to organise briefing sessions for community groups and other civil society organisations (CSOs) and the media before and after they attend international climate change negotiations.

- **Collect information and data about climate change impacts and responses in your country and community.** Hard evidence is useful for designing programmes, making policy decisions, and negotiating positions (including your own for advocacy). Share the information with others but make sure you understand what you are talking about first and can convey it in straightforward, jargon-free language.

Tap into local, regional and international sources of information about climate change to get a global understanding of what is happening with climate change and how it will affect your country. Your meteorological office has a wealth of information that will be useful in developing climate change communication strategies. Visit the websites of regional and international agencies that work on climate change, such as the Caribbean Community Climate Change Centre (CCCCC). Ask these agencies to put your organisation on their mailing lists for weather-related newsletters and bulletins. If you have a community centre, display relevant information prominently.

> An *alliance or coalition* is a close association of groups or organisations that come together to take forward a common interest.

3.2.2 Tips for effective partnerships and networking

It will probably be easiest to partner with like-minded organisations. However, even if you know each other, as you enter into a more structured relationship to get something done, there are a number of things to keep in mind.

- **Identify your common areas of interest and your goal.** It is important to be clear on what you want to achieve by working together. At the very start, clearly establish your own and your partner's objectives and vision for your campaign. Make sure they are compatible.

Box 5. The Power of Numbers: The Cockpit Country Stakeholders Group

When word got out that a major bauxite company had plans to start prospecting for bauxite in Jamaica's Cockpit Country, a strategic alliance of some 20 NGOs, community organisations, educational institutions and tourism sector interest groups and more than 130 individuals, including scientists and journalists took centre stage for much of the second half of 2006. The advocacy campaign mounted under the banner of the Cockpit Country Stakeholders Group successfully drew public attention to the potential destruction of this ecologically important area and sparked public outcry about it. The efforts of the Cockpit Country Stakeholder Group prompted a national debate about bauxite mining and the protection of natural and cultural resources, and led to the suspension of the Exclusive Prospecting License that had been granted.

The individual people and organisations that came together in this strategic alliance were far more effective working as a broad-based coalition than they would have been if each one had worked on their own. Members brought to the table different skills (writing, public speaking, research), resources (scientific data, money for activities, human resources to do the work), and experience (advocacy, working with the media). They were also able to keep the issue visible for a longer period of time than may have been possible for any one group acting on its own.

Information about the Cockpit Country Stakeholders Group from www.cockpitcountry.org

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- **Be clear about the benefits of the relationship.** Alliances are only sustainable if everyone feels that there are clear benefits to be gained from working together. **For an alliance or coalition to work, the benefits to each party have to be greater than the costs.** The possible benefits include:

  - expanding your contacts through access to your partner's network;
  - increasing the scope of your activities without significantly increasing the effort to do so;
  - increasing the range of expertise that each party has access to; and
  - having the opportunity to learn from others.

- **Agree on what you would like to achieve and how you will measure this.** Jointly establish the desired outcomes (short, medium, or long-term) of your collaboration and how you will measure and monitoring its effectiveness (for example, by establishing indicators and milestones) Once you start implementing the plan, stop along the way to assess how you are doing. If you find something is not working well, consult all the partners to develop a new strategy and way forward.

- **Define roles,** building on each party's strength.

- **If the alliance partners do not have all of the priority capacities, expertise and resources needed, identify other organisations and groups that may be able to offer them to you.** This doesn't mean they have to become members of your alliance; you can arrange to get their services only when you need them.

- **Define at the start how you and your partner(s) will make decisions and how and when you will communicate.** Agree how decisions will be made, for example, by consensus or majority decision. Think about how and how often you and your partners will share information about the project and who will be responsible for making sure this happens. It may be useful to designate someone as the alliance facilitator or secretary to guide the process and keep activities on track.

- **Recognise the differences between partners.** Even though you many have come together to form an alliance to address a climate change-related issue, remember that there are differences between how organisations do things. Be flexible and remember that when groups or organisations come together in an alliance, there will always be some give and take and you will have to share power and control.

- **Put it in writing.** Once you have decided what you will work on, how, and who will do what, put it in writing so that you don't have to rely on people's memories for the details of the arrangement. Memories fade, or even fail, over time!

- Even though alliances are based on trust, you may want to **protect your organisation's intellectual property rights through legal agreements and restrictions when sharing certain information.**

3.2.3 Building alliances with people with power and influence
You may also want to build alliances with people who are in a strong position to influence your target audience. They can help raise the profile of your campaign and get more support for it by championing your cause or acting as a public spokesperson. They can also be peer advocates who can help you to establish new relationships with key individuals or organisations. In some cases, it might be appropriate to ask such people to be on your board or on an advisory committee.

People with power and influence may at first seem intimidating. They are usually very busy so it is important that when you approach them, you have done your homework to find out how what you want to achieve fits in with their specific area of interest, and how working together can be mutually beneficial. If you can't reach such persons directly, you may need a third party to help build this relationship.

3.2.4 Building alliances with agencies and individuals that can provide technical support or funding

Technical support

Seek out organisations and individuals that can provide technical support when needed.

Be proactive in developing relationships with key government agencies (including local government) so they know what climate change activities are being undertaken at the community level. This may position your organisation well to receive government grants or other kinds of support.

When advocating for change to a government policy, you may find that a technical government agency shares your position (see Box 6). You may also find that your work can support the activities of technical and government agencies. For example, community and other civil society organisations can provide data and evidence that governments can use to strengthen their case in international negotiations.

Trade unions, professional groups, and sector lobby groups are other potential allies that might be outside your regular network.

Box 6. Strategic NGO-Government Alliance for Wetland Protection in Trinidad

When NGOs in Trinidad were advocating in the 1980s and 90s to stop commercial rice farming and other illegal activities in the Nariva Wetland in Trinidad, they formed a partnership with the government's Wildlife and National Parks Section, which had been trying to work within government to achieve the same end.

The formation of alliances was critical to the advocacy process in Nariva. Collaboration the government and NGOs was effective for defining problems and possible solutions and the advocacy campaign showed that alliance-building can engender popular support and facilitate access to essential information.

Three levels of partnership were forged in the Nariva campaign: between the Wildlife Section and the lead NGO, the Pointe a Pierre Wildfowl; between those two players and the media; and among NGOs.

For more information about the strategic NGO-government alliance in the Nariva advocacy process, see Brown, N.A. 2000. Environmental advocacy in the Caribbean: The case of the Nariva Swamp, Trinidad. CANARI Technical Report N° 268. Port of Spain, Trinidad: Caribbean Natural Resource Institute. Available for download from www.canari.org/docs/nariva.pdf

Funding

Donor agencies generally have specific areas of interest and many have already made climate change adaptation and mitigation a priority issue. Select the ones that your organisation's activities fall under, and work with your community to develop a project that satisfies the donor's criteria. If necessary, get technical support or mentoring to help develop the proposal. You can also be proactive with donors: telephone or ask for a meeting or even organise a workshop with donors and other community organisations.

The private sector can also be a source of support your community activities. Some large businesses and corporations have set up foundations that can be approached in much the same way as donor agencies.

You can also approach businesses to explore having them provide in-kind donations or services, such as equipment or labour. Local businesses will sometimes offer reductions in the cost of materials and supplies. Many companies find it easier to provide in-kind support than cash. If you are having a large public event, some companies that produce or distribute items such as food and drink will make an in-kind donation in return for an opportunity to promote their company or a product they market.

Remember that businesses need a reason to support a particular cause, so do your research and target companies that might have an interest in your project because of its geographic location or the issue it deals with.

Be professional when approaching private sector organisations. If the company or business you want to approach does not have a foundation with formal application procedures, telephone the company to find out the name of the person to whom you should direct your request. You want to approach someone who makes decisions, not the person who opens the mail. Put your request in writing and follow up with a telephone call. As when approaching a donor agency, be sure to include information about your organisation and the project's goals and objectives. Set out a clear plan so that they will know how their contribution or donation will be used.

Always publicly recognise and thank the companies that support you. Part of their reason for supporting community activities is to raise their profile and increase customer loyalty. If you give them public recognition, you increase your chances of getting future support.

3.2.5 International support

External organisations can provide technical expertise and can help make your issue more visible (see Box 7).

Box 7. Alliances with International Organisations: IUCN Support to Jamaica and the Dominican Republic

Organisations in Jamaica and the Dominican Republic have, for example, successfully drawn on the resources and credibility of the International Union for Conservation of Nature (IUCN), the world's oldest and largest global environmental network, in support of local advocacy. When individuals and organisations in the western town of Negril in Jamaica set out to oppose peat mining in the 6,000 acre Negril Morass in the early 1980s, IUCN's support made it possible for them to raise the profile of their issue internationally and benefit from the expertise of a wetlands specialist. More recently, IUCN members in the Dominican Republic sought IUCN's support for their campaign against changing the status of some protected areas to allow for tourism development.

