

FOSTERING INCLUSIVE
GROWTH THROUGH
CLIMATE CHANGE
CHAMPIONS.

**KNOWLEDGE
CO-CREATION
WORKSHOP.**

FACILITATORS' GUIDE: SESSION FLOW



CONTENTS.

Note to the facilitator		3
SESSION 1	WELCOME AND INTRODUCTIONS	4
SESSION 2	WHAT IS CLIMATE CHANGE?	6
Part 1	What is a climate pattern?	7
Part 2	What is 'the Atmosphere'?	8
Part 3	What is 'carbon dioxide' and what are 'greenhouse gasses'?	9
SESSION 3	WHAT CAUSES CLIMATE CHANGE AND HOW DOES IT IMPACT US?	11
Part 1	Climate Change causes	12
Part 2	Climate Change effects	12
Part 3	Climate Change Impacts	13
SESSION 4	WHAT CAN WE DO?	14

NOTE TO THE FACILITATOR.

This Guide was developed as part of the Fostering Inclusive Growth Through Climate Change Champions project, implemented by Democracy Works Foundation and co-funded by the European Union. The DWF team has been travelling to the Northern and Western Cape province to talk to Civil Society Organisations about climate change and how it affects their work in the development space. Through these engagements we have learnt that people want to understand how to co-create knowledge around climate change with their communities and constituencies. Knowledge co-creation refers to a process where we explore different ways of learning from each other.

This guide is designed to enable you to host a knowledge co-creation session around climate change in your community. It unpacks the terminology used to describe climate change causes. Through this process we learn how climate change is already impacting us and outlines the social, economic, cultural and other effects that has on our communities. The guide also outlines the activities of the FIG CCC project, which runs until February 2024. Facilitators should adjust the slides referring to the project introduction after this date to reflect subsequent participation opportunities. Facilitators are welcome to select parts of the presentation that suit their context and settings.

The initiative aims to explore interactive ways in which we can understand what 'climate change' is and how it impacts the lived realities of participants. It feeds into a broader set of project activities designed to integrate the development priorities identified by communities into local government planning and private sector investment considerations.

This Guide contains suggestions on how to facilitate climate literacy sessions with your constituencies or communities. Note that this is a learning journey, so please share information from your workshop with us through photos, a short write up, a video or voice recording. Any comments, suggestions and feedback that you have on using this guide are also very welcome.

Please email us at figccc@democracyworksfoundation.org

We look forward to learning with you.

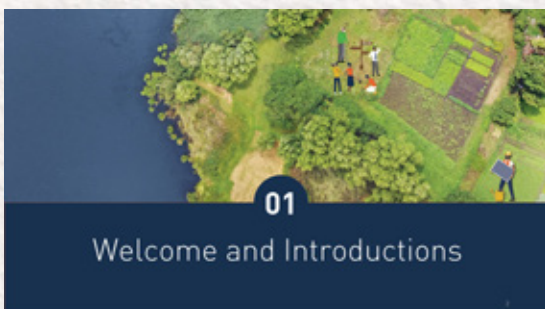
Kind regards,

The DWF team

1

SESSION

WELCOME AND INTRODUCTIONS.



- Facilitator introduces themselves and welcomes the participants to the workshop
- Round robin of introductions
- Outlining the objectives
- Setting the house rules: Invite participants to decide how they want to run the workshop
- Get consent to take pictures for social media
- Acknowledge funders, supporters and collaborators if any



- Introduce Democracy Works Foundation
- Explain that DWF is a Southern African non-profit organisation focused on developing democracy in the region.
- DWF provides tools to develop resilient democracies and support active citizenship through
 - Deepening democratic culture
 - Developing capacity of citizens, leaders and communities
 - Co-creating platforms for cooperation and participation



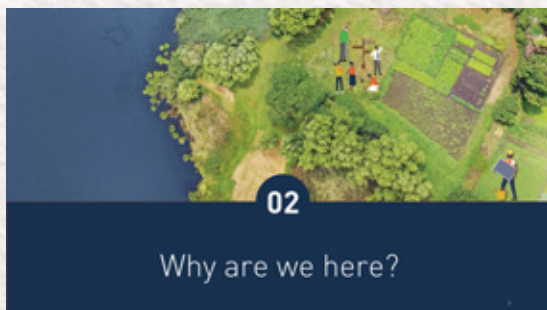
- DWF's head office is in Johannesburg. They also have offices in Zambia, Angola, Botswana, Eswatini, Lesotho and Malawi.



