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CLIMATE CHANGE CAPACITY BUILDING FOR JOURNALISTS

FINAL REPORT 1.2

United Nations Development Programme – Barbados and the OECS
Japan-Caribbean Climate Change Partnership (J-CCCP)

Submitted by



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1. WORKSHOP OVERVIEW

The Workshop was conducted on April 26-27, 2017 at the Ramada Princess Hotel, Belize City, Belize. It was attended by twenty-eight (28) journalists covering all J-CCCP programme countries. Of the twenty-eight journalists, twenty-two (22) were female and six (6) were male.

The UNDP’s stated objective of the workshop was “to conduct a capacity building seminar for regional media practitioners that will focus on climate change with the intent of increasing climate change related knowledge and buy-in among media practitioners, with the ultimate goal of knowledge dissemination by practitioners.”

The workshop was facilitated by the Valinor Research and Consulting team comprising Kalim Shah, Project Manager & Climate Change Expert, Everold Hosein, Communications and Public Relations Expert and Mary Owen, Media and Journalism Expert. Invited guest facilitators that also contributed to the workshop were Keith Nicholls, Project Development and Carlos Fuller, International Liaison of the Caribbean Community Climate Change Center (5Cs).

Arrangements and support were provided by the UNDP Barbados office/ J-CCCP and the UNDP Belize office.

The final Agenda is provided below:

WORKSHOP AGENDA Climate Change Capacity Building for Caribbean Journalists		
DAY 1		
8:30 a.m. - 9 a.m.	Registration/Pre-workshop evaluations (Evaluation questionnaires distributed by email prior to opening)	
9 a.m. – 10 a.m.	Climate Change Communication Campaign Launch	
10 a.m. – 10:30 a.m.	BREAK	
10:30 a.m. – 10:45 a.m.	Welcome/Introductions. (Participants will be encouraged to tweet session highlights using #JCCCP #climatejournalists)	Shah
10:45 a.m. – 11:45 a.m.	"Climate Change: Fundamentals and Myth vs. Reality" : Climate change involves complex science and policies that are often misunderstood. Participants will understand key terminology and concepts and learn some surprising/shocking facts about climate change in Caribbean. We will explore where to find credible information (databases, cheat sheets) and get tips for assessing information.	Shah

	ACTIVITY: The internet has a plethora of information, some of which is confusing and misleading. What is real and not real in the climate change discussion?	
11:45 a.m. – 1 p.m.	Activity: "News literacy and climate change": Participants will work in groups to evaluate news stories about climate change and present their assessment to the group. Stories will be evaluated based on the author's use of sources, fairness, bias, story-telling techniques (re selective attention), reader relevance, visual elements.	Hosein
1 p.m. - 2 p.m.	LUNCH	
2 p.m. – 2:45 p.m.	"Getting climate change on the front page": Climate change issues touch many newsroom beats, including gov't., business (banking/investment/insurance), tourism, environment and health. Participants will understand key components of quality climate change journalism (Storytelling/human impact, credible sources, fairness, no bias, visual elements, call to action) and get tips for finding/pitching climate change stories to editors.	Owen
2:45 p.m. - 3:15 p.m.	Activity: "Beyond the nutgraph": Following the technical session, participants will discuss in small groups possible story ideas that could be done. Participants will share/discuss some of their work about climate change and discuss challenges in their newsroom. Sharing with full group.	Owen
3:15 p.m. - 3:30 p.m.	BREAK	
3:30 p.m. - 6:00 p.m.	Q&A/Wrap-up/Assignments for Day 2 -- 1.) Explore/research Belize City for possible climate change story ideas and 2.) Begin to develop story ideas about journalists' own community that they can work on when returning home.	Shah

WORKSHOP AGENDA Climate Change Capacity Building for Caribbean Journalists		
DAY 2		
8:30 a.m. – 9 a.m.	Welcome/Recap/Q&A/Quick review of assignment	Shah
9 a.m. - 10:15 a.m.	"Communicating to impact behaviours": An introduction to how journalists and climate change writers can use COMBI techniques to positively influence "climate proof" behaviours, actions and policies.	Hosein
10:15 a.m. - 10:30 a.m.	BREAK	