Additional Resources

For an overview of characteristics and principles of building alliances and coalitions, see:

- CUSO Saskatchewan. 1993. Building Alliances and Coalitions. Available for download from http://drproject.ca/downloads/DRP%20Building%20 Alliances%20&%20Coalitions%202009.pdf

Sources of funding or climate change-related activities in Caribbean communities:

- The *Canada Caribbean Disaster Risk Management (CCDRM) Fund* provides support to national and regional voluntary agencies and community groups as well as governmental agencies in CARICOM member states for small-scale projects at the community level to enhance disaster risk management and disaster risk reduction.
  The fund provides funding between CDN$25,000 and $50,000. For information about application guidelines and deadlines, go to
  http://www.cdera.org/projects/ccdrmf/index.html or contact:
  The Coordinator
  Canada Caribbean Disaster Risk Management Fund
  Tel: 1 246 425-0386
  Email: ccdrmf.cancarib@gmail.com

- The *Global Environment Facility Small Grant Programme* supports activities of non-governmental and community-based organisations in developing countries towards climate change abatement, conservation of biodiversity, protection of international waters, reduction of the impact of persistent organic pollutants and prevention of land degradation while

generating sustainable livelihoods. For information about application guidelines and deadlines, see the GEF Small Gant Fund Website www.sgp.undp.org or contact the GEF/UNDP office in your country.

Strategies for different target audiences

In this section you will learn how to:

- **develop local buy-in and get messages out to the community;**

- **get your message to policy and decision makers; and**

- **reach students and young people.**

4.1 Reaching your members and other members of your community

4.1.1 Building local support for your initiatives

The only way to ensure support from your community is to **involve your members and others in the community in developing the initiative – from the start.** This may be easier with communities of interest than communities that are defined by their geography. For example, in a village, people are likely to share some common interests but on many issues, they will be divided. The key is to focus on what unites people and to spend time addressing, and where possible, managing conflicts. Work closely with organisations and informal groups that already exist. If people don't think your initiative is relevant to their needs and priorities, they won't support it; or even if they do at the start, they will probably lose interest early on.

Building local support can take time and lots of interaction with your members or community. *Photo: Panos Caribbean.*

4.1.2 Making the messages relevant to the community

- **Know your community and what is important to it** such as the religions and cultural practices; its current and past heroes; unique traditions or food; a particular sport; its popularity as an area for locals or tourists. Use this information to tailor messages that make sense to how people live, work and play.

- **Tap in to local concerns** and link them to the impacts of climate change and how building resilience to climate change can contribute to solving other problems.

- **Getting buy-in takes time.** Create a presence in the community by spending time at popular gathering spots and speaking to community members. Let them know who you are and what area of work your organisation is involved in.

- **Don't just talk...listen!** Many community projects fail because inappropriate solutions are imposed on stakeholders with little meaningful participation by them. You may be surprised by the wisdom, knowledge and innovative solutions that listening to others can contribute to your communication campaigns. And it is an excellent way to build additional support.

4.1.3 Representing the views of your members and others in the community

When you speak out on behalf of your organisation or community, it is important that you reflect members' views accurately. Your credibility and legitimacy to represent them depends on trust and this can easily be lost if you put forward personal views instead of those that have been negotiated and agreed in advance.

- **Spokespersons should be identified and agreed in advance by those they will represent** based on criteria such as their contacts, experience, communications skill and familiarity with the issues.

- **Representatives should not commit to anything except what has been agreed in advance** without first consulting those they represent.

4.1.4 Getting the message out locally

- **Work with and through existing community groups and leaders,** such as fisherfolk organisations, women's groups, faith-based leaders and other popular, respected persons. If they are willing to be part of your campaign, let them select which issue or geographical area in the community they wish to work with. Support and applaud their efforts.

- **Engage people where and when they feel comfortable.** For example, meet fishers at the fishing depot rather than expect them to come to a meeting. Hold community meetings at times that don't conflict with other important household and community commitments.

- **Create linkages to groups working on disaster management and other social issues.** Work with the Red Cross or local disaster management committees or offices. In the months preceding hurricane season, for example, there are likely to be a lot of public service announcements and wide dissemination of public outreach material. You can ask other organisations or groups to distribute your material or allow you to speak at one of their meetings. Work with groups addressing issues such as health, crime, gender or livelihood to highlight the climate change linkages to their work and engage them in disseminating information.

❨❩ Box 4 on page 28 gives a list of channels (tool), activities and materials you can use to help get your message out locally and shows you which of these are included in this toolbox.

4.2 Influencing Policy, Legislation and Decision-Making

4.2.1 Why advocacy around climate change?

You may find that there are certain policies, actions or decisions being made that are affecting your community's or country's ability to deal with climate change impacts or that are even making the situation worse. Or you may want to have policies or legislation that would improve your community's or country's ability to respond to climate change upheld or introduced. You may also want to influence the position of your government or a regional inter-governmental agency on climate change in international negotiations. In order to bring about a change in any of these areas, communication is best framed as advocacy, or a set of planned activities aimed at persuading decision-makers to take a particular action.

Advocacy campaigns generally include actions aimed at engaging with and influencing policy and decision makers directly and indirectly.

Direct engagement can include meetings, position papers and policy briefs. Indirect engagement can include influencing the wider public opinion through articles and programmes in the national and local media.

Advocacy is often more effective when it emphasises dialogue rather than confrontational methods like blocking roads, persuasion rather than aggressive demands, and alliance building rather than division. This does not mean avoiding

uncomfortable and inconvenient truths, nor that advocacy should only happen behind closed doors. **One element of the success of many advocacy campaigns has been bringing issues to public attention, creating a public outcry, and getting members of the wider society to add their voices to efforts to influence policy makers to accept new ways of doing things.** Your advocacy campaign may therefore have an education/awareness component in order to get support from the general public.

() Use the steps in section 3.1 to help you develop your advocacy plan. Several of the channels, activities and materials listed in Box 4 (p. 28) can also be used in advocacy communications. Box 8 suggests channels and activities for particular audiences.

National and sectoral policies

Table 1 below shows examples of sectoral policies that affect the ability to cope with climate change and what needs to be included to adapt to it and reduce the associated risks. Other policies that need to be reviewed in the light of climate change are those for agriculture, disaster risk reduction, environment, health, land use planning, finance, education and poverty reduction.

Table 1. Policies that Affect the Ability to Cope with Climate Change		
POLICY AREA	**POLICIES THAT TAKE CLIMATE CHANGE INTO ACCOUNT**	**POLICIES THAT IGNORE CLIMATE CHANGE RISKS**
Housing	Building on higher ground. Using natural ventilation to cool buildings. Providing incentives for the use of small-scale renewable energy, e.g., small wind turbines and solar water heaters through tax breaks, etc.	Building in low-lying or easily flooded areas. Removing or not having tax incentives for using renewable energy technologies.
Tourism	Encouraging longer stay visitors. Promoting eco-tourism through investment in the preservation of ecosystems that help reduce the impacts of climate-related hazards, e.g., mangroves, and forests.	Encouraging visitors to the island on short stays/weekend breaks. Promoting the type of tourism that negatively affects the natural resources or depletes scarce resources such as water.
Energy	Supporting individual use of solar panels and solar water heaters.	Removing or not having tax incentives for using renewable energy technologies.

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Transport	Promoting low-energy forms of transport, e.g., cycling, shared cars, hybrid cars, energy efficient cars. Discouraging the use energy-intensive vehicles such as SUVs through higher taxes. Developing public transport.	Tax regimes that don't discriminate in favour of more energy-efficient vehicles.
Food Security	Promoting and supporting local production of agricultural goods.	Tax and duty regimes that encourage reliance on foods imported from overseas.
Water Supply	Encouraging water conservation, e.g., through metering and public education.	Flat rate tariffs that encouraging over-use of water Poor maintenance of the distribution infrastructure (pipes).
Infrastructure	Ensuring roads have runoff/drainage systems.	Building roads that do not have runoff/drainage systems.

Adapted from Tomkins, E., S. A. Nicholson-Cole, L. Hurlston, E. Boyd, G. Brooks Hodge, J.Clarke, G. Gray, N. Trotz, and L.Varlack. 2005b. *Surviving Climate Change in Small Islands: A Guidebook*. United Kingdom: Tyndall Centre for Climate Change Research

4.2.2 Who are the target audiences for your advocacy campaign?

Your target audiences will depend on the focus of your campaign but are likely to include:

• **Ministries, Other Government Agencies and Local Government Authorities,** and particularly those whose policies most affect climate change (see Table 1). The person responsible for communication and information in each ministry, as well as the government agency responsible for disseminating government information are also important targets. Local government authorities also need to be targeted as they often control local planning decisions.

• **Political Representatives** (*e.g., elected members of parliament, senators, deputies, mayors, councillors*) need to be made aware of the impact of climate change on the individuals and communities they represent and lobbied to both implement appropriate policies and take action at community level to adapt to these changes and mitigate their impact.

• **Private Sector**
Businesses also have a role to play in responding to climate change by making sure that their practices and operations are not damaging or weakening important ecosystems. The private sector also has a role to play in mitigation by shifting to low-carbon technologies.

• **Mass Media** ☾☽ See Section 5.1 Make the Media Work for You.