- Explain this workshop is part of a project run by DWF, called 'Fostering Inclusive Growth through Climate Change Champions project'. It is also called the 'Climate for Growth' project for short. The aim of this project is to integrate our community's development priorities into local government planning and resource allocation.
- Explain that this project aims to work with Civil Society Organisations to
 - Increase the understanding of the threats and challenges that climate change presents to us and our community
 - To assist us in representing the needs of our communities to local government representatives and Independent Power Producers (IPPs)
 - Please make sure to mention that the project is co-funded by the European Union and runs from March 2021 until February 2024.



- Why are we here today



Explain that this event is a 'Knowledge co-creation Session'. This means that we want to learn from each other to understand what 'climate change' is, what causes it and learn about how this affects and impacts us and our communities.

- Explain that we are here to introduce the project and the activity streams:
 - Capacity building initiatives
 - Engagement support and participation platforms
 - CSO network growth

2

SESSION

WHAT IS CLIMATE CHANGE?

WORKSHOP AIMS AND OBJECTIVES

- Introduce the project and the activity streams:
 - Capacity building initiatives
 - Engagement support and participation platforms
 - CSO network growth
- Knowledge co-creation: Understanding "climate change" causes, effects and impacts

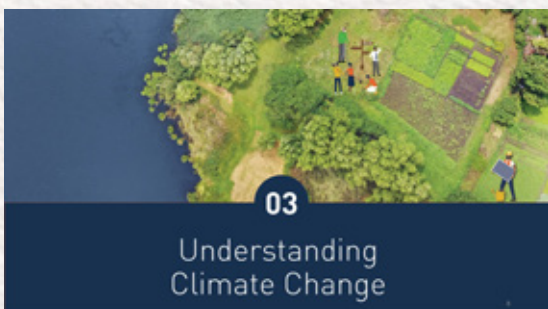


Understanding Climate Change



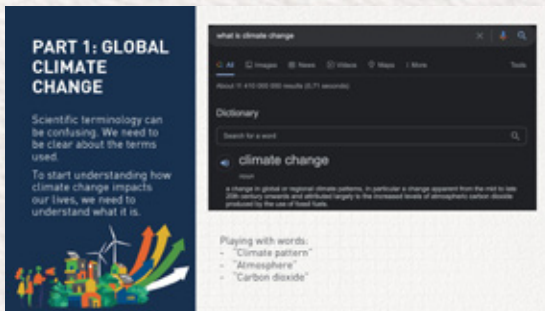
First we look at Global Climate Change

- Acknowledge that scientific terminology can be confusing. We need to be clear about the meaning of the words used.
- To start understanding how climate change impacts our lives, we need to understand what it is.
- When we asked Google 'What is Climate Change?', we got the following answer: 'Climate Change is 'a change in global or regional climate patterns, [...] attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.'
- Acknowledge that this is very difficult to understand. In order to make it easier we are going to break down each of the following words:
 - Climate Pattern.
 - Atmosphere
 - Carbon dioxide.
- Check if there are other words that the participants are not clear in understanding in the definition by Google.

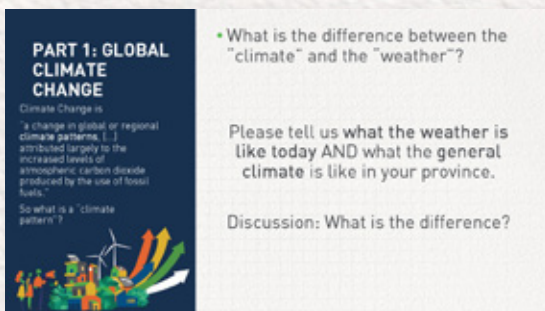


PART 1

What is a climate pattern?