10:30 a.m. - 11:30 a.m.	"Digital tools for storytelling" : Many digital tools are available to help journalists tell stories. Participants will share how they use technology in their work and learn some basic digital tools. The session will give tips for writing effective headlines, understanding social media algorithms, using cellphones for basic photography/videography and fair use best practices.	Owen
11:30 a.m. - 12:30 p.m.	Interactive Session: "I don't get it: Interviewing technical experts" : Journalists often don't ask the right questions or ask good follow up questions. Participants will understand effective and important questions when writing about complex issues. (GUEST: Belize Planners Association)	Owen
12:30 p.m. - 1:30 p.m.	LUNCH	
1:30 p.m. – 2 p.m.	ACTIVITY: "Assignment: Develop your story"	
2 p.m. – 3:30 p.m.	ACTIVITY: "Assignment: Pitch your story" : Participants will pitch story ideas that they plan to work on when they return home, including potential sources, angles and visual elements. Avoiding the MEGO Phenomenon. The group will give feedback.	Hosein
3:30 p.m. - 4:00 p.m.	Q&A/Wrap-up/Post-workshop evaluation	Shah

On site Adjustments

The curriculum of the workshop, as agreed, was fully completed and the learning and skills training objectives satisfactorily met. To do so, some adjustments were made to the schedule as follows:

1. With the time run-over of the Climate Change campaign launch and the strict departure time for the afternoon field visit, it was decided to run the “Beyond the nutgraph” session as the first session of Day 2 and adjust the time for the other Day 2 sessions accordingly. While the campaign launch presenters more or less kept to the time allotted, the time run over occurred in the Photo Op session with media immediately after.
2. The Day 1 session “Climate Change: Fundamentals and Myth vs. Reality” was implemented as planned with the invited guest speaker Mr. Keith Nichols of the Caribbean Community Climate Change center (5Cs). On Day 2, the invited panelist from the Belize Planners Association cancelled and the panel spots on Day 2 "I don't get it:

Interviewing technical experts" and "Assignment: Pitch your story" sessions were amply filled by Mr. Carlos Fuller of the 5Cs.

3. The Day 1 afternoon sessions were slightly delayed due to the need to provide the UNDP Security Protocol information to the participants. Although the group reconvened approximately 15 minutes early from lunch, the Security protocol and Q&As took close to 30 minutes. Notwithstanding this, the remainder of the day was adjusted for successfully.

Social Media Thrust at the Workshop

Participants were asked to tweet highlights of the workshop on social media using hashtags #JCCCP and #Climatejournalists, and tagging UNDP-Barbados and JCCCP. This served the dual purposes of (1) hands on experience with reporting live via social media and (2) to advertise and promote the workshop through live learning experiences of the participants. The activity was significantly hampered by the poor and sporadic interconnectivity experienced in the Ramada workshop room, despite the best efforts of UNDP personnel to rectify. The tweet activity could have been more successful if interconnectivity was stronger and more reliable. Nevertheless, there are ample examples of participants engaging in the tweeting experience:

Here some examples of their posts on Facebook and Twitter from three participants:

Facebook LIVE

<https://www.facebook.com/riseechaderton>

Twitter

<https://twitter.com/Adelle/status/857298909080809472>

<https://twitter.com/Zaouri/status/857702151921045504/photo/1>

<https://twitter.com/Adelle/status/857660180082962432>

<https://twitter.com/jeanelleadriana/status/857689356852748288>

2. WORKSHOP EVALUATION BY PARTICIPANTS

This section provides an analysis and summary of the pre-and post-evaluations of the Japan-Caribbean Climate Change Partnership 2017 Regional Media Training for Journalists. Thirty workshop participants attended. Twenty-one pre-workshop evaluations were received and nineteen post-workshop evaluations were received. In the pre-evaluation, seventeen respondents were female and three were male, one participant did not identify gender. Participants included

one Barbadian, four Belizeans, three Dominicans, four Grenadians, three Guyanese, one participant from St. Lucia, four Vincentians, and one Trinidadian. Participants were asked four open ended questions. Three of the participants were in the age range of 18-24 year. Seven of the participants were in the age range of 25-34 years old. Four of the participants were in the age range of 35-44. Four of the participants were in the age range of 45-54. Two participants were in the 55-64 age range. None of the participants was over 64 years of age.