Box 8. Examples of Advocacy Target Audiences, Message Points, Channels and Activities

Target Audience	Message Points	Channels and Activities
Decision Makers (ministries, other government agencies and local government authorities, elected members of parliament, senators, deputies, mayors, councillors)	• Messages to decision makers should be short, concise and persuasive. • Even if the decision maker is not a politician, it can be beneficial to communicate how your proposal enhances his or her political or social standing. • Economic arguments such as potential budgetary savings or benefits are always good to include when possible. Policy makers will also want to know what action you would like them to take and who else supports your proposal.	• Formal or informal face-to-face meetings • Informal conversation at social, religious, political or business gatherings • Letters: personal, organisational or coalition • Briefing meetings • Programme site visits • Fact sheets • Newspaper articles, editorials • Peer advocacy – having them talk about the issue with an influential person they respect and trust about the issue
Private Sector	• Messages to private sector decision makers should be short, concise and persuasive. • Use economic arguments that relate to the company's profits or bottom line. • Try to find 'win-win' solutions that will be beneficial to both parties.	• Formal or informal face-to-face meetings • Informal conversations at social, religious, political or business gatherings • Letters: personal, organisational or coalition • Briefing meetings • Peer advocacy – having them talk about the issue with an influential person they respect and trust about the issue
Radio, Television and Print Media Journalists	• The media are generally interested in new, groundbreaking information or how an issue relates to a current event. The press generally likes to know how a situation affects individuals, often reporting "human interest stories."	• News releases • Press conferences or media events • Issue briefings for journalists • Graphics or illustrations • Fact sheets or briefing documents • Media packets or press kits • Data and access to experts

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4.2.3 Formulating your advocacy message

The tips for developing clear communication messages in section **3.1 Developing a communication plan** on page 25 can help you develop your advocacy message(s), but there are a few other things to keep mind:

Have a specific person in mind as you refine your message for a particular audience. For example, don't think generally about influencing your local government authority to take action. Think about convincing an actual person within the authority - Mayor X or Councillor Y. What do you know about this person? What are the types of issues they respond to? Can you create a link between your issue and their pet concerns? What kind of words will make them react?

Be consistent: Your messages need to be consistent. Regardless of the channels (tools) and activities you use for your advocacy, what you say has to be consistent so people are hearing the same thing about what needs to be done to address your concern. Make sure your messages stress the same things over and over again.

Remember the three-minute rule: Make sure you are able to summarise your advocacy message. If you were sitting in a car with the government minister whom you were trying to convince to take action and had only three minutes to get your message across to him/her, what would you say?

Use of multiple pathways: The most effective advocacy campaigns use a variety of channels (tools) and approaches to get their message out. You may make a presentation to parliament, have a letter writing campaign in the newspapers and organise a public march – all on the same issue. Get as many stakeholders as possible involved in these multiple activities. **A successful advocacy campaign addresses three distinct groups that influence each other:**

- **opinion leaders**
- **the public; and**
- **the media.**[14]

◗◖ Also see Section 3.2 Alliance Building

📚 Additional Resources

For tips on successful advocacy communications for the non-profit sector, see:

- Fenton Communications. 2001. Now hear this: The nine laws of successful advocacy communications. Washington DC: Fenton Communications Available for download from http://smap.ew.eea.europa.eu/test1/fol597352/now_hear_this.pdf

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[14] Academy for Educational Development. n.d. Drawing attention to pandemic influenza through advocacy. Produced by the AI.COMM Project. Washington, D.C.: Academy for Educational Development

Even though this booklet focuses on influenza, it gives a good overview of the advocacy process and suggests strategic activities and messages that can be used to reach different audiences. It can be used regardless of the issue, the size of your organisation, or the resources you have.

- Academy for Educational Development. n.d. Drawing attention to pandemic influenza through advocacy. Produced by the AI.COMM Project. Washington, D.C.: Academy for Educational Development. Available for download from http://www.pandemicpreparedness.org/uploads/PanFlu_Advocacy_Guide_6068.pdf

The tools and guidelines in this manual have been prepared by the international NGO CARE for its staff members, but it provides information that can be used by others, including how to analyse policy issues and select issues for advocacy.

- Sprechmann, S. and E. Pelton. 2001. Advocating tools and guidelines - Promoting Policy Change. A resource manual for CARE Program Managers. Corporation for Assistance and Relief Everywhere, Inc. (CARE), Atlanta: USA Available for download from http://www.care.org/getinvolved/advocacy/tools.asp

4.3 Getting Your Message out to Schools and Young People

Young people are likely to be those most affected by climate change over the long term and can be also be effective advocates with their peers, teachers, parents and wider family. Schools are a good starting point and you may want to target them directly or just let them know that you can be a resource to the teachers and administration as needed.

There are also many youth groups, including boy scouts and girl guides and groups formed around common interests such as hiking clubs, vacation camps and youth arms of faith-based organisations.

4.3.1 Identifying and communicating with your target groups

The first step is to identify the schools and youth groups in your area. You will then need to decide which age groups should be targeted or prioritised, using Table 2 as a guide.

Table 2. Determining which Age Groups to Target

TARGET ALL AGE GROUPS IF YOUR ORGANISATION OR COMMUNITY GROUP	TARGET ONE OR TWO AGE GROUPS IF YOUR ORGANISATION OR COMMUNITY GROUP
• Has the time, expertise and resources to develop tools and sessions to engage all age groups. • Adopts the strategy of influencing children by interacting with them over a longer period of time. • Prioritises the youth groups as these usually offer opportunities to interact with children of different ages.	• Cannot stretch its abilities and resources or devote the time to develop a range of tools and techniques to deliver sessions for all age groups. • Has specific skills to suit a particular age group. • Prioritise a particular age group as the most important to target.

Piloting sessions with different age groups can help to uncover where your strengths lie.

Once you have prioritised your target audiences, you will need to consider the best way to approach teachers, principals and leaders of youth groups. Suggested approaches are identified in Table 3 below.

Table 3. Approaching Teachers, Principals, and Leaders of Youth Groups

WHO	BEST APPROACH AND WHY
Pre-School Principal. These people tend to be easier to access as the number of students under their charge is small.	• Call to arrange a meeting. • At the meeting, gain a commitment for the community group to conduct an awareness session. • Follow up with a courtesy letter.
Primary and Secondary School Principals - it may be difficult to meet principals of very large primary schools and secondary schools.	• Approach the teacher most likely to be interested in your project, discuss the activity with them and get their buy-in. • If buy-in is obtained and a commitment is given, follow up with a courtesy letter to the principal. • If buy in is obtained but a commitment cannot be given, follow up with a formal letter to the principal mentioning the meeting with the teacher, provide contact information and a general outline as to the group's objectives for conducting the session; additionally request a face-to-face meeting with the principal in order to gain commitment. • Check to ensure that correspondence sent was received.
Scout/ Guide Troop Leader **Church Youth Group** **Youth Club and Groups** **Vacation Camp** **Other**	• Call to arrange a meeting. • Hold a face-to-face meeting with the main purpose being to gain a commitment for the community group to conduct an awareness session. • Follow up letters may not be necessary.

Getting permission from parent bodies

If you are interested in working with a large number of schools or specific youth groups, you may choose to get permission from parent organisations (for example from the Ministry of Education for schools, or the Scouting Association's Headquarters for scout troupes etc.) to access your target audience.

Even if you get verbal agreement for what is proposed, you must also have written permission.

Permission is usually granted for a single academic year. Requests for permission for the next academic year must be made in advance to ensure that approval is received in a timely fashion.

Overcoming rejection

If a school or youth group or ministry refuses to allow your group to deliver an awareness-building session, ask for an explanation. Usually, schools are faced with a large number of distractions during a school term and principals may see sessions by external groups as further competition for the attention of students whose primary focus should be on achieving the objectives of the curriculum. Youth groups may not see the value in learning about climate change. If the target audience is important to your communication strategy, you may want to re-strategise your along the lines outlined in Table 4 below.

Table 4. Strategies for Overcoming Rejection

REASON GIVEN	RE-STRATEGISE
• Crowded academic year	• Apply for permission well in advance of the next academic year
• Will require too much time away from class work by teachers and students • The community group is an unknown and the ministry is hesitant • Uninterested	• Tailor or adjust approach so that it will be less time consuming • Ask to conduct a pilot with schools/ youth groups that are interested and evaluate outcomes then approach the ministry/ youth group's parent organisation with evidence to support the value of the proposed activity • Devise an activity/series of activities that could be integrated into a lesson plan, e.g. an integrated science experiment, drama class etc. • Invite the ministry/youth group's parent organisation to see the group in action and show them why your work is important • Champion your cause with persons who can positively influence the decision makers

4.3.2 Planning and delivering educational activities

Once your group has gained permission, it may be useful to discuss the questions in Table 5, with the teachers or group leaders.

Table 5. Questions to Ask Before Putting Together a Session for Students	
QUESTION/ ISSUE	**REASON**
How many students will be involved?	Ask if a class can be split into groups and then divide activities to occupy the groups simultaneously, (15-20 children represent a good group size for one facilitator to effectively interact with). For very large groups, negotiate to conduct multiple sessions.
What is the age range of the children?	The answer to this question will assist you in better preparing an appropriate session.
Type of environment	Older schools in the Caribbean may consist of a single large room with dividers separating the classes while newer schools may have darkened spaces for facilitating multimedia. Plan your activities around limitations and ensure that there is minimal noise and other disturbance to the rest of the school. The same applies to youth groups.
Does the class room need to be arranged?	Teachers are usually willing to rearrange the room to suit your needs. It is important to discuss this in advance as it can be disruptive to others.
Are any or all of the children mentally or physically challenged?	It is important to understand what the students are like in order to tailor activities to their abilities.
Is it possible to take the children out of the school?	If children become injured or ill while outside of school, liability issues may arise. Usually permission must be sought at the level of the ministry before students are taken out of school and parental consent must be obtained for both schools and youth groups.

Despite careful planning, sessions can go wrong – there may be a power disruption, school may be cancelled due to an emergency, or students (especially young teens) may be difficult to control. You may have to put your carefully made plans aside in the face of complications and think afresh in order to deliver a session.

4.3.3 Tailoring your message and activities to young people

Young people can be very passionate about the issues they embrace, but they are also very selective about these issues. As with any audience, however, young people are motivated to act when they understand what is in it for them, or what is at stake for them.