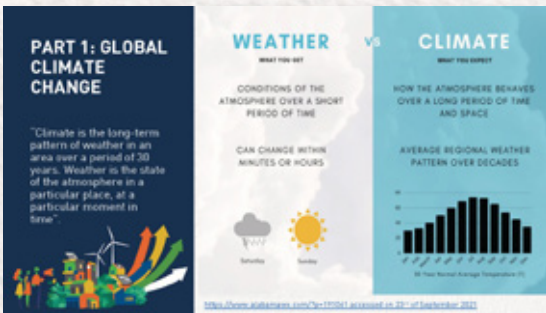
- Go back to the definition by Google. Then ask participants: 'What is a 'Climate Pattern'?'
 - Explain that to understand what a 'climate pattern' is, we should look at what the difference between the 'weather' and the 'climate' is.
 - Ask participants what the weather is like in the present location today. Then ask what the general climate is like in the province of the current location.
 - Facilitate a discussion around what the difference is. You can ask if the 'current weather' is usual in the 'general climate'?
- Once participants have identified that weather is short term and bound to a specific location while the climate refers to the weather over a period of time and geographies, go to the next slide.



- Explain the following points:
- The weather is what you get and the climate is what you expect.
- The weather refers to conditions in a short space of time and can change within minutes.
- The climate refers to conditions over a longer period of time and refers to an average.
- 'Climate is the long-term pattern of weather in an area over a period of 30 years. Weather is the state of the atmosphere in a particular place, at a particular moment in time'.
- Explain that this is important because 'climate change' causes extreme weather, but refers to changes in the climate over long periods of time.

PART 2

What is 'the Atmosphere'?



- Go back to the definition: climate change is 'a change in global or regional climate patterns, [...] attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.'
- Ask participants: 'What is the atmosphere?'
- Prompt participants to use the 'atmosphere' in a sentence.
- Prompt participant to explain: 'What would you say the atmosphere is like in this meeting?'
- Once a few people have answered ask 'What are we describing?'
- Direct the conversation to the fact that we are describing what is in the air between us, something that we cannot see but you know it is there.



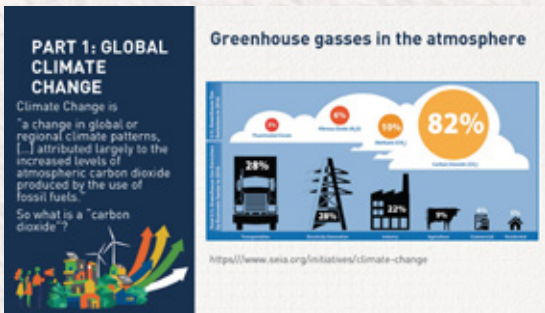
- The word 'atmosphere' comes from Latin 'atmosphaira' where 'atmos' means 'gas' and 'sphaera' means 'ball' or 'globe'. The Earth's atmosphere refers to the layers of gas that surround planet earth.



- Climate change is caused by carbon dioxide being released into the atmosphere through human activity.

PART 3

What is 'carbon dioxide' and what are 'greenhouse gasses'?



- Go back to the definition: 'climate change is a change in global or regional climate patterns, [...] attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.'

- Ask participants: 'what is carbon dioxide'?

Point to the slide and explain that carbon dioxide is one of the greenhouse gasses that causes climate change when it is released into the atmosphere. Other greenhouse gasses are methane, nitrous oxide and fluorinated gasses. These gasses are released through the burning of fossil fuels, such as coal, oil and gas that we use in every aspect of our lives. This includes transportation, electricity generation, in industry, agriculture, commercial business and private households.

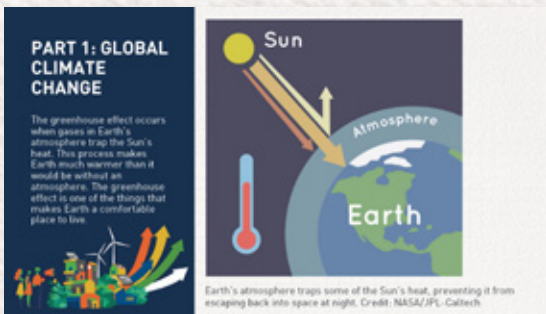


- Go back to the definition. climate change is 'caused largely by carbon dioxide produced by the use of fossil fuels.'
- So 'carbon dioxide' is a 'greenhouse gas'. Ask participants, what a 'greenhouse gas' is.
- Ask participants: 'What is a greenhouse and what is it used for'? Direct the discussion so that participants understand that the greenhouse is used to create a good temperature inside for plants to grow and thrive.