- 1) *Briefly explain your journalism experience including, which beats you have primarily covered and how long, and newsroom roles you have held and how long/*
- 2) *What type of climate change stories have you covered?*
- 3) *How do you use both technology and social media for your job?*
- 4) *Briefly identify what lessons, skills, and or information you hope to gain by attending this workshop.*

Participant responses to question one ranged from having none to 37 years of experience. With most participants having five to fifteen years of journalism experience, in areas ranging from crime and politics to environment and health. Nine of the participants have covered climate change stories in the past. Those whom had more journalism experience had extensive history in reporting climate change or environmental related information. All participants reported the use of social media and technology in their jobs. Usually for the purpose of accessing information or relaying information to viewers. Participant responses varied regarding the identification of lessons, skills, and information they hoped to gain. Participants showed particular interest in deepening their understanding of climate change in order to generate awareness amongst their audiences. In addition to gaining additional knowledge regarding the financial and societal impact of climate change.

Participants were asked nine rating scales questions. Listed below.

- 1) *I have a firm enough grasp of the science of climate change and related concepts/*
- 2) *I have a comprehensive enough understanding of international, regional and national climate change policies and political discourses to produce high quality reports.*
- 3) *I know exactly where and how to access credible and useable climate change data, information and expert opinions on climate change for my reports/stories/writing.*
- 4) *I feel capable enough to properly assess and analyze climate change data and information and incorporate in my reporting/ writing/ stories.*
- 5) *Reporting/ writing about climate change and related issues is a priority for my organization.*
- 6) *I can produce reports/ news/ stories that can influence readers to take positive actions and demonstrate responsible behaviors that combat climate change.*
- 7) *It is important for my organization to utilize digital media platforms or report climate change issues.*

- 8) *I am confident enough in my understanding of climate change issues to conduct interview with technical experts on climate change topics in order to provide high quality reporting.*
- 9) *I am confident enough in my climate change reporting knowledge and capabilities to successfully pitch stories/ reports and news ideas to my editors.*

Workshop evaluation participants were asked to rate their level of agreement given the options of strongly disagree (1), disagree (2) neutral (3) agree (4) and strongly agree (5). The responses were assigned numbers in order to analyze the results.

Pre-workshop evaluation participants scored an average of 4.0 on question one. Which indicates that most of the participants had some level of knowledge of the science of climate change. The average response for question two was 3.76, which also indicates neutrality in the response. Question three average was 3.86. The average of question four was 3.57. The average of question five was 3.9. The average of question six was 4.05. The average of question seven was 4.14. The average of question eight was 3.86. The average of question nine was 3.5 as 3.8. These results suggest that prior to the workshop participants had some general knowledge of climate change and the usage of digital media but were in agreement with the listed statements. The by-country response to question one displayed much variability as seen in Figure 1. The countries with more than one participant had varying responses to the question. The average of question one for those participants from Belize was 3.5. The average score of question one for participants from Dominica was 2.3. The average for question for those participants from Grenada was 3.5 and 3.6 for those from Guyana. The average of question one for participants from St. Vincent and Grenadine was 3.75.

Regarding the relatively positive response to question 1, suggesting that most participants believe they have at least some firm understanding of climate change science, could be an outcome of social desirability bias. It would not be unusual for them to respond in this manner, even if this is not the case, given that participants were partly selected on their interest in climate change reporting. For future reference, one way to cross-check participant responses to this question would be to ask for a portfolio of climate related reporting/articles from each of them when they apply for the workshop. A qualitative review of the portfolio could give a broad indication of their general grasp of climate change science (for instance by correct use of technical terms). One way to reduce social desirability bias, that was perhaps not suitable for this workshop, would be to allow submission of anonymous evaluation forms. Social desirability bias has been shown to be significantly reduced by concealed identity and anonymity survey approaches.

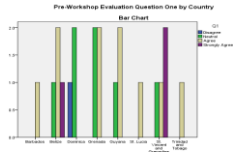


FIGURE 1: Pre-Workshop Evaluation Question One by Country

The results of question one by gender showed very little variability and indicate that gender does not significantly impact the workshop participants response to question 1 as shown below in Figure Two. All of the male participants were in agreement with the statement, while the female participant responses varied; one participant disagreed with the statement, six participants were neutral in their opinion of the listed statement. Seven female participants were in agreement with the statement and three were in strong agreement with the statement. The lack of male participants may have swayed the results of the analysis.

