

Child Friendly Climate Policy



ZIMBABWE

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Child Friendly Climate Policy



Acknowledgments

Our gratitude goes to Jacqueline Magwenzi and Jeremiah Mushosho.
Joel Chikware (illustrations, design & layout) for putting together the material.

About this book

This Child Friendly Climate Policy book aims to introduce children to the Zimbabwe National Climate Policy and its provisions. It uses simple language to explain the Climate Policy. It was developed with the help and input of children so that it would appeal to children as much as possible.

After going through this book it is expected that children will have a better understanding of why we need a climate policy, what is in the policy and their role in implementing the policy?

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Foreword

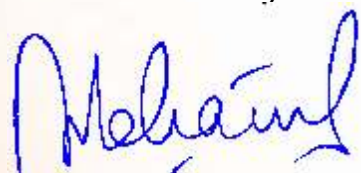
This book is a child friendly version of the *National Climate Policy*. It is meant to present the *Climate Policy* in a simplified manner using simple language.

The *National Climate Policy* is an important national document that seeks to empower the nation of Zimbabwe to become more climate resilient. Given the increasing impact climate change is having on children, UNICEF in partnership with the Ministry of Environment Water and Climate developed the *Child Friendly Climate Policy*. This is because we realise the important role children could potentially play in the fight against climate change and the need to equip them thereof.

The book is informative and offers a background to the problem of climate change in Zimbabwe as well as efforts being made in fighting climate change. It further elaborates upon the goals of the *National Climate Policy* as they appear in the actual policy and provides the context for children to participate. It is an informative book meant to equip children with knowledge on current and predicted future events while engaging and challenging them to take action being guided by the policy goals. In this way it aligns with the new national curriculum which seeks to produce learners who are engaged and knowledgeable on issues affecting their nation.

It was developed with the participation of children through pretest activities and was meant to be fun and engaging without losing the important information as found in the National Climate Policy. This book has been approved by the Ministry of Primary and Secondary Education as a learner's supplementary reader for the subject Environmental studies. We take this opportunity to thank all the children, adults and technical teams who helped in developing this book. Special mention goes to Blessing Chabikwa of the Curriculum Development and Technical Service Unit, Kudakwashe Manyanga and Tatenda Mutasa of the Ministry of Environment Water and Climate for their editorial support.

This *Child Friendly Climate Policy* book is appropriate for use by Grade 6 to 7 learners.



Mohamed Ag Ayoya
Country Representative
UNICEF Zimbabwe



Hon. Opah Muchinguri Kashiri
Minister Environment Water and
Climate
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SECTION 1

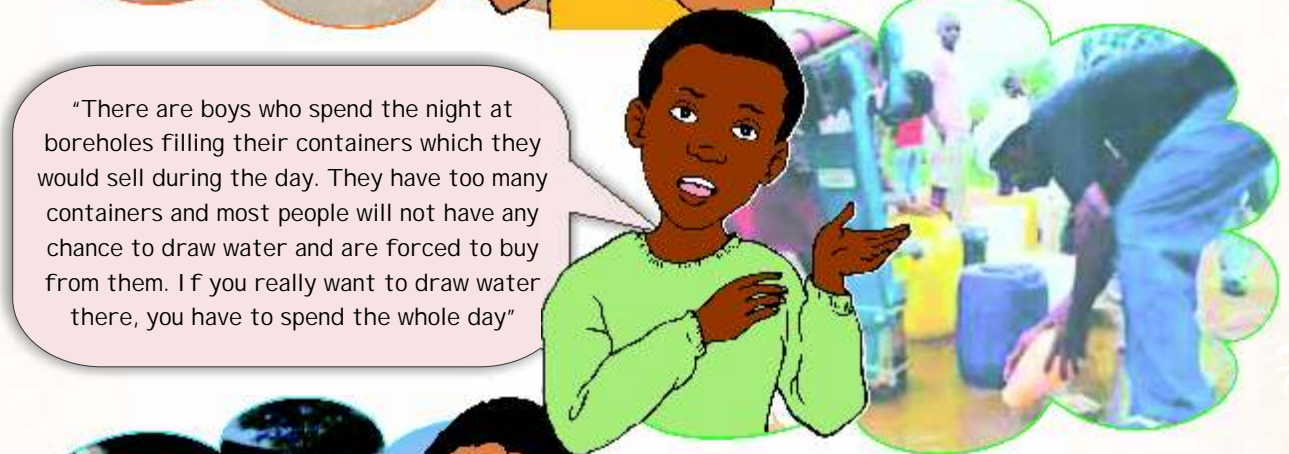
Background to the Climate Policy

Section 1 gives a brief background to national and international events leading up to the development of the National Climate Policy. It helps to answer the question of why we need a Climate Policy.

Why do we need a Climate Policy?

The Climate Policy helps to address many challenges faced by children as a result of climate variability and change.

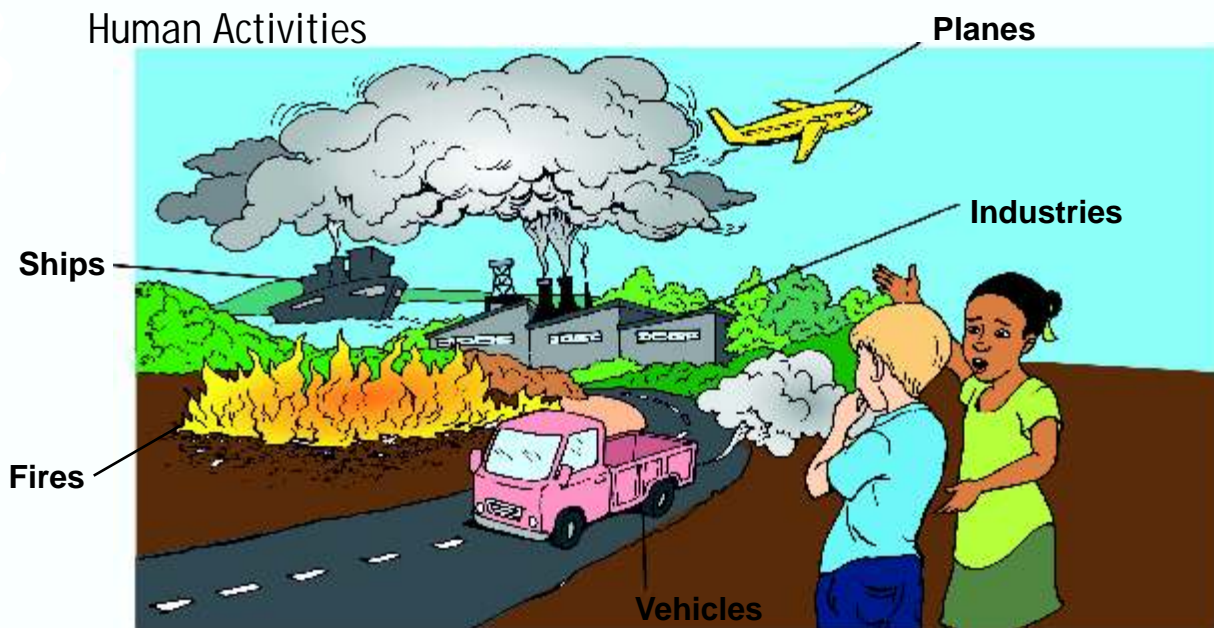
Here is what other children had to say.



What is Climate Change?

Let us start with the Global Climate which is the average climate over the entire planet. Climate in general is the average weather measured over 30 years. The changing of this climate pattern in the short term results in climate variability while the long term and more permanent changes are called climate change.

Weather is the daily condition of the air surrounding us measured over a short period of time. The elements of weather are temperature, wind, humidity and rainfall.



Human activities release greenhouse gases which pollute the air. Greenhouse gases are heat trapping gases which cause global warming. It is this warming which results in climate variability and climate change. Greenhouse gases include gases such as carbon dioxide, methane and nitrous oxide.



Average yearly increase in global temperatures since 1970 is 0.17°C yet between 2014 and 2015 global temperatures rose by 0.23°C

The Greenhouse Effect



The greenhouses used by farmers help us to explain the greenhouse effect. In some areas farmers build plastic houses to plant crops in. These are called greenhouses. They allow the sun's rays to enter and prevent the heat from going back into the air. This is the greenhouse effect.