• **Ensure your message and activities are age-appropriate.** Even though we talk about students and young people as a group, there are very different audiences within this larger group. Message and activities for 9 – 12 year olds,

would not appeal to 15 – 18 year olds, and how you would approach 18 – 25 year olds would be different still.

- **Use language that is familiar and acceptable** to young people; try not to preach at them or sound too formal and stiff.

- **Use peers and champions as messengers.** Young people often listen to what other young people have to say and many look up to performers and sports personalities.

- **Use popular culture.** Many young people are receptive to messages transmitted through popular culture (( ) see Section 5.3 Using Culture).

- **Use technology.** Community groups don't have to restrict themselves to the classroom to get messages out to young people. ( ) The interactive technologies highlighted in Section 5.4 Using Technology to Get your Message Out are good channels to use to reach young people as they use many of them in their day-to-day socialising with friends and peers.

- **Reach out to young people where they meet and congregate.**

- **Make issues come alive** in order to capture and hold students' attention. Hands-on projects like those described in Box 9 help bring issues to life and **show young people how they can take action.**

Box 9. Climate Change Awareness through Science and Education Programmes for Students

Science and education programmes and in-school competitions are good vehicles for teaching children about climate change. Here we look briefly at two international programmes in operation in the Caribbean.

Sandwatch

Sandwatch is a volunteer network of schools - students, teachers and principals; youth groups; and non-governmental and community-based organisations that work together to protect and monitor and enhance beaches environments. It started in the Caribbean in 1999, and has become an inter-regional activity involving islands as far apart as Cook Islands in the Pacific, Seychelles in the Indian Ocean, and the Bahamas in the Caribbean; as well as countries in Europe, Africa, Asia and South America. The Sandwatch vision is to change the lifestyle and habits of children, youth and adults on a community-wide basis, and to develop awareness of the fragile nature of the marine and coastal environment and the need to use it wisely.

Participation in Sandwatch is open to primary and secondary schools, youth, church or community groups with an interest in monitoring and protecting a beach. The Sandwatch approach involves four main steps: (1) Monitoring the beach, (2) Analysing the results, (3) Sharing the findings and (4) Taking action. Some basic methods for monitoring different aspects of the beach environment include: observing the beach and preparing a sketch map and collecting data on: beach use; debris; water quality; erosion and accretion; beach composition; waves; longshore currents; plants and animals.

Once a beach has been monitored for a period of six months to a year, Sandwatchers share their findings with other groups, such as: other classes in the same school; other schools, members of the local community and community organisations; government agencies and NGOs. Presenting the results to the target group requires careful preparations. PowerPoint is a very powerful tool if the students are sufficiently advanced, although it is not the only visual tool available. Displays, physical models, art work, stories, poetry, drama and music are other ways of depicting the results. Presentations can be combined with a visit to the measured beach to provide firsthand insight into the issues and findings being discussed. Sandwatchers have also used conferences, exhibitions, exchanges and fairs to get word out.

Sandwatch makes science come alive. Volunteers are involved in scientific monitoring of their beaches, including testing water quality as shown here, but the programme also uses creative and innovative ways to educate students and community members and to keep them involved in the monitoring activities
Photo: Paul Diamond.

The Global Learning and Observations to Benefit the Environment (GLOBE) Program

The Global Learning and Observations to Benefit the Environment (GLOBE) Program provides equipment to schools to collect, share, and analyse weather and environmental data. Students are trained to collect data in the following areas of study: atmosphere/ climate; hydrology; phenology; soil; and land cover biology etc. GLOBE provides students with the opportunity to gain hands-on experience in data collection concerning climate issues. The information collected feeds into a global network of environmental data that is used by students and researchers. In addition to data collection, students can work on specific projects developed by GLOBE. The community of GLOBE schools meet in different countries to share their experiences and what they have learnt.

One of the 30 participating GLOBE schools in Trinidad and Tobago is the Couva Government Secondary School. The school has established a meteorological station on its compound and students take weather readings at 12 noon each day (including weekends and holidays). The students also test water quality in the nearby Couva River, which runs along the Point Lisas Industrial Estate. The data is uploaded to the GLOBE website and students prepare reports, maps and graphs using the data collected.

4.3.4 Supporting curriculum delivery

Schools sometimes approach organisations and groups to supplement the curriculum and support their school clubs.

Most Caribbean schools use a shared national or regional curriculum that includes references to climate change. For example, the secondary examinations of the Caribbean Examinations Council refer to climate change in chemistry, physics, biology, geography, environmental science and Caribbean studies subjects. You can support teachers in building awareness on climate change by providing relevant information in accessible formats, as school teachers today may not be fully trained or equipped to teach about climate change; leading United Kingdom scientists have said that, the teaching of climate change and global warming in schools is dogged by "omission, simplification and misrepresentation."[15]

School clubs

Some schools may have environmental clubs that you can engage these clubs in continuous activities including lectures and hands-on activities within the school and community.

Additional Resources

To join Sandwatch or for information about its work and approach, go to http://www.sandwatch.ca Also see:

- Cambers, G. and P. Diamond. 2009. Sandwatch Manual: Adapting to Climate Change and Educating for Sustainable Development. UNESCO/Ministry of Foreign Affairs of Denmark. Available for download from http://www.sandwatch.ca/New%20Sandwatch%20Manual/Manual.pdf

For information about the GLOBE Program, go to http://www.globe.gov

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[15] Garner, R. 2007. "Top scientist criticises climate-change teaching". The Independent, 22 January 2007
http://www.independent.co.uk/news/education/education-news/top-scientist-criticises-climatechange-teaching-433144.html
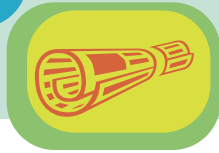
Tools and techniques for strengthing your message and reaching a wider audience

In this section you will learn how to get your message across by:

- **working with and through the media;**

- **using culture as a communication tool;**

- **preparing your own newsletters; and**

- **using the Internet and other technologies.**

5.1 Make the media work for you

Using the mass media (radio, television, and newspapers) is an effective way to publicise your events as well as raise awareness of issues. Many reports about climate change in our local media come from outside the region. We need more information about the impacts of climate change and how particular weather events and other phenomenon fit a pattern of rising risk due to climate change in the Caribbean. We also need more information about what people are doing to address these issues. This will help audiences better understand what climate change means in their lives and what they can do about it.

Regularly submitting environmental related articles to local newspapers and being available to speak on climate change and related issues on local television and radio are excellent ways to keep the public engaged and informed about your goals.

You can work through your national media as well as regional and community media. Go back to your communication objectives and your audience profile (see pages 26 & 27) to help you decide whether you should use radio, television, or print (or a combination of the three). You will also need to decide whether to target your message at the national, regional or community level and which stations or newspapers would best suit your objectives.

Remember that some media houses, especially radio stations, target specific audiences, so keep this in mind as you chose which media house to work with and through on a particular issue. If you are trying to reach young people, you are better off using the radio station that is popular with the under 25s, rather than the one that plays oldies but goodies.

5.1.1 Building relationships with the media

Effective media relations involve building an ongoing relationship with journalists and media houses (television and radio stations and newspapers). This will help you to become an approachable, reliable source of information for journalists. It is best when you take the initiative and make contact, rather than wait for journalists to make enquiries. Media houses do not have many reporters in rural areas and therefore appreciate having reliable sources of news at the community level.

Keep these tips in mind as you set about building a relationship with the media:

- A journalist always wants to find a way to make his story different from his colleagues on other publications. Try to give him/her this angle. Always remember though that while journalists write stories, the editor makes the final decision about what gets published and this is motivated by what they think will sell.

- Your event will most likely be picked up when it ties in with a hot topic or international day. For example, the media is more likely to cover climate change events near or on World Environment Day in June. Avoid trying to get coverage at the time of other key news events, such as elections, the budget debate in parliament etc.

- Get your facts right and ensure your information is correct and trustworthy. It is important for your journalist contacts to know they can trust the information they get from you. If you tell a journalist that all 40 farmers in your community have had to leave farming because of the current drought conditions and it turns out that only two have changed their occupation, they won't consider you a credible source of information in the future.

- Pay attention to newsworthiness. Don't waste a journalist's time and patience by running to them each time you *think* you have a story. Only approach them to cover an issue when you have a story that will be considered news. In other words, it should be new, important or unusual, and informative.

- Find out the deadlines of the journalists and media houses that you want to target so you can be sure to get information to them in good time. Weekly and monthly publications prepare their issues weeks and months in advance. Television and radio programmes need material at short notice. Daily journalists will have deadlines that they need to meet and these may be very tight.

- Reporters are very busy and often do not welcome phone calls when they are trying to meet their deadlines.

- Knowledge of the journalist/programme/media house will give you a good insight into a particular journalist's areas of interest. Make a note of the reporters whose stories often cover the environment. Remember to look not just at environmental reporters, but also at business, social and political affairs reporters. Watch the television programmes and listen to the radio programmes on which you would like a story to appear.

- Build a personal relationship with journalists. Invite journalists to visit your community when you have nothing specific to 'sell' to them so they can get to know it and learn about its issues, without the pressure of having to produce a story or article. You could invite them to take part in a community work-day or volunteer activity.

5.1.2 Writing good media advisories and press releases

Media advisories and press releases are the usual ways of letting the media know about an upcoming event and they can also be a good way to develop a relationship with a journalist.

Whenever you have a special event, such as a function with a guest speaker, a field trip, or a training session, prepare and send out a media advisory or press release to your target media outlets - newspapers, radio and television. The press release should be sent out a week before the scheduled event, in order to give the media a chance to publicise it before the event takes place, and to send a representative or reporter to cover the event.

