

**CGMC0616**

**Demonstrate ways of contributing to the mitigation of climate change**

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| **Level** | 1 |
| **Credit** | 5 |
| **Unit Descriptor** | This unit describes the performance outcomes, skills and knowledge required to assist a local community to develop measures for contributing towards the mitigation of climate change. |
| **Pre-requisite** | CGHR0116, CGCK0216, CGCV0316, CGCC0416, CGCE0516 |
| **Co – requisite** | Nil |
| **ELEMENT**   1. Demonstrate the need for a world-wide mitigation of greenhouse gas emissions. 2. Demonstrate the need for communities in Vanuatu to reduce their emissions of greenhouse gases. 3. Illustrate mitigation measures that can be taken by individuals and communities in Vanuatu. 4. Differentiate between mitigation and adaptation | **PERFORMANCE CRITERIA**   * 1. Knowledge of greenhouse gas ***mitigation in the context of climate change*** is demonstrated.   2. The global need to reduce emissions of greenhouse gases is justified.   3. The role of ***UNFCCC*** and the main agreements made at an international level are clarified.   4. The ***advantages*** for communities in Vanuatu of switching from ***fossil fuels*** to renewable sources of energy are identified.   5. Steps taken by the Vanuatu Government to promote the mitigation of greenhouse gas emissions are identified.   6. Reasons are given to show that mitigation measures in Vanuatu should also focus on ***forest management***.   7. Examples of the use of renewable sources of energy in Vanuatu are identified.   8. ***Strategies for the*** ***more efficient use of electricity*** are stated.   9. The importance of separating and recycling waste, and the benefits of composting and mulching, are justified.   10. The need to walk, cycle and canoe instead of using ***motorized forms of transport*** is justified.   11. The importance of planting and replanting more trees is justified, and the impact of such actions on atmospheric greenhouse gas concentrations is clarified.   12. The different roles played by women and men in the mitigation of climate change are examined.   13. Distinction is made between the mitigation of greenhouse gases and ***adaptation to climate change.*** |
| **KEY COMPETENCIES/EMPLOYABILITY SKILLS AND EXAMPLES OF APPLICATION**   |  |  | | --- | --- | | **Required skills\*** | **Example of application** | | **Initiative** | Adapting to new situations • developing a strategic long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions   * *Work with a local community to help it develop appropriate measures to mitigate GHG emissions.* | | **Communication** | Verbal or non-verbal that includes: • speaking clearly and directly • writing to the needs of the audience • understanding the needs of internal and external parties • persuading effectively • establishing and using networks   * *Present information both visually and verbally (using hand-drawn illustrations and technology) to explain the need for the global mitigation of GHG emissions, the difference between GHG mitigation and climate change adaptation, and appropriate GHG mitigation measures for communities in Vanuatu.* | | **Teamwork** | Working with people of different ages, gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of a team • applying teamwork skills to a range of situations   * *Cooperate in a small group to deliver a meaningful presentation to people in the local area on GHG mitigation.* * *Consult with this local community regarding appropriate measures to be undertaken.* | | **Information & Communication Technology** | Having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the occupational health and safety knowledge to apply technology • having the appropriate physical capacity   * *Use the internet to discover examples of mitigation strategies appropriate to the local area, Vanuatu and the Pacific region.* * *Use mobile phones for taking photographs of mitigation measures appropriate for the local area.* * *Use phones, email and social media to access information on adaptation and mitigation strategies.* | | **Problem solving** | Developing creative, innovative solutions • developing practical solutions • showing independence and initiative in identifying problems solving problems in teams • applying a range of strategies to problem solving • applying problem-solving strategies across a range of areas   * *Develop suitable mitigation measures for reducing the causes of climate change in a local community* * *Analyse features of a local area and determine how it will be affected by the impacts of future climate change, suggesting strategies for reducing the severity of these impacts.* | | **Self-management** | Having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and vision • articulating own ideas and vision • taking responsibility   * *Reflect on knowledge and understanding of strategies to mitigate the causes of climate change in Vanuatu.* * *Seek advice from others (through conversations and/or technology) and be ready to express their own views in discussions on mitigation and adaptation strategies for climate change.* | | **Planning** | Managing time and priorities – setting timelines, coordinating tasks • being resourceful • taking initiative and making decisions • establishing clear project goals and deliverables • allocating people and resources to tasks • participating in continuous improvement and planning • developing a vision and a proactive plan to accompany it.   * *Plan, collect, organize and analyse information on GHG mitigation measures that can be taken by individuals (both men and women) and communities in Vanuatu.