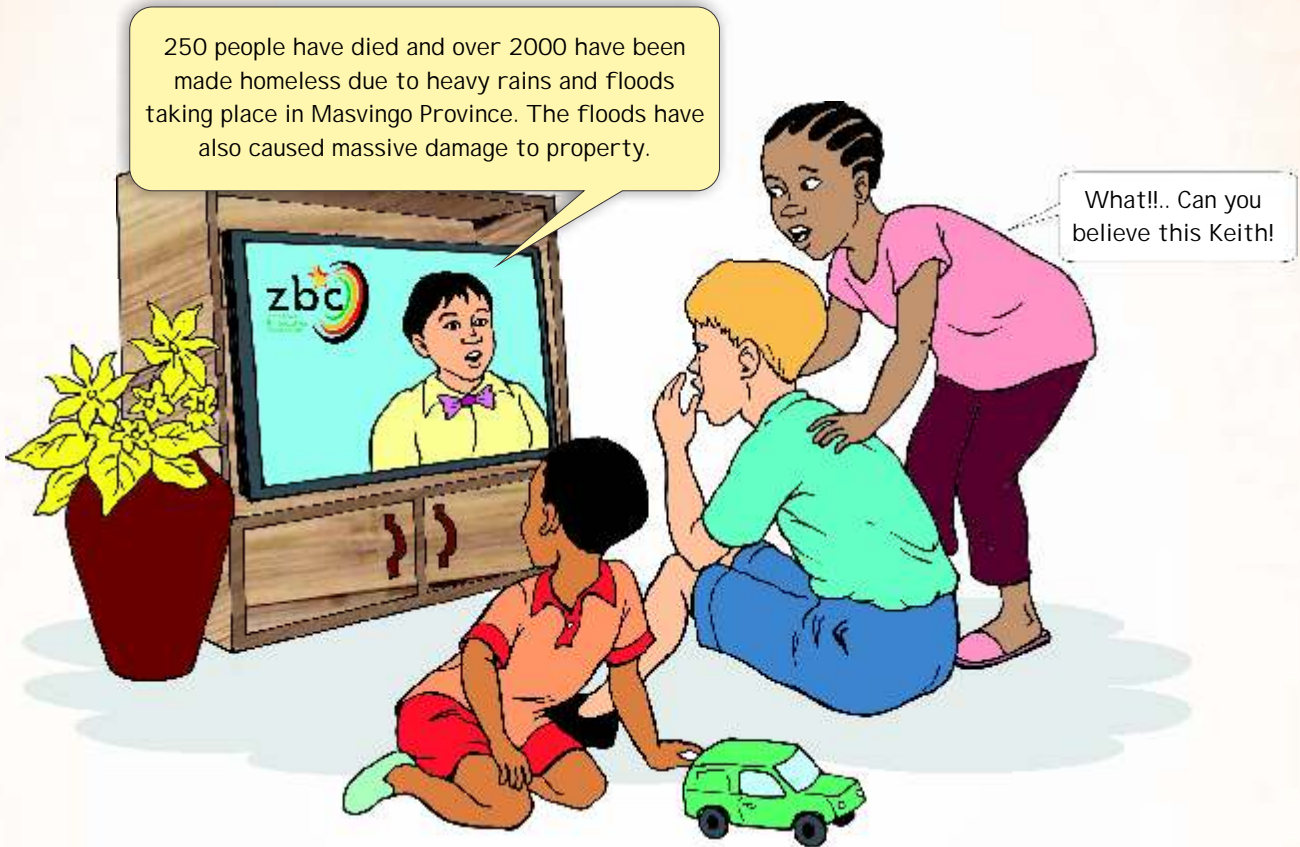
In a way the earth is like the greenhouse. Greenhouse gases act like the plastic. They trap heat in the earth's atmosphere causing the earth's temperature to increase. This helps to keep life on earth.

However, human activities are now adding too many greenhouse gases to the atmosphere causing the earth to heat up too much. This leads to climate change.



- Carbon dioxide is the leading cause of the global warming happening today. This gas is produced when people and animals breathe out and when certain fuels are burned. It is also used by plants for energy.

Climate change is causing changes to our natural cycles including weather and our seasons. Many places that were colder before are warmer and areas that were wet are getting drier. As a result nature including plants, animals and people are being affected.



Nations are now concerned about climate change and for good reasons.



90% of all global disasters are caused by weather.

Effects of Climate Change

1. Property damage and loss

Infrastructure is being destroyed by extreme weather events. This includes loss of homes, livestock, industries, buildings, roads, agricultural land and equipment.

Infrastructure is national property that helps human development and survival. It includes roads, power lines, schools and so on.



Between 2000 and 2009, 789 billion US dollars estimated damage worldwide was as a result of climate related disasters.

2. Climate Migrants

As the land is lost and property is destroyed people lose homes, property and sources of livelihoods.



When people get displaced, they move to places that are less affected by disaster. This leads to overcrowding and conflict over resources. This may result in people failing to access basic services such as clinics schools and jobs.

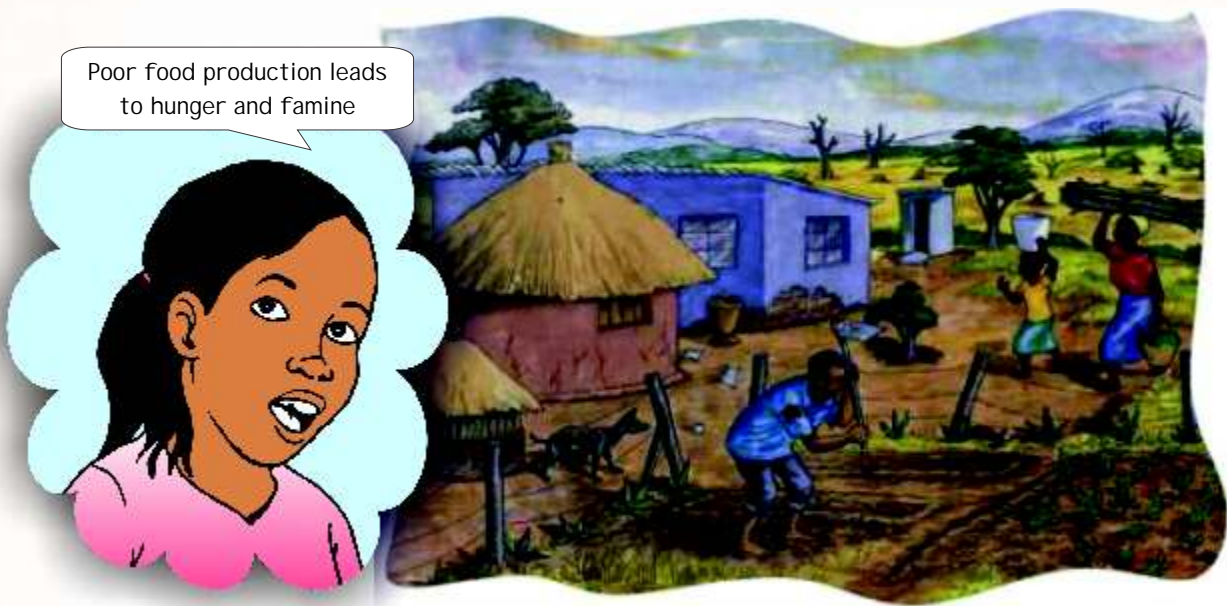


Globally between 2000 - 2009, 55 million people were affected on average by climate - related disasters annually

3. Food Production

As the weather patterns and seasons change, food production is disturbed. Extreme weather events destroy existing crops and make it difficult to grow anything.

Some causes of poor food production are due to unpredictable rainfall pattern.



Poor food production leads to hunger and famine



You have already been given your share

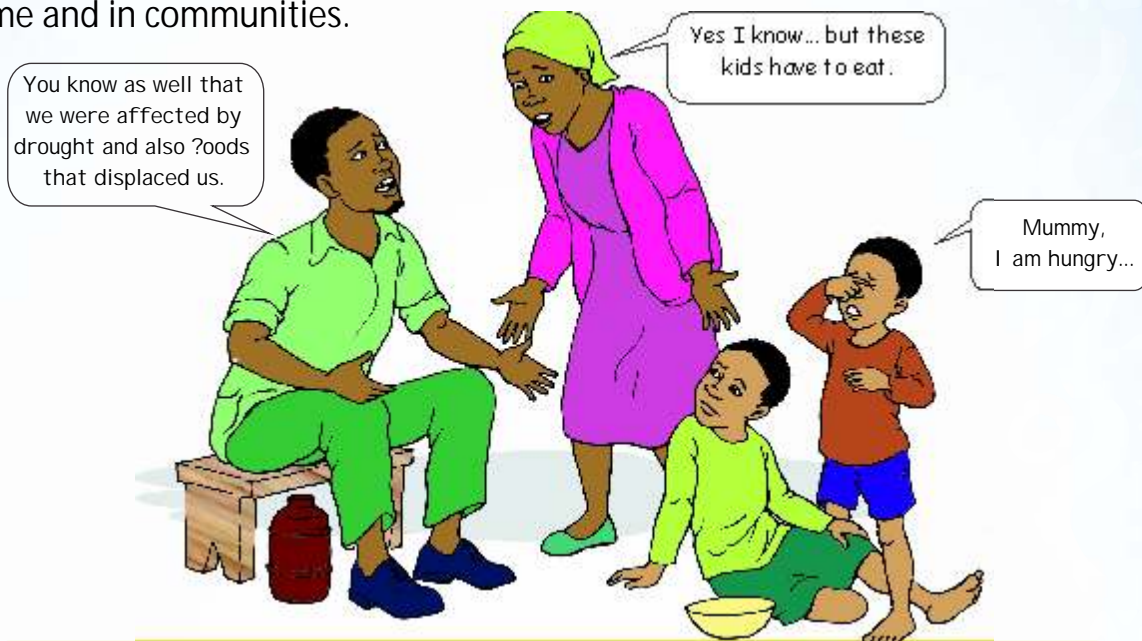
Hey!... Stop it

Government should provide food for the affected people.



4. Conflicts

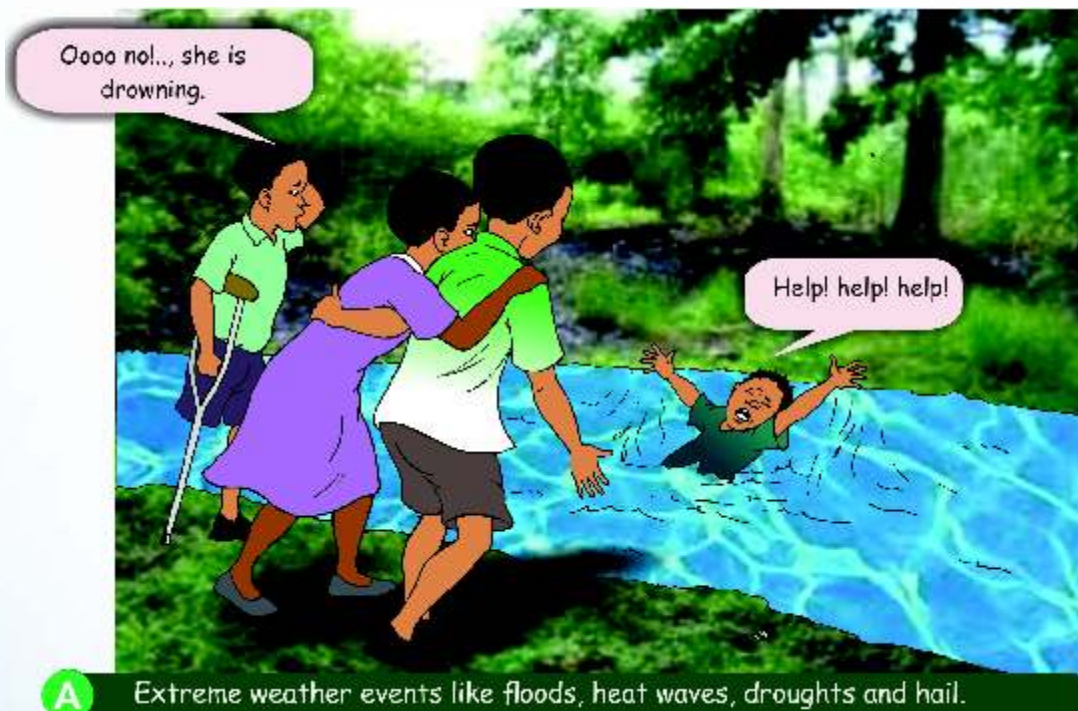
As people move to new areas and food becomes less, conflicts increase in the home and in communities.