If the media don't send reporters, cameramen or photographers to cover your event you should write a short news article yourself and send it to them. Invariably they will use your story, especially if it is short, to the point and accompanied by several photographs of students or community members listening to a guest speaker or learning some new technical skills or working to improve the local environment.

A media advisory informs the media about an upcoming event, like a press conference. It is brief and concise and states:
- "Who," (who is organising the event/activity)
- "What", (what the event or activity is)
- "Where", (venue/where it will be held)
- "When," (date and time) and
- "Why" (why it is newsworthy e.g. what will take place/which guest speaker will be there etc.).

It is like an invitation.

A press release, on the other hand, is like a mini news story. It should read like an article with quotes and facts and should be suitable for publication as a brief article as well as providing enough background for a journalist to develop a longer article. Some media houses in the Caribbean are so short staffed that they will use most, if not all, of a well written press release. Keep this in mind as you write.

Your release should provide key facts and highlights about your issue or activity. Use quotes to enhance the press release. Keep it short. Try to limit your press release to one page and definitely no more than two. Use simple and clear language. If you have never written a press release before, spend some time looking at news articles in your local paper to get a feel for how news items are presented.

The press release should also answer the questions Who, What, Where, When and Why. Your most important information should always be in the top sections of your release.

Press releases are often sent alone, by e-mail, fax or post and can be included in press kits.

You can also send background material about the issue, such as a brochure or pamphlet, with your press release.

Both your press release and media advisory should have a contact name and telephone number so that the journalist or reporter can follow up with you.

5.1.3 Formatting your media advisory and press release

There are fairly standard formats for media advisories and press releases. It will help your credibility and chances of being published if you use them when presenting your material. Here are a sample media advisory and press release to help guide you.

Figure 2. Sample Media Advisory (or Press Invitation)

Organisation Name or Letterhead

Panos Institute Caribbean

Indicate that it is a media advisory

MEDIA ADVISORY

Indicate that it is for immediate release and include the date sent.

FOR IMMEDIATE RELEASE 04 August 2009

Contact: Name Here, Title
Tel:
Fax
Email:
Website: (if available)

Contact information

Headline

Entertainers debut their climate change messages
Voices for Climate change kicks off public education campaign

EVENT: Launch of national public campaign on climate change to educate Jamaicans on the issues and impacts associated with climate change to help with adaptation planning, and debut presentation of the campaign's theme song and music video with more than 25 local artistes including Tony Rebel, Muta Baruka, Lloyd Lovindeer.

A brief paragraph about your event.

Immediately following the launch, popular singers Mr. XYZ and Ms. ABC will be available to answer questions from the media about the campaign.

If your event includes a community tour or the opportunity to interview persons who might be of interest to the media, say this here.

DATE: Tuesday, 11 August 2009

TIME: 7.00 p.m.

Insert date, time and location.

LOCATION: Mona Visitor's Lodge, UWI

DIRECTIONS:

If the venue or location of your activity is not well known, or if you are inviting people from outside the local area, provide directions to get there.

FOR MORE INFORMATION [OR TO SCHEDULE AND INTERVIEW] CONTACT:

Name and telephone number of contact person (s)

Figure 3. Sample Press Release

These words should appear at the top of the page, in upper case letters. If you don't want the story to be made public yet, write "HOLD FOR RELEASE UNTIL ...." or EMBARGOED UNTIL [insert date] instead.

The release date is the date you are allowing the press release to be published/broadcast. Most journalists honour embargoes; useful when you are holding a press conference or publicising the launch of an event, report, anniversary, etc.

Organisation Name or Letterhead

Panos Institute Caribbean

NEWS RELEASE

FOR IMMEDIATE RELEASE

Headline. Just like a headline in a newspaper. Make sure this describes the content of the story.

**Entertainers Debut Their Climate Change Messages
Voices for Climate Change Kicks Off Public Education Campaign**

City, State/Country - Month Day, Year - These details precede the story and orient the reader.

Lead sentence and opening paragraph:

The lead sentence should grab attention and the opening paragraph should include the "who, what, when, where and why" of the story. The lead of a good press release should give a journalist all s/he needs to know to get started.

Kingston (Panos) 04 August 2009 – More than 25 Jamaican artistes (including Tony Rebel, Muta Baruka, Lloyd Lovindeer) will show off their collaborative efforts at the launch of a national public education campaign on climate change next Tuesday, 11 August 2009 at the Mona Visitor's Lodge, UWI.

The artistes, who have participated in two training workshops and a field trip on climate change, have produced a strong package of information designed to educate the Jamaican public. The package consists of:

1. A theme song titled Global Warning, written by Lloyd Lovindeer and arranged by Grub Cooper of the popular group Fab 5.
2. A series of public service announcements, written mainly by the artistes.
3. A mini album of songs on climate change.
4. A music video to accompany the theme song.

At Tuesday's launch media and invited stakeholders will be treated to a live performance of the theme song as well as a half hour 'teaser' concert by the artistes.

The rest of the body text should include any relevant information to your issue or activity. Also include facts and figures, if appropriate, and quotes from members of your organisation or group, or experts, or community spokespersons

Try to make your release no longer than 1 page but if it ends up being longer, use the following at the end of page 1. It should be centred as shown here.

- more -

Entertainers debut climate change messages (page 2)

The launch falls under the **Voices for Climate Change Project** being implemented by Panos Caribbean and the National Environment Education Committee (NEEC) with partner support from Christian Aid. It is partly funded by the Environmental Foundation of Jamaica, the United Nations Development Programme and the Meteorological Service of Jamaica. Climate change, changes in the weather over a prolonged period of time mainly due to manmade activities, is expected to strongly affect Jamaica and other small island Caribbean states.

The public education campaign will educate Jamaicans on the issues and impacts associated with climate change to help with adaptation planning. Climate change impacts include rising sea levels, changes in weather patterns, more intense hurricanes as well as health hazards like increased transmission of vector-borne diseases such as dengue and malaria. These impacts seriously threaten development prospects for countries like Jamaica and other small island Caribbean states, which are on the global hot-spot list for climate change.

ENDS [or ###]

Use ENDS or ### at the end of the press release to show that it is finished. It should be centred as shown here.

News peg: *(optional, but recommended)*

A new 'peg' or 'hook' links your story to a current event or issue and makes your story news. It helps a journalist or editor understand what makes your story important at this time and why it should be published now. Examples of news pegs include:

- *Observance of a national or international commemorative day or week, such as World Wetlands Day or World Environment Day, Earth Day, or Disaster Preparedness Week*
- *the release of a new national, regional or international survey or study*
- *an Act of legislation*
- *a public protest*
- *a townhall meeting*
- *the start of a season – hurricane season, harvesting season for a crop that might be stressed by climate change*

Additional information

Often, what is known as 'boiler-plate' copy - additional paragraphs offering background information to the story - may be appended at the end of the release. Ensure that this extra information does not, however, distract from the news aspect of the item you want published.

For more information
Contact:

Name, telephone number, email of contact person(s), organisation address and web site, if available

About [Panos Caribbean]

[Organisation name]

Information about your organisation/ your organisation's history in one short paragraph

Panos Caribbean is a non-partisan, non-profit international organisation that works to strengthen civil society in the Caribbean and Central America, as well as other parts of the world, by helping grass roots journalists to cover under-reported and misreported issues responsibly and in depth. Its aim is to broaden participation of all sectors of society in public debate on sustainable development. Panos Caribbean has its headquarters in Haiti and an office in Jamaica.

5.1.4 What to do after sending a press release

- Follow-up with a telephone call. Never assume that your press release or media advisory has been received by the reporter or editor. Always telephone and check to make sure that it has reached the news desk or news editor or your contact at the newspaper.

- If you want to have a conversation with the reporter or editor to whom the press release has been sent, ask if the person is "on deadline". If the reporter is on deadline and trying to complete a story, find out the best time to call back and end the conversation quickly but politely.

- When you are able to have a conversation with the reporter or editor, ask if you can provide any more information or if they would like to talk to someone directly involved in the subject. Try and find out if the release was received positively or negatively. If the answers suggest a negative reaction, thank the reporter for talking to you. You might say something like, "Thanks for talking with me. Even though our event wasn't of interest to you this time, we'll keep you informed about future events in case those are of interest to you." If the reaction is positive, you could say something like, "Thanks for your interest in covering the event and we look forward to having you."

5.1.5 How to give a good radio or television interview

Think of an interview as structured conversation; it is not something to be afraid of. Remember, most interviewers simply want information that you have, and if you cooperate with each other, an interview is normally painless. An interview must have a specific purpose with specific content and be aimed at a fairly specific audience.

Journalists use interviews to gather information and to make their stories more interesting. Interviews often add a human element. At the scene of a disastrous flood for instance, the camera usually first focuses on the scene and then the reporter introduces the facts before talking to someone who was 'on the spot.'

When doing an interview, remember the following:

- **Be prepared.** If you know in advance that you will be interviewed, prepare for it. Make a brief outline of the points you wish to make. If there is time before the interview, you should give the interviewer a quick overview of those points without going into detail.

- **...but, beware the temptation to 'go over' the interview beforehand.** If you do this, you are likely to sound rehearsed and insincere. And you are likely to lose your good lines when the real interview begins because they will sound stale to you.

- **Repeat your main point...in different ways.** The more you repeat your main point, the more likely the radio or television audience is to remember it. A print journalist will understand it is a key issue and should include it in her/his story.