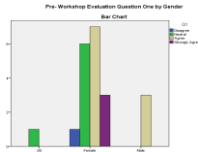


FIGURE TWO: Pre-Workshop Evaluation Question One by Gender

In the post-evaluation workshop, participants were asked twenty-four questions. Four of the questions asked general demographic information and nineteen questions were rating scale and the final question was short answer giving participants and opportunity to provide general feedback on the workshop overall. Fifteen workshop participants participated in the post-workshop evaluation. The evaluation participants were from various Caribbean countries two Dominicans, four Grenadians, one participant from Belize, three Guyanese, four Vincentians, and one Jamaican. Participant's journalism experience varied from more than ten years to less than one year. With three participants having more than ten years of experience and five participants with less than one year of experience.

Respondents were asked three sets of questions in the workshop post-evaluation; Climate change journalism, substantive content and usefulness of the workshop and organization of the workshop.

The Climate change journalism section of the questionnaire utilized the rating scale questions from the pre-evaluation in order to evaluate the success or failure of the workshop. Again, these responses were translated into numbers for analyzing the results.

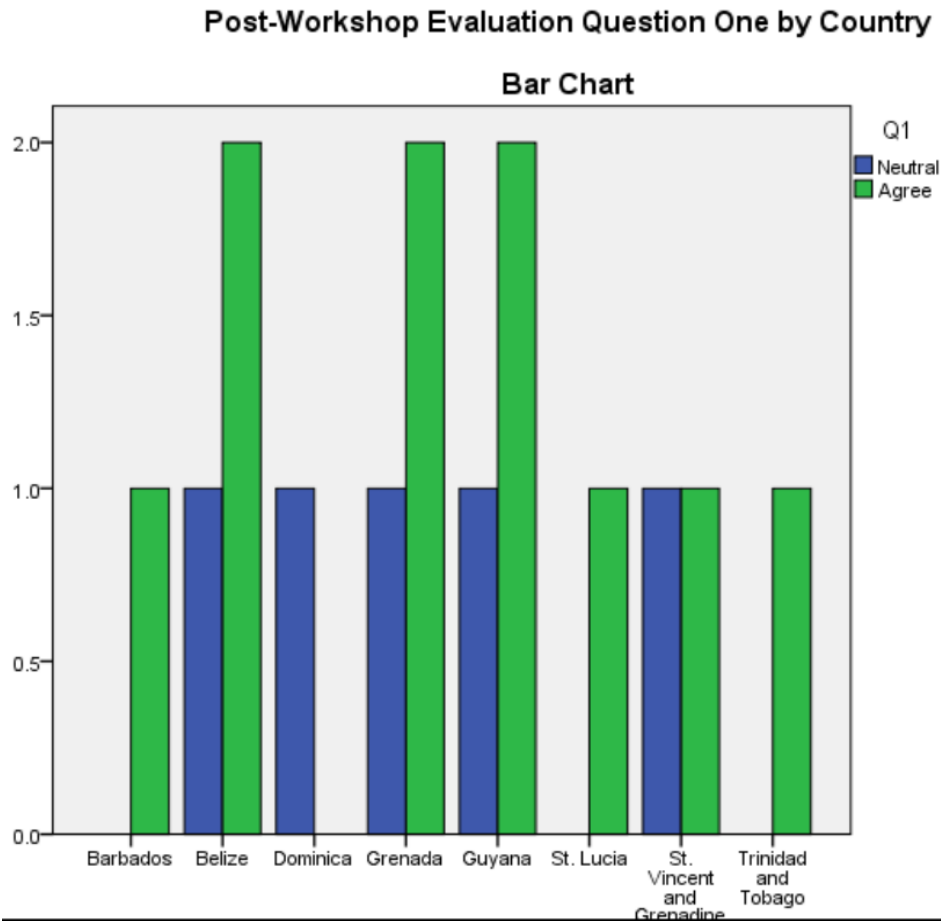


FIGURE THREE: Post- Workshop Evaluation Question One by Country

The average score for question one was 4.4. The average score for question two was 3.55. The average score for question three was 4.25. The average score for question four was 3.9. The average score for question five was 3.75. The average score for question six was 4.2. The average score for question seven was 4.4. The average score for question eight was 4.25. The average score for question nine was 4.45.

There was an increase in the average response scoring of question one by country in the post-evaluation. In the post evaluation, none of the participants responded in disagreement to the statement. There was also a decrease in neutral response and an increase of general and strong agreement in the post evaluation. This shows progress from the Pre-evaluation where one respondent was in disagreement with the statement. Figure four below, displays the response frequencies for question one of the pre and post-workshop evaluations.