B Where there are food shortages and overcrowding, there are also quarrels and conflicts

5. Health and Loss of lives

Some people become ill and others lose their lives due to extreme weather events.



A Extreme weather events like floods, heat waves, droughts and hail.

Remember: Do no cross flooded rivers



How did you end up in a wheelchair?

I was injured when that building fell during a thunderstorm.

C Damaged property which can lead to accidents.



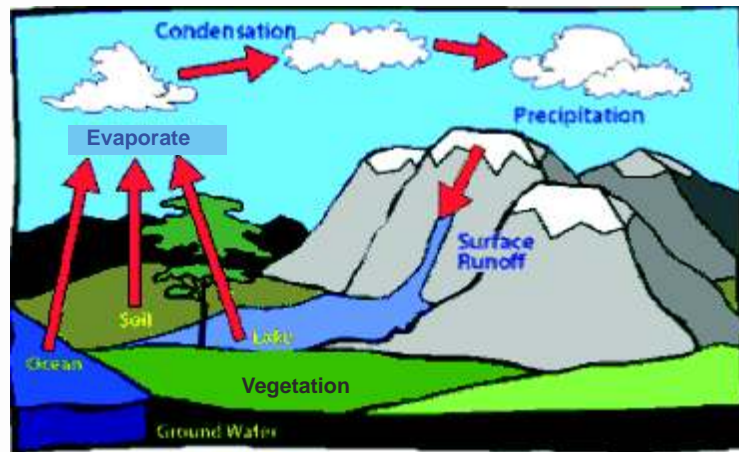
He has a stomach problem!

It could be Cholera. Lets quickly inform elders!

D Contaminated or scarce water leading to increased diseases which include typhoid and cholera

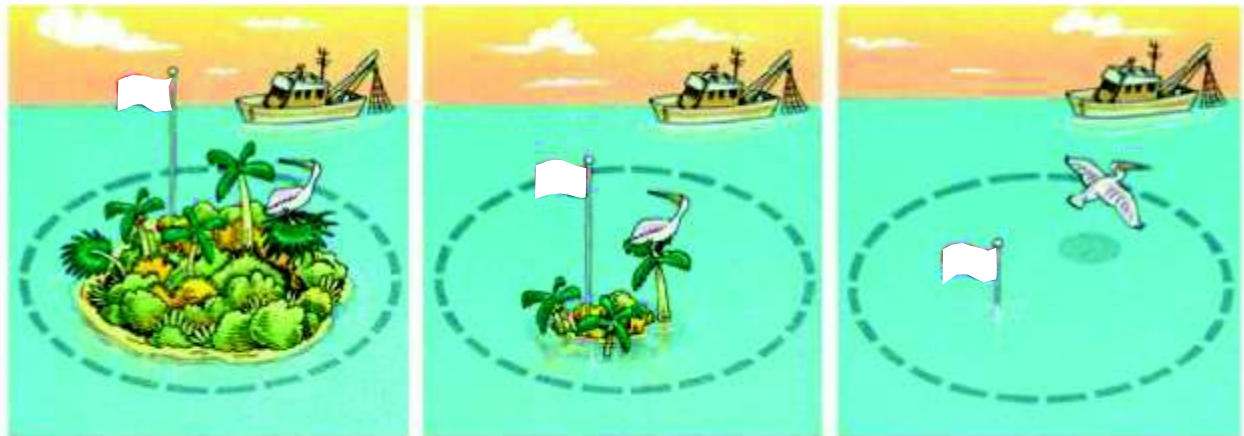
5. Loss of land

As sea level rises the ocean is encroaching onto land and many areas are going under water.



The amount of water on the earth does not change. It simply changes state from liquid to gas or solid. Much water on earth is stored as ice. Now due to global warming, the ice is melting and causing the sea level to rise.

The Solomon Islands in the Pacific are losing land to the rising sea



As temperatures rise the water bodies heat up and expand and that means the sea expands leading to loss of land. This affects islands and coastal areas directly. As people move away from coastal areas they go inland and this leads to overcrowding.



In the 2016/2017 rain season flooding displaced thousands of families in the southern parts of Zimbabwe



In the previous examples we see that Climate change is a problem in many ways to countries.



Children are the most affected in most situations.



REFLECTION

1. How is climate change affecting you in your area?
2. How have people been coping with these changes?

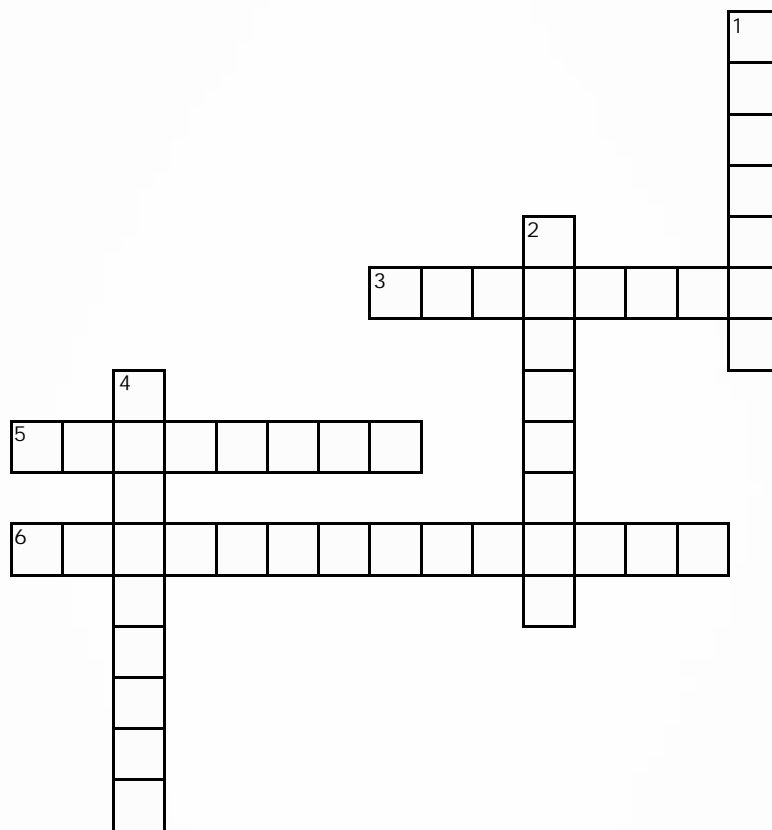




QUIZ

Effects of Climate Change

Solve the Crossword Below



- | | | | | | |
|----------|----------------|-----------|---------|----------|----------|
| droughts | infrastructure | conflicts | illness | migrants | flooding |
|----------|----------------|-----------|---------|----------|----------|

Horizontal

3. These are people displaced by climate change .
5. This displaced a lot of people in Southern Zimbabwe during the 2016/2017 rain season
6. This is important for development but can be damaged by extreme weather events.

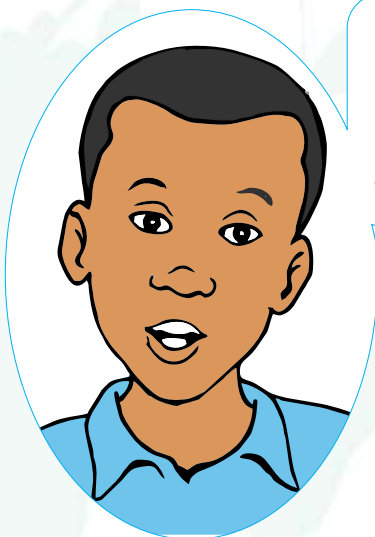
Vertical

1. It is caused by drinking dirty water.
2. It is caused by little or no rain and food production is affected when this happens.
4. When food is in short supply this may happen in families or communities.

Worldwide Action Against Climate Change

Realising the threat to human survival posed by climate change the world has come together to fight it. This started as far back as 1992. A lot of work has been done in regards to climate change nationally and internationally. Below is a timeline of events leading to the development of the National Climate Policy beginning in 1992.

UNFCCC 1992



In 1992 at the Rio-Earth Summit the countries of the world came together and formed the United Nations Framework Convention on Climate Change known as the UNFCCC. This was a coming together by nations in agreement that there was need to act on climate change.

Kyoto Protocol 1997

The Kyoto Protocol of 1997 was a big step towards regulating greenhouse gas emissions. It was an international agreement by many nations to commit to reducing greenhouse gas emissions. However many of the worlds big economies such as China and the United States of America did not sign this agreement. Yet these same countries are the biggest polluters and release more than half the world's greenhouse gas emissions into the air.



Paris Agreement November 2015

In November of 2015 the world met in Paris to discuss climate change and how to fight it.

They came up with the historic Paris Agreement which set out concrete steps to fight climate change. Unlike the Kyoto Protocol, the Paris Agreement was more popular. It managed to get the required number of countries to sign in agreement for it to become active. This means it is a more binding document with a lot more support globally.