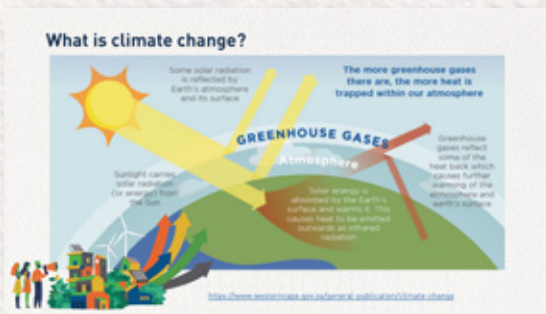
16

- A greenhouse stays warm inside, even during the winter. In the daytime, sunlight shines into the greenhouse and warms the plants and air inside. At night time, it's colder outside, but the greenhouse stays pretty warm inside. That's because the glass walls of the greenhouse trap the sun's heat.
- The greenhouse works for the plants like our atmosphere works for our planet.



17

- The 'greenhouse effect' is the what we call the process when gases in the earth's atmosphere trap the sun's heat. This process makes our planet earth much warmer than it would be without an atmosphere. The greenhouse effect is one of the things that makes Earth a comfortable place to live.



18

What is climate change then? Climate change happens when too many greenhouse gasses are trapped in the atmosphere. Walk participants through the slide from left to right: 'Sunlight enters carries heat from the sun. The earth's atmosphere and the earth's surface reflect some of the heat back into space. Some of the heat from the sun is absorbed by the earth's surface and warms it up. This heat is reflected as infrared radiation into the atmosphere. Greenhouse gasses reflect some of the heath back with causes the earth's surface and the earth's atmosphere to warm up even more.'

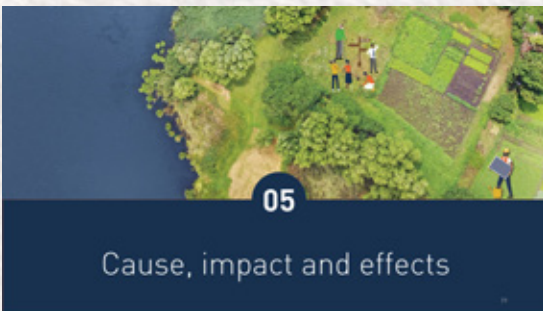
- The more greenhouse gasses there are, the more heat is trapped in our planet's atmosphere. This causes climate change.

Break

3

SESSION

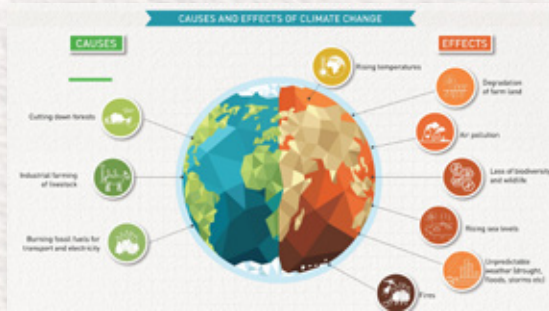
WHAT CAUSES CLIMATE CHANGE AND HOW DOES IT IMPACT US?



- Now that we know what climate change is let's talk about what causes it and what its effects and impacts are.
- Talk to slide 19, where the causes are listed on the left and the effects are listed on the right.

PART 1

Climate Change causes



- Let's take a closer look at the causes.
- Ask participants: 'Why do you think cutting down trees causes climate change?'. If there is no response point to the picture next to it and ask: 'What do plants produce?'. Once participants said oxygen ask, 'what do they consume or use?'. Once participants got carbon dioxide, ask 'what do humans breathe?'. Once participants say 'air' ask, what do humans breathe out?'. Once participants say 'carbon dioxide' ask if participants understand why when we cut down trees there is more carbon dioxide in the atmosphere.
- Ask again what does that cause? The answer is 'climate change'.
- Industrial farming: Ask participants what happens when cows fart? What is that gas made off? Explain that it is a greenhouse gas called 'methane'. Ask participants what happens if this is not absorbed through trees it gets released into the atmosphere. When participants say 'climate change' move onto the next cause.
- Burning fossil fuels: point to the picture and explain that greenhouse gasses are released in the production of electricity and oil and gas.