* | | **Learning (gaining new skills and knowledge**) | Manage your own learning using a range of learning options suited to the individual learning style– mentoring, peer support, networking; • having enthusiasm for ongoing learning; • being willing to learn in any setting• being open to new ideas and techniques • being prepared to invest time and effort in learning new skills   * *Participate in group discussions to share knowledge and gain new skills and learning that will assist in community planning for strategies to contribute to the mitigation of climate change.* | | **GESI (Gender Equity and Social Inclusion)** | Valuing and supporting women and disadvantaged persons and equal opportunity for all in workplaces and communities • mentoring younger people • valuing and respecting older people • having respect for different cultural, social, religious and political values   * *Ensure that discussions in the communities are inclusive of both male and female perspectives on strategies for mitigating the causes of climate change* * *Ensure that planning and information on adaptation and mitigation strategies reflects cultural values and practices* |   \* as per Provincial Skills Plan  **Required knowledge**   |  |  | | --- | --- | |  | * Awareness of some of the human actions that lead to increased amounts of GHGs in the atmosphere. * Understanding of how increased atmospheric GHG concentration will lead to global warming and climate change, and of how climate change is likely to affect the atmosphere and oceans. * Knowledge and experience of the impacts of climate change and of some of the measures already being taken to reduce the negative effects of these impacts * Knowledge of a local community, especially in terms of leadership structure, values, cultural and religious practices and livelihoods. | | |
| **RANGE STATEMENT**   |  | | --- | | The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. |   **Adaptation *to climate change*** refers to:  ways in which people adjust the way they live in order to cope with warmer temperatures and other climatic changes, reduce the harmful impacts of these changes, and take advantage of any benefits the changes may bring.  **Advantages** can include:   * climatic advantages * economic advantages * social advantages   **Forest conservation** refers to   * planting and maintaining forested areas for the benefit of future generations   **Fossil fuels** are:   * hydrocarbons millions of years old found underneath the ground surface and burnt to provide sources of energy today. Examples are coal, oil or petroleum, and natural gas.   **Mitigation in the context of climate change** refers to:   * human actions to reduce the emissions of greenhouse gases (GHGs) or to increase the sinks (stores) of greenhouse gases.   **Motorized forms of transport** can include:   * trucks, buses, cars, speedboats, tractors, inter-island trading vessels, aircraft and helicopters   **Renewable sources of energy** are:   * sources of energy that are renewed quicker than they can be used up. Examples are solar energy, wind power, hydro-electric power, wave energy, tidal power, biofuel and biomass.   **Strategies for the more efficient use of energy** may include:   * energy-saving light bulbs, cleaning filters on generators/engines, turning off electrical appliances when not in use, etc.   **UNFCCC** refers to:   * United Nations Framework Convention on Climate Change | |
| **EVIDENCE GUIDE**  The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.  Critical aspects for assessment and evidence required to demonstrate competency in this unit  Evidence of the following knowledge, skills and attributes is essential:   * Knowledge and attributes of local communities and structures * Understanding of the features and elements of climate change, its causes and effects, and strategies for mitigation. * Communication skills to develop individual and community awareness of the need to develop strategies for mitigating the causes of climate change. * Skills and attributes in demonstrating at least one mitigation technique to others. * Ability to interpret and construct diagrams, graphs and simple maps | **Context of Assessment**   * Assessment of underpinning knowledge and communication of ideas can be done in the classroom through observation and discussion. * Assessment of practical mitigation techniques across multiple sectors and of consultation with the local community regarding new mitigation measures to be introduced can be done in the field     **Resource Implications**  Assessment process and resources must ensure:   * Physical access to communities to observe communications and/or collection of information and data * Checklists for the learner and assessor to guide community activities, communications and observations |
| **Assessment Methods**  Assessment methods must be chosen to ensure that knowledge of ways of contributing to the mitigation of climate change can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills, and may be done in conjunction with assessment of other units of competency. Allowance should be made for participants with disabilities. Some of the following examples are appropriate:   * Direct oral questioning combined with third party workplace or community reports of knowledge and performance by the learner. * Direct observation during community contact (may be undertaken during field visits and/or using technology such as phone/video). * Review of any written documentation evidencing knowledge and skills (maps, workbook activities). * Oral and/or written reflections by learners. * Written holistic/summative assessment. |