The Sustainable Development Goals

September 2015



In September of 2015 in New York, world leaders at the United Nations adopted the 2030 Development Agenda titled Transforming our world: : the 2030 Agenda for Sustainable Development.

These were important in the fight against climate change as for the first time there is a Goal on Climate change. This makes fighting climate change a development priority for world leaders.

Goal 13 on Climate Action says nations will, "Take urgent action to combat climate change and its impacts by regulating emissions and promoting developments in renewable energy".

This forms the basis for nations to work together in fighting climate change and makes it an urgent priority.

National Action Against Climate Change

Zimbabwe's National Climate Change Response Strategy 2014



In 2014 Zimbabwe launched the National Climate Change Response Strategy (NCCRS). It lays out the plan of Action for fighting climate change in Zimbabwe. The NCCRS was developed with the participation of children and inclusion of their views on climate change.

The Climate Policy 2017

Completion in 2017. As the Zimbabwe Climate Policy says it aims "to reduce the socioeconomic impacts of climate variability and change in Zimbabwe and contribute to global emissions reduction". It is therefore the reference point for any action within the country related to climate change work.



Addressing Climate Change in Zimbabwe

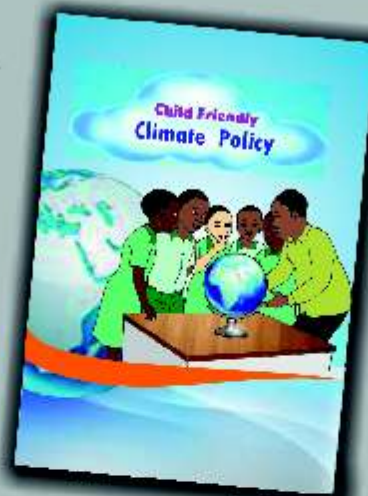
In Zimbabwe, realising the problems caused by climate variability and change, the country developed a Climate Policy.

The Climate Policy seeks to among other things;

- a. Address the causes of climate change.
- b. Strengthen the citizens' ability to handle current and future changes to the climate.

The policy puts in place measures to reduce greenhouse gas emissions which are the underlying cause of climate change. It also sets the foundation for legal and administrative structures needed by the country in order to fight climate change.

The Climate policy gives direction and guidance to anyone who may want to do any work on climate change in Zimbabwe.



mmm...it is a very useful document

Are Children Important in the Climate Policy?

The Constitution of Zimbabwe (2013) says every citizen has the right to:

- a. An environment that is not harmful to their health and well-being; and
- b. Have the environment protected for the benefit of present and future generations,

How children get affected as a result of poor environment



The Climate Policy recognises that children are a vulnerable but important group and includes them throughout. It therefore aims to ensure that the environmental rights of children together with the people of Zimbabwe are upheld as outlined in the constitution. In this policy, children were given the opportunity to participate in its development.





SECTION 2

CLIMATE POLICY GOALS

Section 2 explains the Climate Policy goals as they appear in the actual National Climate Policy and helps to put them into national context.

The Climate Policy has 8 primary Goals. They guide and inform all climate related work in the country. Their success is measured by how well they contribute to the vision of **“A climate resilient and low carbon Zimbabwe”**

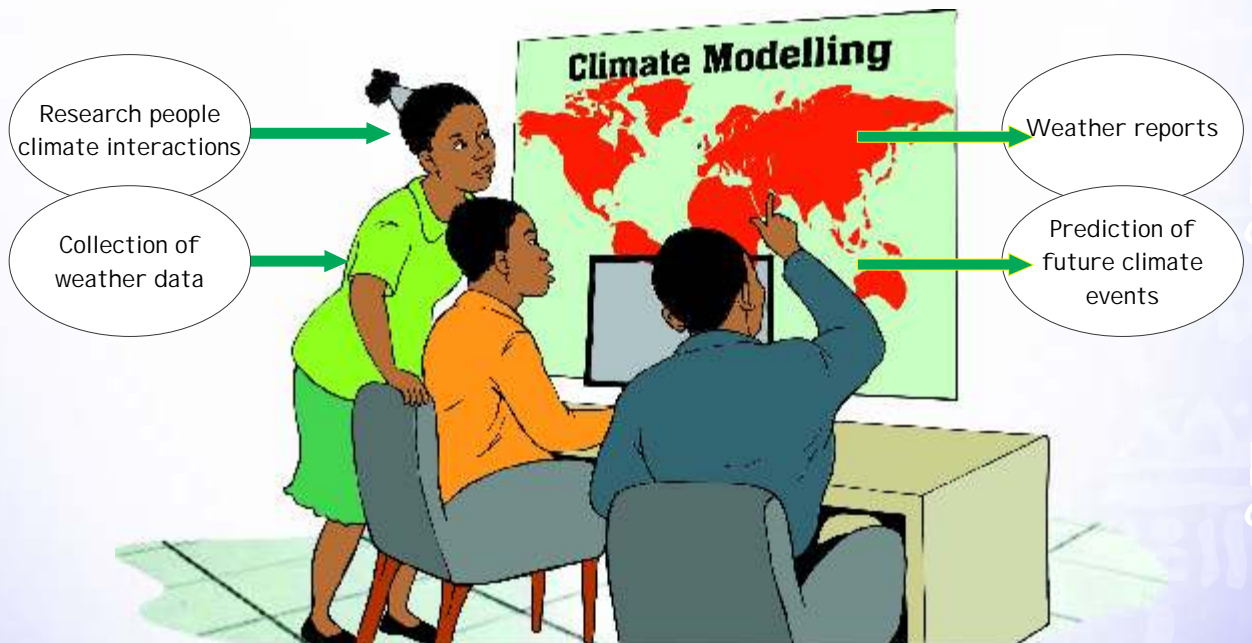
GOAL

1

Develop and strengthen capacity in weather, climate research and modelling

- a. Ensures that the different stakeholders are able to tell weather and climate events beforehand. They can predict what will happen in different conditions and can therefore plan better. This helps them to respond well to any changes in climate. It also helps to plan better for reduction of greenhouse gases and monitor progress.
- b. Helps stakeholders to better monitor how human activities affect the climate.
- c. Keeps track of how climate changes affect human activities.
- d. Empowers Zimbabwe to be in charge of its own information gathering

Weather Station monitoring and data processing



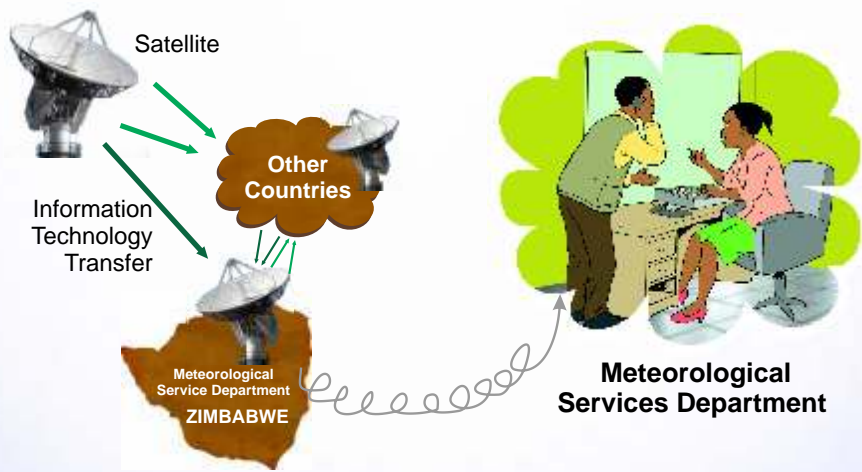
GOAL 2 Promote technology transfer, capacity building and information sharing

- a. Ensures that all people regardless of status and level of education are knowledgeable about climate change and what the country is doing to fight it.

With education and information that we have on climate change, we can now plan future programmes for our survival.



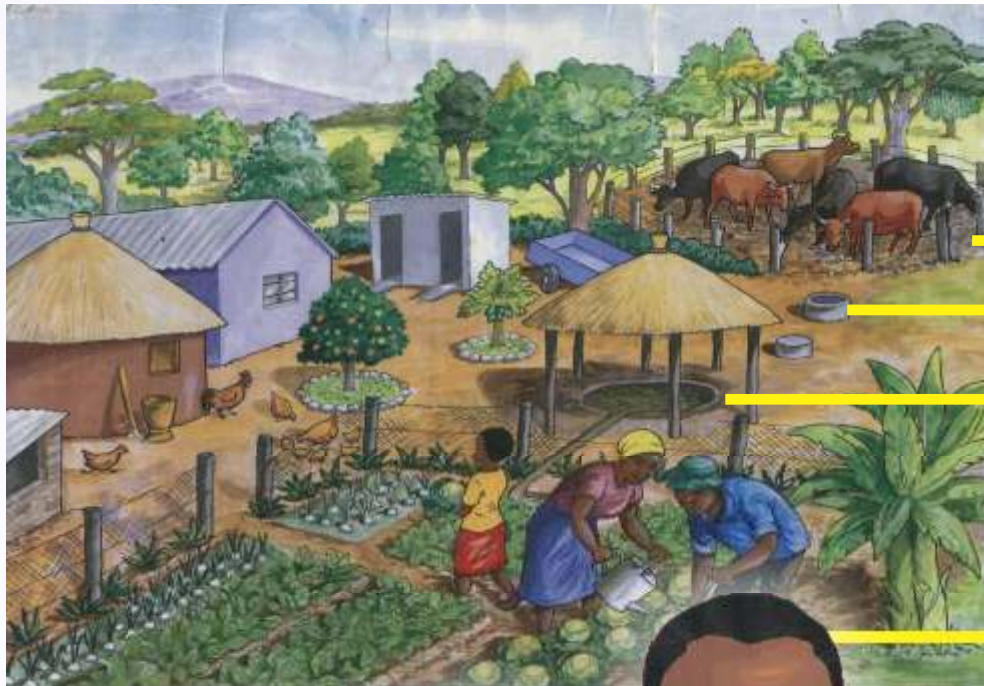
- b. Allows for transfer of technology and skills to those who may not have that capacity.