- **Forget about the microphone.** Talk to the interviewer. He or she is the most important person in your life at this moment. If you are in a radio interview in the studio, once the studio manager has set the equipment to your voice levels and placed the microphone, just talk to the interviewer. Don't be distracted by the microphone, even if the interviewer has to move it between you and her/him.

- **Keep background noise to a minimum.** If you are being interviewed over the telephone, turn of your radio and television and try to ensure that there are no loud conversations or other noises in the background.

- **Trust the television director.** A good television director will place his cameras so that he/she takes advantage of the best angles. You don't need to worry about that, especially since most people have only ever seen themselves full face. You may be pleasantly surprised by how you look from another angle.

  If you allow yourself to be distracted by the cameras or by other people in the television studio, no matter how important the message is, the viewers will be concentrating more on your apparent fidgetiness than on your message.

- **Be straightforward.** Answer questions honestly and clearly and use plain language.

- **Don't try to bluff it or pretend you know something if you don't.** If you are asked a question to which you do not know the answer, be up front and say so. Everybody will understand. If you try to dodge the question, on the other hand, the interviewer may think you are trying to hide something and come after you trying to force you to answer.

Additional Resources

For information on how to become more active and effective in relations with the media, see:

- Jempson, M. 2004. *Working with the media: WHCA action guide.* Somerset, UK: The MediaWise Trust and World Health Communication Associates Ltd.

Although this pocket-sized 98-page guide is aimed at those working in the health and environment sector it will prove useful in many other sectors as well. Available for download from http://www.env-health.org/IMG/pdf/English_final-2.pdf

5.2 Using culture

Culture is a very powerful tool for communicating social messages, especially in the Caribbean where we have many vibrant forms of popular and traditional culture. Popular culture reflects the lifestyle and tastes of the majority of people (often those under 35). In the Caribbean, popular culture is expressed through music (Reggae, Soca, Zouk and Kompa), and the arts (dancing, poetry, painting and ring games). Because so many people relate naturally to messages transmitted using popular culture it can be an ideal way to start spreading information about the complicated issue of climate change in catchy, easily-understood language. For example, in 2008 the Environmental Management Agency in Trinidad and Tobago introduced a Secondary Schools Eco-Song Competition to stimulate interest in environmental issues among secondary school students. The Eco-Song Competition is open to popular genres such as Calypso, Soca, Chutney, Chutney Soca, Speech Band and Rapso.

Popular theatre can help communities identify issues of concern related to a particular situation and analyse how they can bring about a change *Photo: Panos Caribbean.*

5.2.1 Moving forward with your edutainment plan

The term that is sometimes used to refer to the use of the arts and culture to educate is edutainment (educational entertainment). ❨❩ The steps for developing a communication plan in Section 3.1 will help you with your edutainment activities. You will also need to:

- **Do an assessment of popular entertainment in your community.** Do community members come out more for plays, or live performances, beauty pageants, football or cricket matches? Do a quick survey to find out the three most popular types of entertainment.

- **Identify and approach your messengers or climate champions,** bearing in mind the most popular forms of entertainment in your community. It could be that you start with the footballers, the deejays and singers, whether established or rising stars. Sometimes up-and-coming performers are willing to work on projects that will give them added exposure.

Remember that whatever cultural form you use, your message needs to be tailored to the specific target audiences in your community.

Practical application tips:

A. Using popular theatre

If you decide to use a skit to get your climate change message out, bear in mind the following:

- The storyline should have strong characters in a clearly defined context.

- Conflict usually holds a skit together. On the surface, a skit's storyline is normally about trying to reach a goal and whether a character or characters will do it. The creation of doubt on the character's ultimate success increases audience interest as they want to see the conflict resolved. For example, Farmer Ben and Mr. Brown could work out a way to share water after they get into an argument over the small amount of water left in the community tank.

- If possible, have a theatre-in-education professional conduct training with your group and potential actors. This will build skills and boost their confidence to share climate messages through drama.

B. Using song

If you decide write a song with a climate change message, then think about:

- Keeping the lyrics simple but engaging; they should encourage the listener to find out more about climate change. Trying to pack too much information into the song may lose people.

- Using a 'catchy' chorus that is easily remembered.

- Hooking it to an already familiar song. For example, the lyrics could be set to the tune of a popular folk song known in the community. Remember, however, if you are using somebody's arrangement of the tune or a currently popular song or "rhythm", there could be copyright issues involved.

Box 10. Culture at Work: The Voices for Climate Change Media Project

It all began in the in the community of Laborie, St. Lucia back in October 2007, at a workshop co-facilitated by the Caribbean Natural Resources Institute (CANARI) and Panos Caribbean, which brought together Caribbean professionals from the arts, journalism, non-government organisations, scientific research organisations and community groups to talk about how to transmit messages on climate change using Caribbean talent and culture.

The workshop participants decided to put their words into action and developed a short play on climate change for public presentation. A script was written and brought to life by novice actors and actresses under the guidance of a representative of ASHE.[16] Using song, dance

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and storytelling, the workshop participants came up with a vibrant piece that attracted a lot of interest and sparked lively discussions in Laborie market place.

The team from Jamaica was inspired by this result and decided to do something similar at home. Six months later, the Voices for Climate Change Project was born. The National Environmental Education Committee (NEEC) and Panos Caribbean developed this 18-month project to increase climate change awareness among Jamaicans and support adaptation planning. A major component of the project is the use of popular artistes to reach the large segment of the society that might not relate or respond to climate change messages transmitted via traditional media. The project, which runs from September 2008 to August 2010, also includes targeted sectoral interventions, including engagement with government officials.

The Voices for Climate Change Project now has 25 popular entertainers on board. Getting them involved took a little time and persistence as the entertainers' performance and recording schedules place heavy demands on their time. But once the first 8 to 10 artistes made the commitment, they spread the word and in a few weeks the others signed on.

In order for the artistes to be effective messengers, they needed to have a good understanding of climate change and its impacts. NEEC and Panos Caribbean organised training workshops for the performers where key concepts were explained and issues discussed. The artistes also went on a field trip where they were able to see for themselves what the threat of climate change means for vulnerable communities. They were then able to produce songs and public service announcements that encourage Jamaicans to take action.

Halfway into the project, the productions so far are:
- A climate change theme song written by popular Jamaican singer/songwriter Lloyd Lovindeer;
- A music video of the theme song featuring the artistes;
- Ten radio public service announcements on climate change; and
- A mini-album with six songs on climate change.

The artistes are now taking their messages into schools and communities island-wide entertaining audiences and urging people to take action on climate change. To hear the theme song and see the video, go to http://www.youtube.com/watch?v=M-5NGTSzTJs

Singers K'alee and Shane Bedward entertain students at the Cascade Primary School in Jamaica during a climate change tour under the Voices for Climate Change Project.

Photo: Panos Caribbean

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[16] The Ashe Caribbean Performing Arts Company is an internationally acclaimed professional performing arts company committed to entertainment, edutainment (educating while entertaining), community transformation, youth empowerment, and social development. Based in Jamaica, Ashe is committed to Afro-Caribbean cultural preservation and renewal through dance, song, drama, drumming and other forms of the performing arts.

5.3 Generating your own copy: Desktop publishing and newsletters

A simple yet effective strategy for maintaining contact with your members, partners and other target audiences is to publish and distribute a project newsletter several times a year. Unlike the mass media, where you are subjected to someone else's decision about what gets published, you can control what information is included.

With just a basic understanding of word processing, you can create professional-looking newsletters and other publications with minimal training or effort. This can be done by using the widely available Microsoft Publisher software that usually comes bundled as part of MS-Office Suite, though it can also be purchased as a stand-alone product.

If you select one of the newsletter templates in Microsoft Publisher you can then add your own stories, articles and digital photographs or cut and paste text and photographs from other sources and within an hour or so, you have a very professional looking newsletter. Having at least one good photo to accompany and illustrate your story is highly recommended

Additional templates can also be found online at a number of websites, including Microsoft's, that are free to download and use. To see some examples, go to www.microsoft.com and do a search of the website using the key words "FrontPage templates" and you will find many free designs.

Newsletters can also stimulate participation and engagement. Involve your members, especially students, write the articles and take the photographs themselves. Desktop publishing gives students hands-on experience and improves their writing, spelling, grammar, comprehension and interviewing skills, all of which help to boost their confidence and self esteem. This is particularly true if their articles and photographs are reprinted in other publications.

Your newsletter will also provide you with articles and photographs that you can send to other publications, such as your local newspapers or even regional organisations and environmental groups for inclusion in their publications. Take a reciprocal approach and offer to print a story on their project in your newsletter if they print one of your articles in theirs. This helps build up a useful network of contacts with like-minded people and groups that can be an invaluable source of support and even funding.

Your newsletter can be distributed electronically via email or the Internet as well in printed copy form. Charging a nominal fee or asking for a voluntary donation for your newsletter can help cover printing costs.

If there are a lot of photographs or graphics, the files may be too large to be suitable for emailing or posting to websites. The best option then is to convert the newsletter into a *standard Adobe PDF format* first before emailing or posting to a website. This can be easily accomplished by using a free PDF converter utility, numerous examples of which

can be found by doing an online search or 'Googling' the words "PDF creator, converter". Doing this usually reduces the file size by approximately 80 % with little visible loss of photographic quality.

Using MS-Microsoft Publisher to create their quarterly newsletter, 'The Sandwatcher', the Caribbean based Sandwatch Foundation, a coastal environmental project has been able to create a publication featuring articles and photographs from dozens of contributors from all over the world.

