

Global Climate Change Locally

The Process Model

Climate change is a global phenomenon with the regional and local impacts. In the project called “From the Kyoto to Southwest Finland” was drawn up a process model to examine climate change at a regional level. The model illustrates the ways for surveying the impacts as well as the measures to prevention and adaptation of the climate change regionally. Furthermore the regional level actors and stakeholders are listed and methods of communications planned and implemented.

The basis of the process is to implement the process with the students of a educational institution (such as polytechnic, university). The students attend a theoretical course on climate change and communications and then carry out practical tasks as interviews.

As the result of the process is the latest information about the actions and plans how to prevent and adapt climate change in the region. The process activates the dialogue and brings forward the best practises. The phases of the process are presented in the table below.

Phase	Target	Tasks	Practical hints	Responsibilities and co-operation	Time resource
0 Communications and coordination	To obtain regional and national publicity. Coordination of the process.	Active communications about the targets and meaning of the process. Set up a project group.	An expert on communications should be responsible for that area. Define the responsibilities clearly.	Project group: - coordinator - expert of communications - expert of energy and climate change issues - school's representative on planning the education	3 weeks
I Data gathering, preparation of the course	Survey of the situation and actors in the region.	The implemented measures and actions, on-going projects and plans are surveyed. In addition to this contact information and web links are collected and listed. This material forms the background information for the course.	Implement e.g. an e-mail query. Explain the purpose of the query clearly.	Define responsibilities: - contacts - reviews and query Co-operation: - firms, societies and local authorities of the region	4 weeks
II Theoretical courses on a) climate change and b) communications	The basic information of climate change (impacts, prevention, adaptation) as well as means of communications for the students.	a) Course on climate change (1,5 ects): - impacts, prevention and adaptation nationally and regionally b) Course on communications (1,5 ects): - production of material by diverse ways of communications School defines which students can attend the courses (starting point: anyone).	a) Students can be evaluated by keeping study diary books. Expert lecturers on climate change: - clarify the background of the student group - define the certain lecture's purpose and position as a part of the whole course - ensure that technical conditions are ok (e.g. data projector)	Define responsibilities: - coordination of the theoretical courses - a) define the contents and find the experts - b) define the contents and person in charge	1,5 + 1,5 ects/student

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III Practical exercises on communications of climate change	Students implement communications material about the actions related to climate change in the region.	<p>Practical exercises and tasks (3 ects) as:</p> <ul style="list-style-type: none"> - interviews - articles - queries etc. <p>on actions and plans implemented by the actors of the region.</p> <p>Actors include e.g.:</p> <ul style="list-style-type: none"> - environmental managers of the companies - experts on energy and climate issues in the municipalities - others who are active on the issues and plans related to climate change 	<p>Students need to have specific instructions on what they need to do. Instructions in one A4 – paper as an Excel chart:</p> <ul style="list-style-type: none"> - condensed guidelines for making the interview and the article - targets and target groups - assignments for the course <p>Teachers need to have enough time to plan the monitoring of the course</p> <ul style="list-style-type: none"> - how to monitor every students assignments, via email or internet platform? 	<p>An expert on communications is responsible for the implementation and guiding of the students.</p> <p>The students are responsible for the tasks.</p> <p>Find the stakeholders from the survey done in the phase I.</p>	3 ects/student
IV Publishing the material and results	The material and results are published.	The material and results of students' work (e.g. interviews) are published in a proper way (e.g. internet pages, educational material package, brochure, newspaper, exhibition).	<p>You can see a model of implementation in www.yle.fi/vihreapolku</p> <p>The technical execution:</p> <ul style="list-style-type: none"> - in schools internet pages, as a newspaper, as a multimedia cd-ROM... - Teachers of different subjects can be used to help in the process 	An expert of communications and students	ca. 8 weeks

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V Regional event <i>"Climate change in the area in question"</i>	The information and the results are disseminated to the diverse stakeholders in a certain region.	The aim of the event is to create open dialogue, co-operation and networks between actors to prevent the climate change in the region in question in the future. The work done by students and the results will be introduced in the event.	Prepare a marketing plan and a program for the event.	Define responsibilities: - organising the event - information dissemination (e.g. press release) Find the stakeholders from the survey done in the phase I.	Event 1 day, organising 2 weeks