GOAL 3 Reduce vulnerability to climate variability and climate related disasters by strengthening adaptive capacity

- a. Sets out to ensure resilience to climate change. This is the ability to face change and still be able to grow and develop.

A climate resilient family



Cattle dung used for biogas

Biogas digester

Waste from digester used as manure

Nutrition garden

Having learnt about climate change at school, I suggested to my parents to try climate smart farming. We are now Climate Resilient.

I thank my daughter for giving us this very useful idea. I am glad that we are now less vulnerable to climate change

Goal 3 makes sure that even if climate change happens communities are still able to live life as normal.

Good drainage

Poor drainage

Resilient



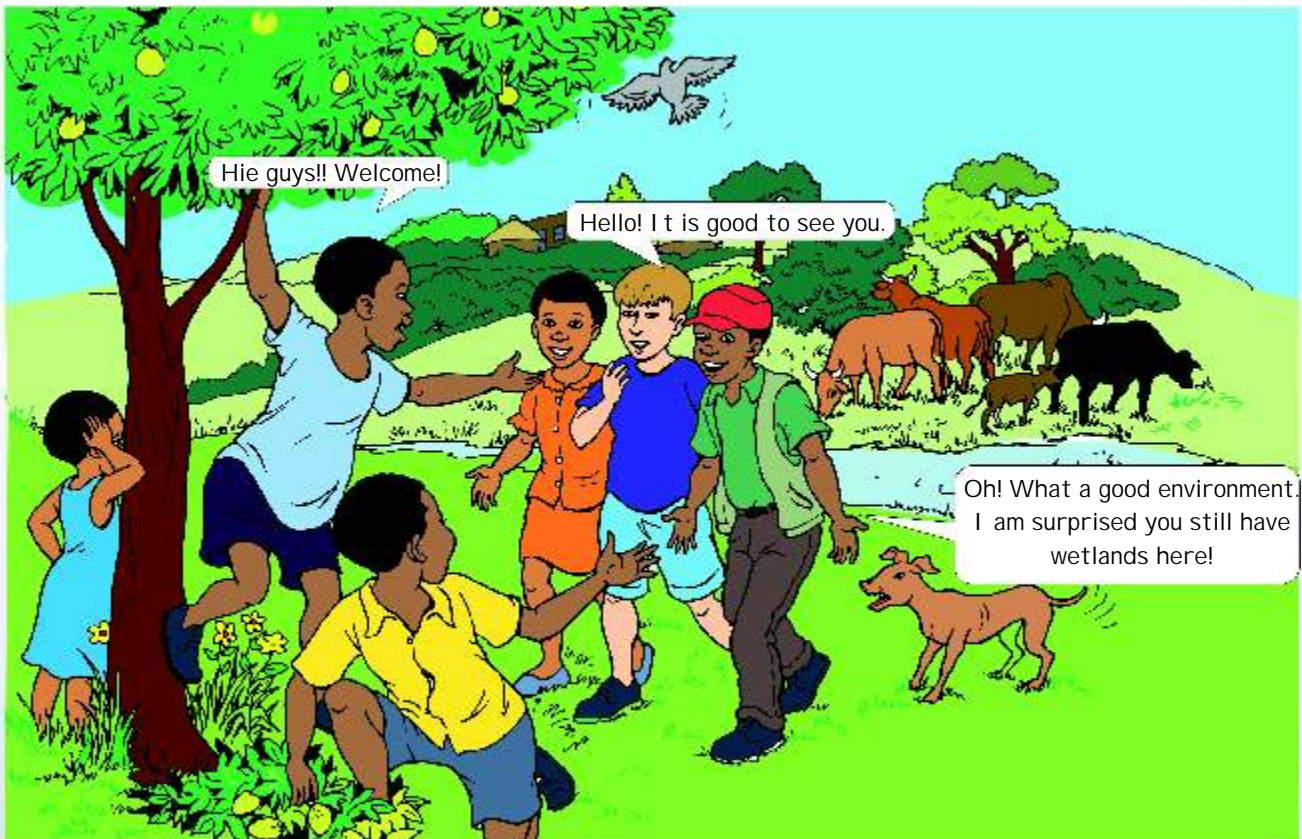
Vulnerable



Can you tell the difference? What makes the house on the left **resilient** and the house on the right **vulnerable**?

IMPORTANCE OF WETLANDS

Wetlands play a major role in our nature cycle. They help to regulate water flows. They hold water when it rains and release it slowly. As a result they are key to helping nature and people have water throughout the year.



Wetlands are sensitive. People should not do projects which disturb their existence.

In what areas is your community vulnerable as a result of climate change? What do you think they can do to become resilient?

GOAL 4 Accelerating mitigation measures by adopting and developing low carbon development pathways

- a. Focuses on reducing greenhouse gas emissions especially carbon dioxide
- b. Promotes technologies that emit less Greenhouse Gases and use clean energy
- c. Puts in place measures for tracking progress in reducing Greenhouse Gases



Sollar



Windmill

Goal 4 ensures that less carbon dioxide and Greenhouse Gases end up in the air.

Human Activities

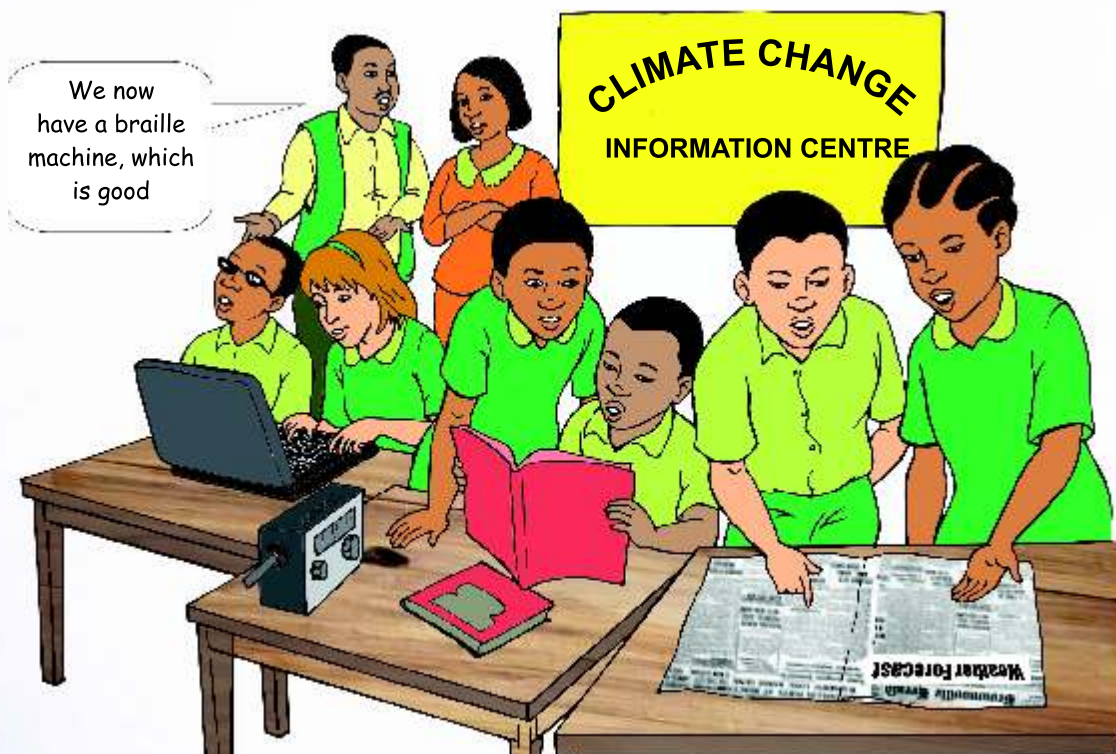


GOAL 5 Strengthen Education and awareness to climate variability and change

- a. Focuses on developing education and awareness packages for the different stakeholders.
- b. Formal and non-formal education are targeted hence children play a critical role in education and awareness
- c. Promotes education and awareness so as to be able to reach everyone. Education and Awareness ensures that people are equipped with correct information and knowledge.

Public awareness

The government of Zimbabwe shall support the development and dissemination of simplified weather and climate information for the benefit of citizens including women, children and people living with disabilities.

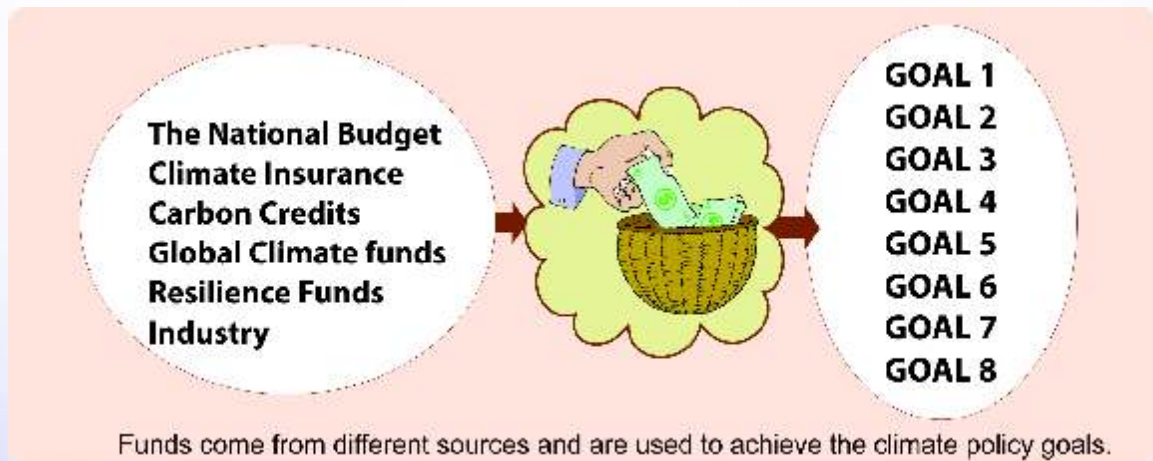


Education and awareness allows people to make informed decisions. Informed citizens are empowered, they can also make better decisions.