Each issue is written and produced by students and educators mostly on Small Island Developing States. Each issue is also translated into Spanish and French editions using a network of volunteers.
http://www.sandwatch.org

5.4 Using technology to get your message out

5.4.1 Email

Email is now very widely used and is probably the simplest and most cost-effective communication tool at your disposal.

Use email messages to keep in touch with people who support your work by keeping them informed of your activities and the outcomes of projects. Keep your updates short and simple.

Send more detailed information about your organisation or campaign by attaching such things as newsletters (❨❩ See 5.3 Generating Your Own Copy: Desktop Publishing and Newsletters) reports or briefing papers.

You can also use email to get members of your network and people who might be sympathetic to your cause to take a specific action. You can encourage them to visit your web site or do something like join a mail campaign, or take part in a beach cleanup etc.

Email can also be used proactively to make new contacts. There is a world of possible contacts and organisations out there that could potentially be of great value to you and your project, if you only take the time to make contact with them. Use search engines such as Google or Yahoo to research organisations that have similar goals to yours and send them a brief email introducing yourself and your groups' objectives. If they respond positively, suggest ways in which your groups could work together and mutually support each other. Offer to write a story on them in your newsletter or ask them if they are aware of sources of funding or training that might be available.

If your group does not have an email address, you can easily create one using a free web-based service such a Gmail (www.google.com, select Gmail from the menu); Hotmail (www.hotmail.com), or Yahoo (www.yahoo.com). Choose a name for your email address that is business-like, for example, the community group's name. Stay away from nicknames (shortman@xxxx.com), or names that reflect a personal interest (beerlover@xxxx.com); keep those for personal use.

5.4.2 Websites

Many organisations, even small ones, now have their own website. A website works like a business card and a sales pitch: it presents general information about your group and its work, including information on how to contact you.

Often when you get in touch with a potential funding agency or even an individual that might be interested in supporting your cause, the first thing they do is 'Google' your organisation and check out its website. Not having a website can be (mis)interpreted as an indication that you are not a serious or well organised group, or even that you are not a legitimate organisation.

However, although many organisations do have websites these days, it is still not feasible for some smaller community groups to do so. Don't feel badly if this is not an option for your group at this time, as there are other communication tools that you can use in your work.

Having your own website is not the only way to have a web presence. Some umbrella organisations offer community groups and smaller organisations space on their websites. Check with organisations in your network to see if there are groups in your country that do so.

There are some organisations, like the USA-based InterConnection (see Resources section that follows), that offer non-governmental and community groups in developing countries free or low-cost websites and Internet hosting services.

Developing Your Own Website

Creating websites is a relatively simple and inexpensive process for anyone with a good working knowledge of word processing or related computer skills.

There are many website creation programmes on the market that differ greatly in complexity and price, but a good starting programme for beginners is Microsoft's FrontPage.

FrontPage, like Microsoft Publisher, allows new users to quickly cut and paste text and photographs into any one of the large number of website templates provided with the programme. In this way you can easily use your computer to design and maintain a simple yet professional looking website.

Once you have created your website, you will need to have it hosted online so that

others can view it. This is accomplished by uploading your programme to a private website hosting company or to your local Internet Service Provider (ISP). There are literally hundreds of thousands of web hosting companies worldwide so you should investigate which of them best meets your needs and budget.

Often the easiest method, though not necessarily the cheapest, is to ask your local ISP to help you set up a website. This also builds up a working relationship with them that can be invaluable in terms of the technical support you may need or even as a source of possible funding for your project. Offering to mention on your website and newsletter that your local ISP is hosting your site and helping to maintain it, is a common way of reducing costs and gaining some local corporate sponsorship.

High school students often have much better computer skills than their teachers or community group members, so another good tactic is to use local students to help build and maintain your website as a personal project or even as a class project for credits. In this way, not only are you benefiting from their skills at little cost, but they are also gaining valuable real world work experience and improving their technical skills.

Regardless of who creates and maintains your website there two important points to remember:

1. Regularly update your website with new stories, photographs, links and other information. Nothing will turn away viewers of your website faster than seeing the same old information and photographs on it week after week, month after month.

2. Make sure that more than one person in your organisation knows how to access and maintain the website. In this way, if your webmaster should leave your group, the website isn't abandoned because no one else knows how to do the work.

Using the Microsoft FrontPage application and its pre-designed website templates, 6th form high school students on the island of Nevis in the Eastern Caribbean were able to create and maintain a biodiversity website, a first in the region. www.bio-diversity-nevis.org

5.4.3 Weblogs and micro blogs

Weblogs, or blogs, are like online diaries in which your group can post articles, calendars of activities, news updates and receive comments from readers (called followers).

Micro blogs (like Twitter) encourage short updates that are posted frequently. Many young people use and follow blogs and micro blogs, so this is a good way to reach them.

Some organisations have begun to use blogging as one of the channels or tools in their advocacy communications mix. One guide to doing this is listed in the Resources section that follows. Remember that blogging requires an ongoing time commitment in order to keep a discussion going and your followers engaged.

5.4.4 Using social networking websites to your advantage

You may have noticed the rapidly growing popularity 'social networking sites', such as MySpace, Facebook or YouTube, particularly among young people. Social networks can be used to rapidly share thoughts, photographs, comments and information about the work of the community group. Like blogs, these sites need to be updated regularly.

These programmes are free of charge and are very easy to use. Young people love both using them and finding new uses for them and they provide a potential network audience of tens of millions of viewers.

One of the simplest things you can do is to establish a 'Project Forum' on Facebook (www.facebook.com). This can act as a simplified project website but it is also a fast and easy way to let large numbers of people know basic information about your project and about upcoming events that your group is planning.

Once you have set up your 'Forum' and let all your 'Facebook friends' know about it, they can choose to join your forum, post questions, answers, comments, suggestions, links to related groups/sites and even add photographs and videos. Each posting can also be forwarded automatically to everyone on your 'list of friends' so it is very easy for everyone to keep abreast of the latest updates and developments.

Many Caribbean organisations, like the Buccoo Reef Trust in Tobago, have created their own YouTube channels. http://www.youtube.com/user/buccooreef

There are video hosting websites, such as YouTube (www.youtube.com), which provide a platform for your videos and clear explanations on how to upload and manage your productions. You can create your own channel and build your community on-line. To send the video to specific target audiences, you can e-mail them the link on the relevant

website. YouTube allows you to establish a dedicated video channel, which is a bit like having your own television station that people can subscribe to for free and every time you post a new video, they are automatically informed. It even lets you know how many times your videos have been viewed, which is useful data that can indicate how successful you have been in publicising your project.

5.4.5 Making use of audiovisual material

Use images to show your audiences what climate change means in your local context and what people can do or are doing about it. You can use audio visual material as part of your face-to-face communication (presentations to different groups) as well as for broadcast by the mass media.

Video

Television revolutionised global communications by combining the power of spoken words with the power of images, but it is only in recent years that producing and broadcasting video has become accessible to individuals and small organisations working with limited budgets. These technology advancements have created another video revolution with an explosion of what is called "user-generated content" on the Internet.

What you need to produce your own video
- A small camcorder (preferably with a port for an external microphone)v
- A desktop or laptop computer (preferably with a 400 or 800 Firewire Port)
- Basic video editing software
- Broadband Internet connection (faster than dial-up)

Basic guide for video production

A small video camcorder, also called a miniDV Camcorder, can now be bought for less than US$250. Try and find one that has a port for an external microphone. Sound is very important, especially when speech must be clearly understood. For best results, either record interviews in a quiet location or buy an external microphone that can be connected to the camcorder. Wireless microphones are more expensive but are great for outdoor productions, as they allow the presenter or interviewee to be further from the camera with no cables required.

Learning to use a camcorder is very easy. For best results try and keep the camcorder as steady as you can and if possible, use a tripod for stationary shots. Stable images are more enjoyable to watch than wobbly shots or rapid pans and fast zooms. Practice with the various settings (iris, shutter speed, focus) and try and use manual settings if possible, as they tend to produce a more consistent look.

Once you've got some footage you can now connect the camcorder to a computer with the relevant cables. These will normally come with the camcorder, and may be either

a USB cable or preferably a much faster Firewire (400 or 800). The digital footage can then be uploaded to the computer's hard-drive. Most computers come with video editing software (PCs use Moviemaker; Macs use iMovie) that is easy to use.

If you have ever created a PowerPoint Presentation, then you can use Movie Maker as the process is almost identical, except you cut and paste short video clips rather than static photographs. Teachers and students have started to produce edited and modified videos within an hour or two of using the programme for the first time. It's really that easy. Mac's I-movie product is even easier to use than Movie Maker. The best way to learn is just to get started and learn as you go.

Once your project is completed, you can share it with other people by either burning a DVD or uploading it to the Internet.

Using MS-Movie Maker for the first time, primary school students and teachers at the Hope Town School in the Bahamas were able to create and edit a three-minute video about how climate change is affecting their local environment and post it on YouTube. Their video went on to win US$750 in a UNESCO sponsored climate change video contest! Their video can be seen at http://www.youtube.com/watch?v=N56eMXfeIV0

The Dos and Don'ts of PowerPoint Presentations

PowerPoint is an invaluable and widely used presentation programme. It is a digital slide show designed to quickly and effectively broadcast ideas to an audience. It is simple to learn and usually comes preinstalled with the MS-Office Suite. As with Microsoft Publisher and FrontPage, it also has lots of design templates for you to use freely.

There a few recommended guidelines to make your presentations have impact.