PART 2

Climate Change effects

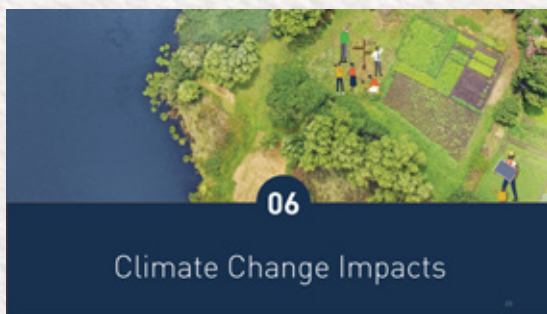


- What are some of the effects of climate change?
- Read through all the effects that climate change has on our planet, globally: Rising temperatures, degradation of farm land, air pollution, loss of biodiversity and wildlife, rising sea levels, unpredictable weather (including droughts, floods, storms and other extreme weather events).
- Ask participants which of these causes they have seen where they live and facilitate a discussion around what they have seen.



PART 3

Climate Change Impacts



23

- Climate Change Impacts. The effects refer to the physical effects on the globe. This affects how people relate to each other and therefore has social, economic, cultural, political and other impacts.

24

- Read out all of the climate change impacts that we have witnessed over the last decades.
- Invite participants to share:
 - If these impacts seem familiar to them
 - How these impacts affect them
 - How these impacts affect the work they do in their communities
- Ask participants to share any linkages they see between the missions of their organisations and climate change. Invite participants to think about if and how they could incorporate climate change into the work that they are doing and if so how.

4

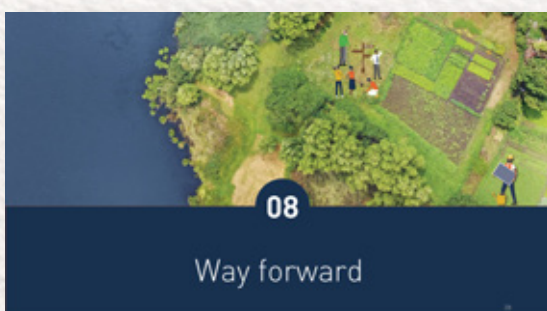
SESSION

WHAT CAN WE DO?



- Introducing the project: Acknowledge that climate change can be a very depressing topic and often it feels like we have very little power to change anything. The reality is however that the change away from fossil fuels also brings possibilities some of which DWF is trying to exploit through this project.
- It is important for participants to understand that they have the power to do something, even if it is not directly as part of the project.
- Depending on the time at which this training is being delivered, you are free to adjust this slide to suit your own advocacy activity.





26

- The 'Fostering Inclusive Growth through Climate Change Champions' project has 4 specific aims and objectives:
 - Support Civil Society Organisations like us to participate meaningfully in local government decision-making processes aimed at inclusive economic growth and environmental social justice.
 - Assisting local government to align development interventions with the needs and priorities of communities
 - Enhancing trust between local government actors and Civil Society Organisations to encourage the co-creation of climate change adaptation strategies and mitigation interventions
 - Building relationships to enhance co-ordination of Social Economic Development spend of Independent Power Producers with municipal development planning and the services that CSOs provide.

27

Explain that the project hopes to achieve these aims and ambitions through various activities that are divided into 3 separate streams:

- Initiatives aimed at Civil Society Organisations:
 - Climate literacy training
 - Linking climate and development initiatives
 - Ongoing coaching and support
 - Capacity building on participatory budgeting
 - Strategic communications and negotiations
- Activates directed at local government representatives:
 - Climate Literacy training
 - Participatory decision-making processes
 - Policy planning
 - Strategic communication
- Activities directed towards setting up a steering committee.
 - Participatory Action Research
 - Needs and response assessments
 - Baseline assessments
 - Climate Change Response and implementation plans

28

- What is the way forward?
- Share with participants where the different project streams are at the time at which you are hosting the training session.
- Discuss how they can see themselves being involved.
- Share the contact details for the Foundation and yourself and invite people to follow up with you.

└ This publication was co-funded by the European Union. Its contents are the sole responsibility of Democracy Works Foundation and do not necessarily reflect the views of the European Union.