GOAL 6 Search for solutions to financial resource allocation, mobilisation and management

- a. Recognise the importance of adequate funding for implementing the climate policy
- b. Develop strategies to ensure that climate change activities are fully funded
- c. Seek to establish a National Climate fund.

In order for the policy to be implemented it needs adequate money. Without enough money Zimbabwe can not become Climate Resilient.

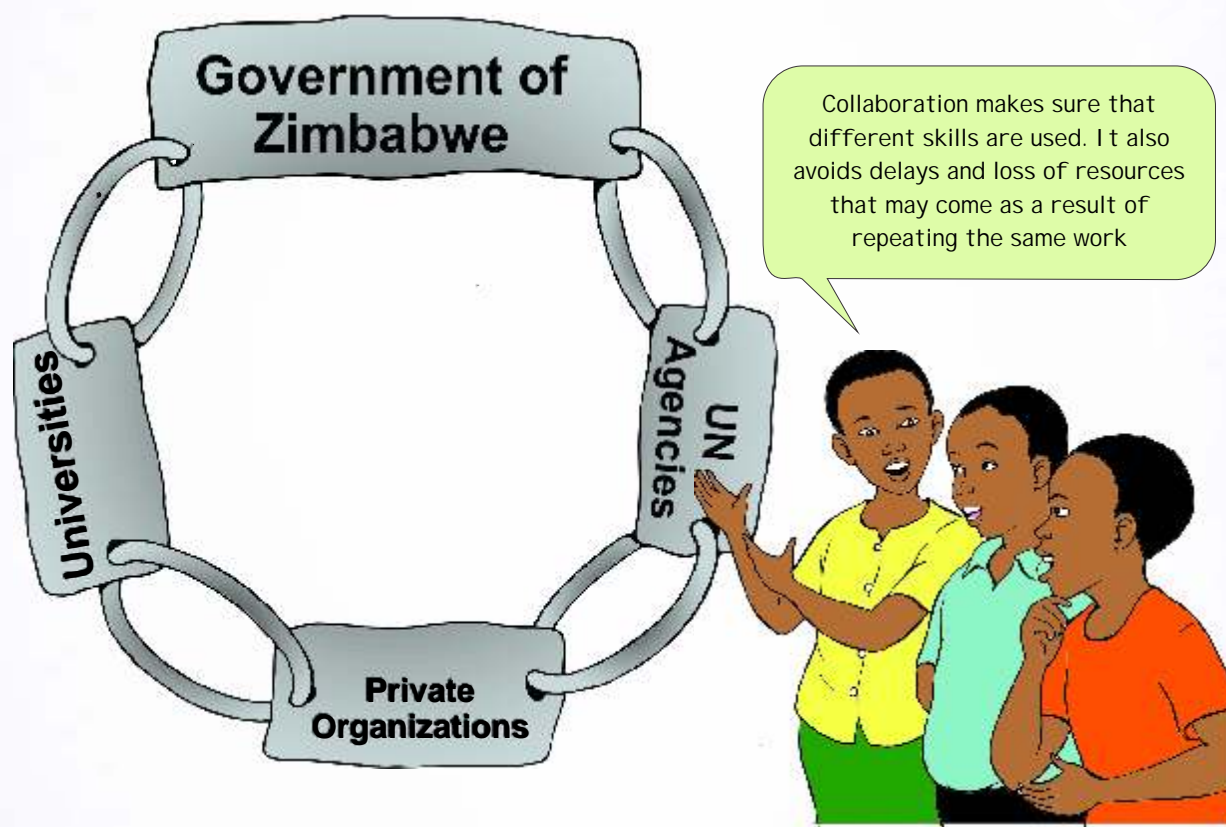


GOAL

7

Foster collaboration among national and international institutions in climate related issues

- a. Ensures there is collaboration of organizations working in climate change both nationally and internationally

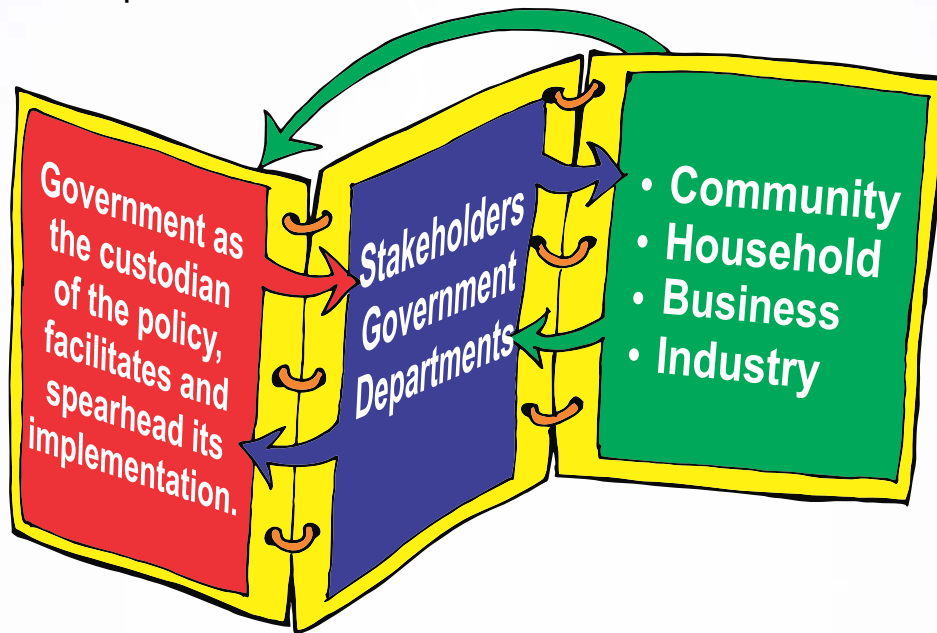


- b. Seeks to build the capacity of national institutions to fight climate change by working with international partners

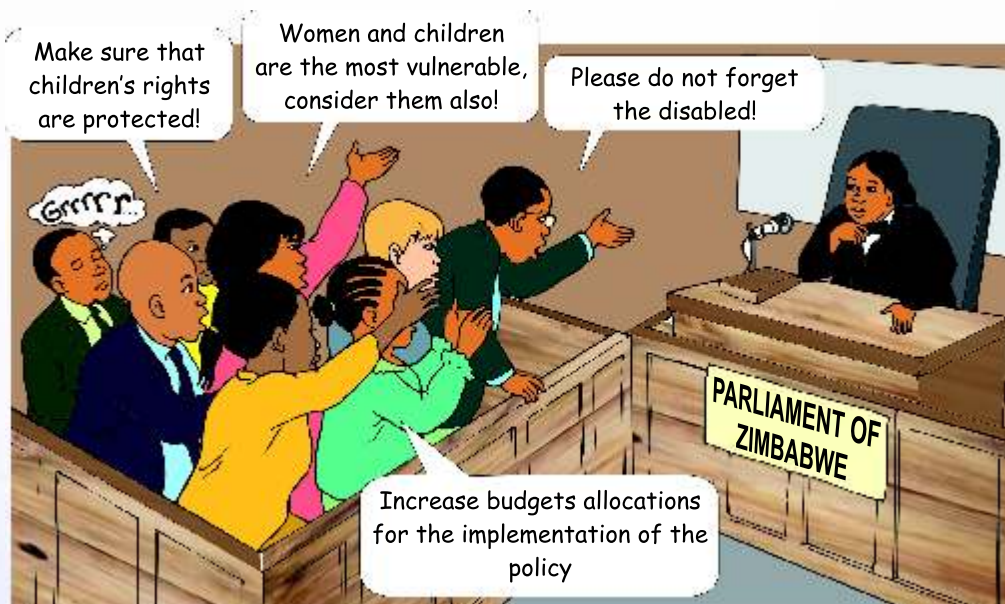
Government achieves goal 7 by working together with community based organizations and academia to develop adaptation and mitigation strategies that respond direct to the needs and vulnerabilities of children, women and men, as well as people living with disabilities.

GOAL 8 Strengthen governance structures for the climate policy to increase Zimbabwe's resilience to climate change and climate variability

- a. Puts in place new and strengthens existing ways through which the climate Policy will be implemented.



- b. Prioritises institutions and legislation that support policy implementation while including gender issues.



Goal 8 ensures efficiency and clarity of roles. It also creates order and this makes things easier in implementation of the policy.