- Try to limit the number of slides in a presentation to a maximum of 20.

- Use a relevant photo or two on each slide with short bullet points to highlight specific points you want to make.

- Try to avoid making slides that have a lot of text and require your audience to do a lot of reading.

- Choose a font colour that is easy to read at a distance, especially if it printed over the top of a photograph, and make sure there is enough contrast between your font colour and background, i.e., don't use a dark blue font to label a dark photograph. Remember that community centres often let in a lot of light so a dark background with light text usually works best.

- Use larger font sizes for readability; try to make 24 point your minimum size and definitely don't go below 18 point.

- Avoid fancy fonts, especially script fonts that look like handwriting. They are hard to read and can be distracting. Be consistent in the fonts you use for your text and headings. Try not to use more than three font types in your presentation.

PowerPoint is designed to be a presentation aid to emphasise your main points; it should not be used as the sole source of your presentation.

Another advantage of PowerPoint is that it can easily be adapted for use on television. In some places, community television channels are eager to find new locally produced content for their viewers and a well-made, relevant PowerPoint presentation that highlights a local climate change project or initiative will often be shown several times per day/week, usually for free.
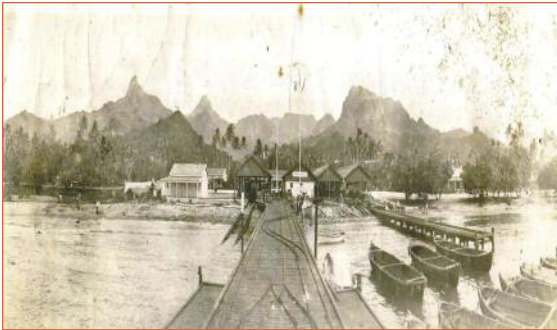
Avarua Beach, Ruatonga, Cook Islands. In the Cook Islands, South Pacific more than a dozen schools scattered across several islands got together and each created PowerPoint presentations highlighting how climate change, over development and other issues have already impacted their fragile environments. Use of old photographs to show 'before & after' comparisons is a particularly powerful tool.

Photo: Courtesy of the St. Joseph's School Sandwatch Team, Ruatonga, Cook Islands

To draw attention to climate change and other environmental issues Sandwatch students of Stanmore Bay Primary School in Auckland, New Zealand 'adopted' a critically endangered Maui Dolphin and regularly used both the local and Internet based media to 'get the word out' about their projects. *Photo: Robyn Bennet*

📚 Additional Resources

For information about web resources for local organizations in developing countries, including considerations for setting up web sites and information about easy-to use and free soft ware, see the Network Startup Resource Centre's Help Desk. Go to http://www.nsrc.org/helpdesk/web-resources.html#free

InterConnection provides custom-designed websites to non-profit organisations in developing countries at no cost. http://www.interconnection.org

For information about using blogs for advocacy, including easy-to-follow tips on how to use a blog to further a particular cause and examples of advocacy blogs from around the world, see:

- Joyce, M. nd. Blog for a cause: The Global Voices guide to blog advocacy. Prepared for the Global Voices Advocacy Project of Global Voices Online. Available for download from http://advocacy.globalvoicesonline.org/2008/ 01/30/blog-for-a-cause-the-global-voices-guide-of-blog-advocacy

Internet Resources

- Website page templates (free) – Wetpaint http://www.wetpaint.com; Webs http://www.webs.com

- Web logs/Blogs – WordPress http://wordpress.org/; Blogger https://www. blogger.com/start

- Video sharing – YouTube http://www.youtube.com

- Microblogging and social messaging – Twitter http://twitter.com

- Social networking - Facebook http://www.facebook.com; MySpace http:// www.myspace.com

Communicating climate change: A toolbox for local organisations in the Caribbean

Evaluation

6.1 Evaluating the success of your campaign

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

6.1.1 Developing simple indicators

Strategically developing your campaign to address actual communications needs gives you a good start in selecting your indicators. Once you know where you are starting and where you want to get to, the steps in the process can be used as simple indicators. You can have three types of indicators, which help to measure the overall impact of your communications strategy.

1. *Activity indicators,* which can include:

    • number of people targeted by a particular outreach activity (distribution of newspaper article; persons invited to a workshop or any other public outreach event);

    • number of topics covered by a particular outreach activity;

    • number of outreach events held;

    • budget spent on outreach activities.

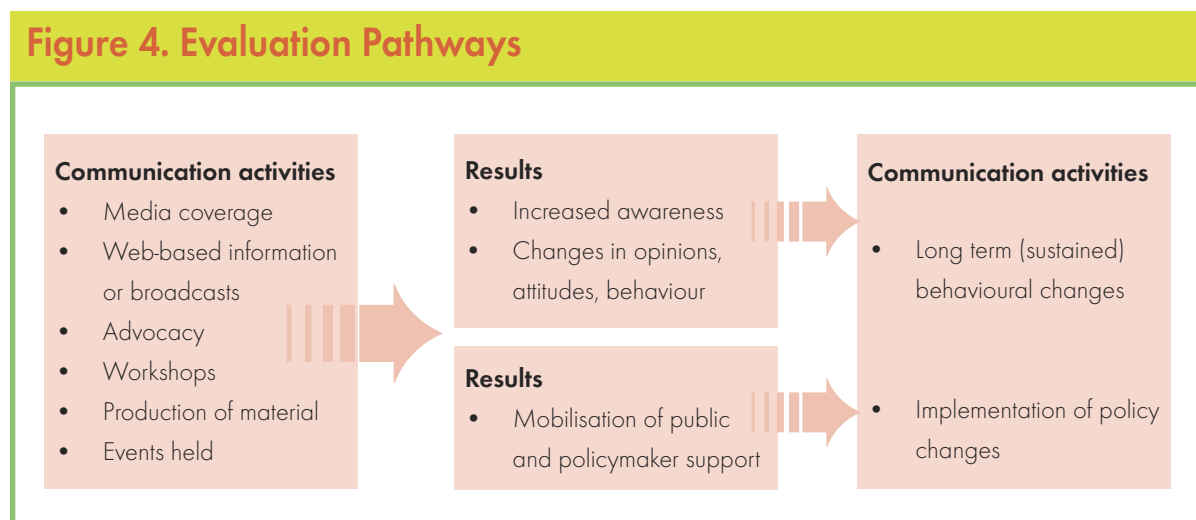2. *Short-term result indicators,* which can include:

    • number of people who have heard about climate change or a particular climate change issue;

    • number of copies of outreach material distributed;

    • number of actual participants in an activity (as opposed to the number of those invited);

    • number of articles or news items published or aired in a month or week;

    • how far (geographically) the outreach has been extended;

- number of persons targeted by a particular activity who actually recall the information, understood the message, appreciated the campaign.

3. ***Medium to long-term result indicators,*** which can include:

- number of persons who have made lifestyle or other changes as a result of your campaign (doing their part to respond to climate change, deciding to further studies or work in a field related to climate change);

- number of persons who have become 'champions' or change agents' as a result of your campaign;

- policy changes: new or changed policy to support the ideas put forward in your campaign.

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

Figure 4. Evaluation Pathways

Communication activities
- Media coverage
- Web-based information or broadcasts
- Advocacy
- Workshops
- Production of material
- Events held

Results
- Increased awareness
- Changes in opinions, attitudes, behaviour

Results
- Mobilisation of public and policymaker support

Communication activities
- Long term (sustained) behavioural changes
- Implementation of policy changes

6.1.2 Qualitative versus quantitative evaluation

While most of the result indicators are quantitative (how many of a particular outcome), far more important is a qualitative measure of opinions, attitudes and behaviour change amongst target audiences. The aim of evaluation may not always be to prove communication efforts definitely caused change, but to assess perceptions and quality of the communication activities.

Qualitative evaluation methods include:

- Open-ended questions in a survey or interview;

- Focus group discussions;

- Written documents like official publications, reports and studies;

- Direct observation through field work or research on activities, behaviours, actions, conversations, interpersonal interactions, organisational or community processes, or any other aspect of observable human experience.

Quantitative evaluation measures physical results of activities, such as:

- how many persons are targeted;

- how many workshops are held;

- how many persons are aware of climate change impacts on their livelihoods;

- the quantity of communications material produced (number of posters, booklets, etc.).

6.1.3 Documenting your process

Not only is it important to document your activities to support your evaluation, but you should document successes and shortcomings to learn how the communications campaign can be improved. Documenting your process will help you pinpoint the major achievements and challenges. For achievements, it may be useful to indicate why they were successful, and similarly, you may wish to document how challenges were overcome or what could be done differently.

Additional Resources

Owl Research & Evaluation supports organisations in analysing, assessing and evaluating activities in the communications, training/events and development fields. The resources section of its website, http://www.owlre.com, includes links to documents about evaluating communication campaigns and products

Also see http://www.mediaevaluationproject.org/HFRP2.pdf for a list of communication indicators.

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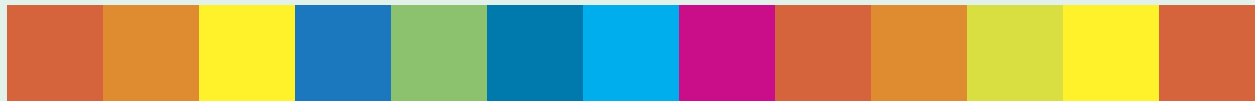
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Our mission is to promote equitable participation and effective collaboration in managing natural resources critical to development.

Our programmes focus on research, sharing and dissemination of lessons learned, capacity building and fostering regional partnerships.

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