Quiz

The Climate Policy Word Search

Find the words as short a time as possible

T G N I D O O L F Y V P W E S S X B V U
M Y N Y K K L C B A H T R B T V Y T Z N
T C K Z Y J L L M U G U A R T V Y E U R
N I R O L J X H D N T R A N A A N W C H
V L T X G G U W N C N T E R G I I I F T
I O C T D M E J U O E M G E M Z E K E W
N P J S A A R R I G P A X A M S L L R Z
L A C N T P T T Y O S K F H U E B A L N
H O T H B S N R L E V A M O T A N M O D
K V E Y A E I E S X A A H Y N R V T R G
W R M R V B V X R I K N F I A B T O P K
F S F N X E T T R L E P A M L Z U H B J
U N O O D K N P O E J T Y G E G Q Q T M
I C M J C Y Y E R I S L X N H G K V F Y
Y G Q Y U L T G R U A U G T T I N U I B
S T H C J U I E S D M D S K K M X A Z I
E Y V X E V O M U R L D Y I F C D P H O
X K S S E N E R A W A I J N Y J U T B C
R Z W W T B R Y A T Y W H G Y H Z B B P
U C H T P K U V V C E B Q C T R I D V J

STRATEGY
AGREEMENT
CONVENTION
CHANGE
WEATHER
FLOODING
CHILDREN

KYOTO
POLICY
DEVELOPMENT
GREENHOUSE
HUMAN
DROUGHTS
AWARENESS

SUSTAINABLE
CLIMATE
GOAL
GASES
INFRASTRUCTURE
FAMINE

SECTION 3

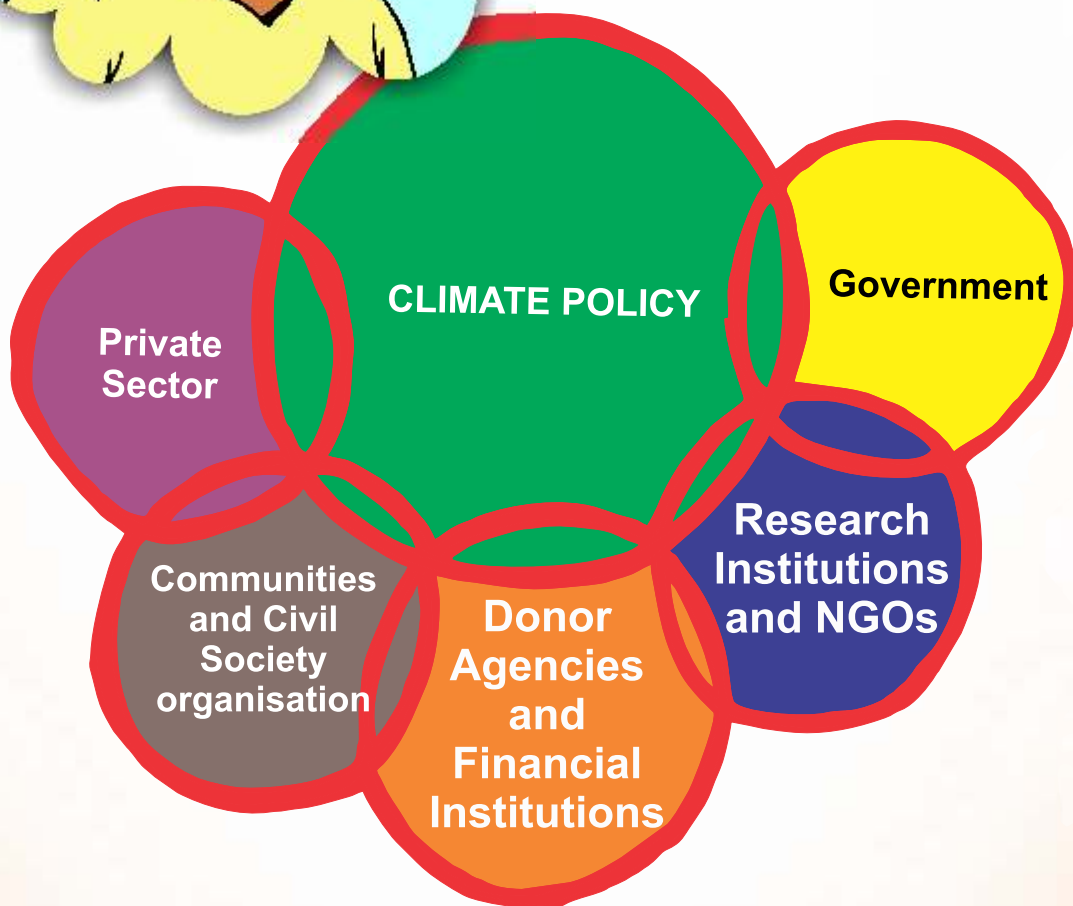
STAKEHOLDERS AND THEIR ROLES

Section 3 takes a look at the different stakeholders and the roles they play in implementing the policy. It also elaborates further on the role of children in this National Climate Policy.

The Role of Stakeholders in Implementing the Climate Policy



There are many different people and groups with an interest in the climate policy. These are known as stakeholder groups. Their role is to implement the policy. Here we will look at a few of the stakeholder groups and some of their roles:



A

Government

Government is responsible for:

- ensuring the policy is implemented in a transparent and inclusive manner.
- coordinating all climate policy activities in Zimbabwe.
- making sure there is a suitable environment for the policy to be implemented.
- identifying and addressing barriers to policy implementation.
- making sure that all citizens of Zimbabwe know the policy, what it says and keeps track of progress on its implementation.



B

Research institutions and Non-Governmental Organisations

Through research, studies and monitoring activities, the research institutes and NGOs are able to:

- show actual progress on policy implementation
- show relationship and impact of policy action on communities
- can make informed assumptions on what may happen in the future so communities, government and other stakeholders are better able to plan.
- Can show barriers to policy implementation so they can be corrected.

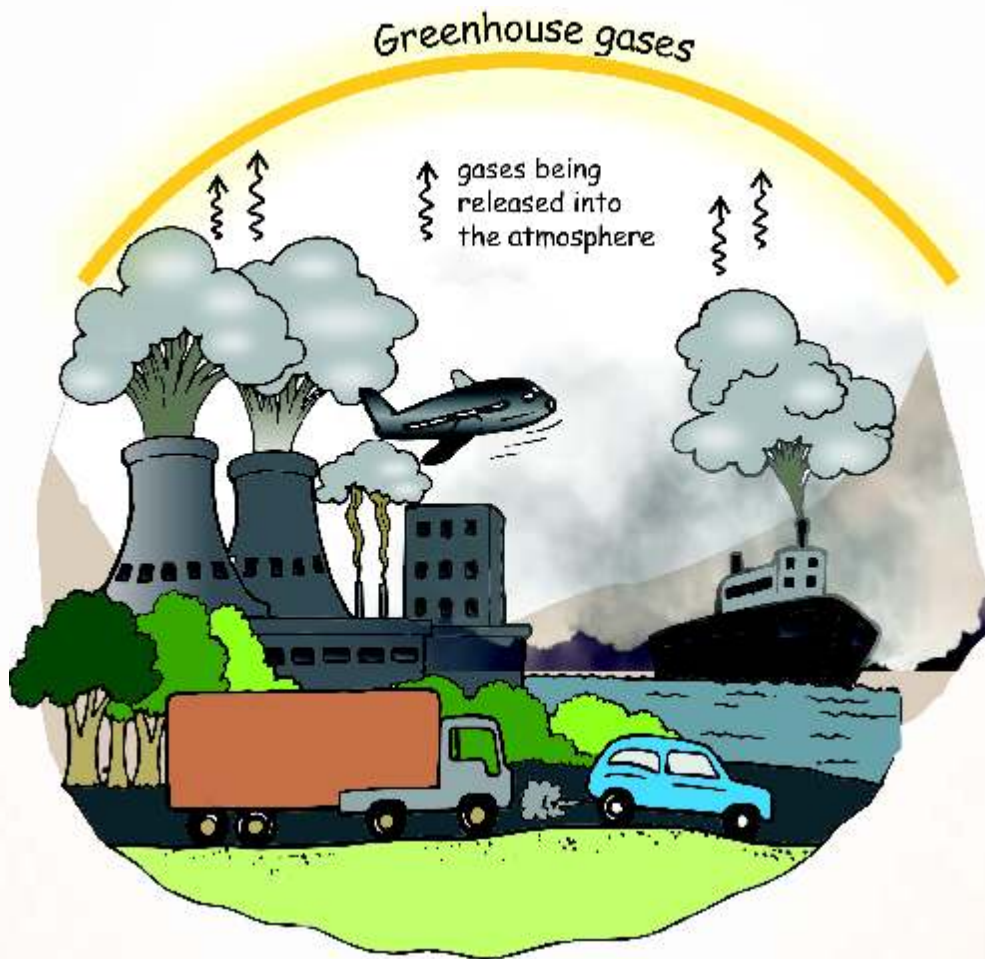


C

Private Sector

The private sector includes businesses and industry that operate in Zimbabwe. They have a role to play in:

- Supporting the implementing of the policy
- benefitting from policy provisions
- helping to fund policy implementation activities.
- Developing technologies that are aligned to the policy.



D

Donor agencies and financial institutions

Donor agencies are important in respect of the policy as their role is to

- Ensure there is enough funding for policy activities
- Help to design projects that can be funded
- Monitor implementation and demand the highest standards are met during implementation.

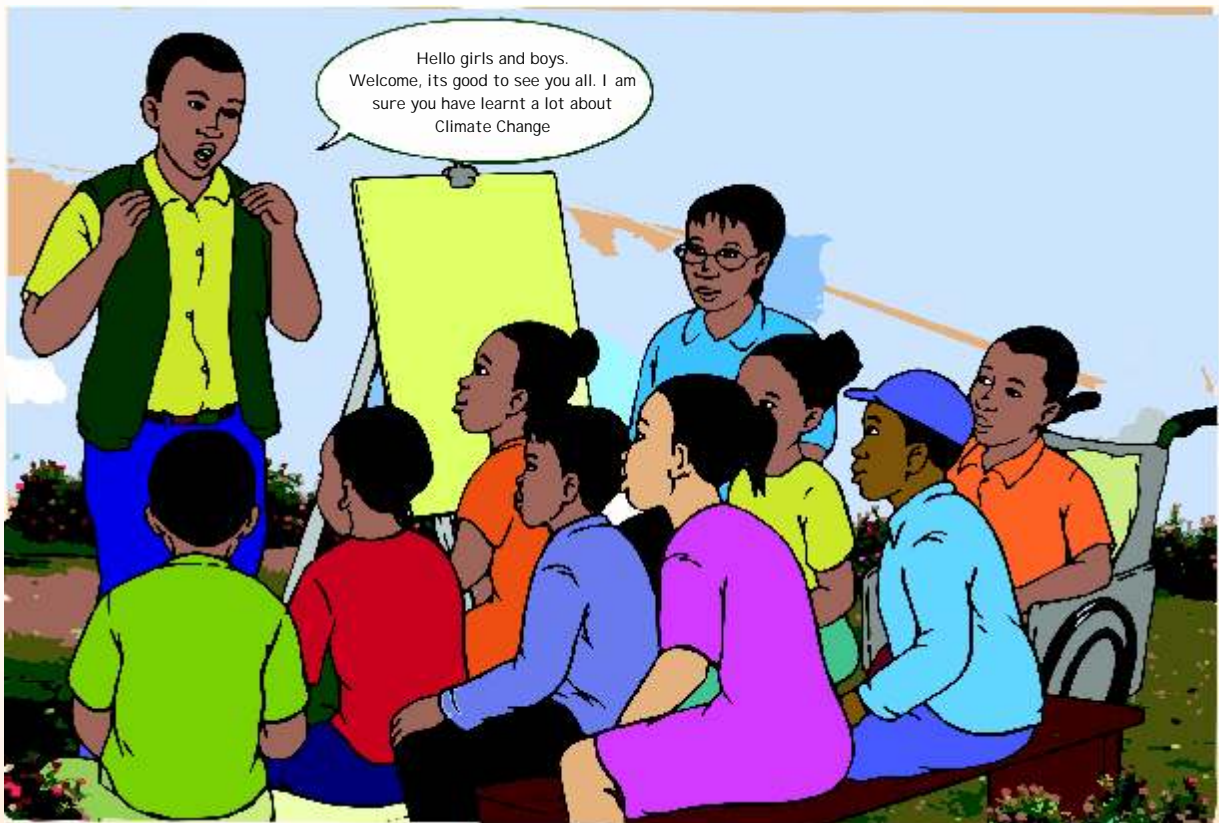


E

Communities and Civil Society Organisations

Civil society organisations and Advocacy groups help communities to:

- know more about the policy and progress in its implementation
- effectively participate in the policy implementation.
- to monitor progress on implementation.
- show areas which can be improved or where there are gaps
- demand that the policy is implemented to the highest quality standards and ethics possible.
- monitor policy implementation and raise awareness on issues that need to be addressed.



F

Children

It is important to note that children are an important part of the community. They therefore have a role to play in the climate policy. They are to also participate in and benefit from the policy activities.



Now that you know about the climate policy, it is important that your learn more about climate change and how to fight it.



Communities in Policy
Implementation
Workshops



You should also share the information with others in school and in your community.

Conclusion

Climate change is with us. We all are feeling the impact of it. Think of the innocent children who have died and those who are now homeless due to climate related disasters. If we all put our heads together, nothing can stop us from winning the battle of fighting climate change. Yes you and I can play our part



Together we can fight climate change

You can now also do some activities that support the climate policy goals.

More Information about the Climate Policy

To learn more about the Climate policy and climate change in general you can contact any of the following organisations:

1. Department of Climate Change in the Ministry of Environment Water and Climate
www.climatechange.org.zw
2. United Nations Children's Fund (UNICEF)
www.unicef.org
3. United Nations Development programme (UNDP)
www.undp.org
4. United Nations Framework Convention on Climate Change (UNFCCC)
www.unfccc.org
5. The Meteorological Services Department.
www.weather.co.zw



Quiz

Background to the Climate Policy

Choose the correct answer

1. When we talk about climate change children are:
 - a. Vulnerable
 - b. Resilient
 - c. Not affected
 - d. None of the above
2. Every citizen has a right to an environment that:
 - a. Harms their health
 - b. Smells
 - c. Does not harm their health
 - d. Has no flowers
3. Children do not have environmental rights True/False
4. Children participated in the development of the policy True/False
5. The Climate Policy aims to address the causes of Climate change True/False
6. Climate variability is measured over a period of more than 30 years True/False

The Climate Policy Goals

Choose the correct answer

1. There are.....Goals in the Climate Policy eight/twelve
2. The policy vision is a.....carbon Zimbabwe low/high

- | | |
|---|--------------------------|
| 3. Climate modelling is about weather..... | fashion/information |
| 4. Sharing of climate information is for.....
in the community | adults/everyone |
| 5. Resilience is the opposite of.....
climate change | adaptation/vulnerability |
| 6. Mitigation reduces..... in order to fight | carbon dioxide/oxygen |
| 7. Education and awareness is all about
making sure everyone has information
on..... and climate | music/weather |
| 8. The National Climate..... is a way of
making sure all the climate Policy Goals
are implemented | Fund/Rand |

Stakeholders

Answer True or False

- | | |
|---|------------|
| 1. Children do not have a role to play in the policy process | True/False |
| 2. Research is important in implementing the Climate policy | True/False |
| 3. Government implements the policy alone | True/False |
| 4. Once you learn about the Climate Policy you must keep the
information to yourself | True/False |
| 5. Everyone can play a part to fight climate change | True/False |
| 6. We must not learn more about climate change and how to fight it | True/False |

Causes of Climate Change

Choose the correct word

- Gases that cause climate change are called _____ gases.
- The _____ is the average weather over a period of 30 years.
- Climate _____ are the short term changes to the weather.
- Greenhouse gases are also called _____ trapping gases.
- Carbon dioxide and nitrous _____ are gases.
- _____ activities pollute the air.

heat, greenhouse, Human, oxide, climate, variability

Glossary

Adaptation:	Adjusting to new conditions brought about by climate change. It is a way for people to cope with changes already present while developing and implementing ways of removing the causes of climate change. Adaptation allows people to maintain the same quality of life even though there are changes.
Atmosphere:	The air surrounding us made up of different gases and stretching for hundreds of kilometres into space. It supports life and performs many functions including regulating the Earth's temperature.
Administrative:	Concerning the running of.
Adopting:	Take up ownership of something as if it belongs to one.
Awareness:	Knowledge or understanding of a situation or fact
Advocacy:	The process of speaking on behalf of a particular issue or pleadings in favour of something. It is active support.
Binding:	An obligation or agreement that cannot be broken
Biogas:	A mixture of different gases produced by the breakdown of organic matter in the absence of oxygen. Biogas can be produced from raw materials such as agricultural waste, manure, municipal waste, plant material, sewage, green waste or food waste. Biogas is a renewable energy source and causes minimal damage to the environment.
Biogas Digester:	The structure or equipment used in making.
CSO:	Civil Society Organisations, Not for profit and non-governmental organisations around which people organise themselves to solve common problems.
Coast:	The area where the ocean or sea meets the land.
Coastal:	Of or related to the coast.
Collaboration:	Working together on a common goal.
Constitution:	The system of laws and beliefs by which a country or organisation is governed.
Contaminated:	Containing impurities.
Custodian:	A person in charge of taking care of or protecting something.
Dissemination:	Spreading widely.
Drainage:	The system that allows water to flow away from something.
Emit:	To release a gas into the air.
Emissions:	The gases that are released in the air by a process or activity.

Equipped:	Supplied with necessary tools for a particular task.
Gender:	The roles played by men and women in society and culture.
Generation:	All the people living at about the same time
Globally:	World wide.
Greenhouse Gases:	Gases that trap heat in the atmosphere are called greenhouse gases. The primary greenhouse gases in Earth's atmosphere are water vapour, carbon dioxide, methane, nitrous oxide, and ozone.
Carbon Dioxide:	A gas that is produced when people and animals breathe out or when certain fuels are burned and that is used by plants for energy. It is a heavy colourless gas that does not support combustion and is used in the carbonation of beverages.
Methane:	Methane is a greenhouse gas which is released during natural gas production and distribution.
Nitrous Oxide:	A gas found in the atmosphere which is an oxide of nitrogen.
Greenhouse Effect:	This is used to explain how greenhouse gases in the atmosphere act like the glass in a greenhouse to trap heat and keep earth warm. The greenhouse gases allow the rays from the sun to pass and reach earth but do not allow most of the heat waves from the earth to go back into space. In this way the earth maintains a warm temperature which can sustain life. However when the heat trapping gases increase in number they trap more heat and lead to Global warming.
Inclusion:	The action of including or being included in a group or process.
Implementation:	The process of putting a plan into action or starting to use something.
Interactions:	Actions influenced by other actions or how different things affect or change each other.
Infrastructure:	Facilities and services needed for the serving of a community and for it to function smoothly.
Kyoto Protocol:	An international agreement among countries that sets limits on Greenhouse Gas emissions.
Legislation:	Collective law.
Livelihoods:	The means of supporting their life or the way a person earns money to live.
Meteorological:	Relating to the atmosphere with a major focus on telling weather.
Migrants:	Any person who lives in a country or area where she was not born and now has a recognised social status.
Climate migrants:	People forced to leave their area by weather and climate related catastrophe.

Mitigation:	The prevention of climate change or removal of the causes of climate change. Mitigation mainly looks at reducing greenhouse gas emissions and removal of greenhouse gases from the air as they are the main driver of climate change.
Mobilisation:	The action of bringing resources together for a particular use.
Modelling:	Involves the use of or making of representations of the climate using what we know to determine what may happen if certain conditions are met. It uses mathematical and computer processes.
NCCRS:	National Climate Change Response Strategy. This is the national plan of action to fight climate change.
Prediction:	What a person or model thinks or says will happen in the future.
Regulating:	Controlling by means of laws or regulations.
Renewable:	Not depleted or used up when being used. In terms of energy this can be solar, wind or water among others.
Resilient:	Able to withstand or recover quickly from difficult conditions.
Socio-economic:	To do with society and economics. It speaks of how people relate and how they do business.
Stakeholders:	A person with an interest or claim in something.
Strategy:	A long term plan to achieve and overall goal.
Sustainable:	Able to be maintained at a steady rate without damaging the environment or without finishing the resource.
UNFCCC:	The United Nations Framework Convention on Climate Change. This is a gathering of nations to discuss and develop ways of fighting climate change.
Unpredictable:	Likely to change suddenly and without reason.
Variability:	No fixed pattern but likely to change.
Vulnerable:	At risk of abuse or harm.
Wetlands:	An area that is covered by water or saturated with water all year or for most of the year with distinct animal and plant life.





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