Participants responses were either neutral or in agreement with the statement. No respondents were in disagreement with the statement. There was also a decrease in neutral response and an

increase of general and strong agreement in the post evaluation. Figure four below, displays the response frequencies for question one of the pre and post-workshop evaluations.

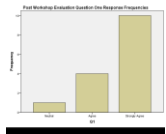
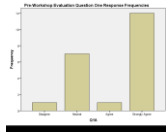


FIGURE Four: Pre and Post- Workshop Evaluation Question One Response Frequencies

The average response from those participants from Belize was 3.66, an increase from 3.5 in the pre-evaluation. The average score for those participants from Grenada and Guyana was 3.66 a slight increase from 3.6.

The next section of the workshop post-evaluation was the “Substantive content and usefulness of the workshop”. Questions ten and eleven asked the participants to rate the workshop using a rating scale of: very poor (1), poor (2), fair (3), good (4), and very good (5). The scores were translated into a bonded number range for further analyzation. The questions are listed below.

- 10) How would you rate the Training Workshop overall?***
- 11) How would you rate the substantive content of the Training Workshop?***

The average score for question ten was 4.6. The average score for question eleven was 4.3.

Questions twelve and thirteen asked participants to rate their level of agreement given the options of strongly disagree (1), disagree (2) neutral (3) agree (4) and strongly agree (5). The responses were assigned numbers in order to analyze the results.

- 12) The workshop lived up to initial expectations.***
- 13) The workshop was relevant training for the work of my organization.***

The average score for question twelve was 4.4. The average score for question thirteen was 4.55.

Questions fourteen and fifteen asked the participants to rate the workshop using a rating scale of: very poor (1), poor (2), fair (3), good (4), and very good (5). The scores were translated into a bonded number range for further analyzation. The questions are listed below.

- 14) The analyses and recommendations formulated at the Workshop will be used for my work.***
- 15) How useful did you find the workshop for engaging in conversations and exchanging experienced with representatives of other countries and institutions?***

The average score for question 14 was 4.66. The average score for question fifteen was 4.58.

The last section the workshop post evaluation asked participants to rate the organization of the workshop. This section asked the participants to rate the workshop using a rating scale of: very poor (1), poor (2), fair (3), good (4), and very good (5), as used in questions ten, eleven, fourteen and fifth teen. Again, the scores were translated into a bonded number range for further analyzation. The questions are listed below.

- 16) How would you rate the quality of the workshop materials provided?***
- 17) Were durations of the session appropriate?***
- 18) How would you rate the quality of the infrastructure?***

19) How would you rate the quality of support from the UNDP to facilitate logistics for your participation in the event?

The average score for question sixteen was 4.56. The average score for question seventeen was four. The average score for question eighteen was four. The average score for question nineteen was 4.74.

Question 20 allowed participants to give feedback on the workshop. Ten of the fifth teen survey participants left feedback for question twenty. Their responses are listed in Appendix A.

Overall, the post-evaluation results reflect positive results in increasing the grasp of the science of climate change and related concepts. The average rating for this question increased from 4.0 to 4.4. This trend was found amongst all of the responses to the correlating responses in the pre and post workshop evaluations where each response to the climate change journalism questions increased from three or range of neutrality to the range of agreement (4) which reflects an increase of knowledge in these areas. The comments left by the workshop participants did not reflect any adverse issues, but areas of improvement and suggestions in the development of the next workshop sessions.

3. CONCLUSIONS AND RECOMMENDATIONS

The Workshop met the training objectives set out by the J-CCCP and the post-evaluations from participants suggest that it was well received. The training curriculum served to sensitize and deepen journalists understanding and appreciation of climate change issues and help them develop their journalistic writing, reporting and investigative skills across print and social media.

Apart from the positive participant evaluations reported, close to a dozen news reports highlighting the workshop and more importantly, climate change importance, have been observed to be published. Based on internet searches since the workshop dates, Appendix II provides links to several of these news reports. This can be considered another success measure of the workshop.

Even as the Valinor team delivered this experience to the participants, we in turn also learned from the participants and became more cognizant of certain challenges that regional journalists face in getting their climate change stories out. These included:

- Most island news operations are too small to have journalists dedicate themselves to only climate change issues.
- A few of the top-selling outlets might have an environmental writer but this means climate change is not consistently covered.
- Most journalists also do not have science training that help them understand, translate and communicate complex climate change concepts effectively.
- There is still also some measure of hesitation in some cases to attribute events to climate change and public views (and political positions) can vary.

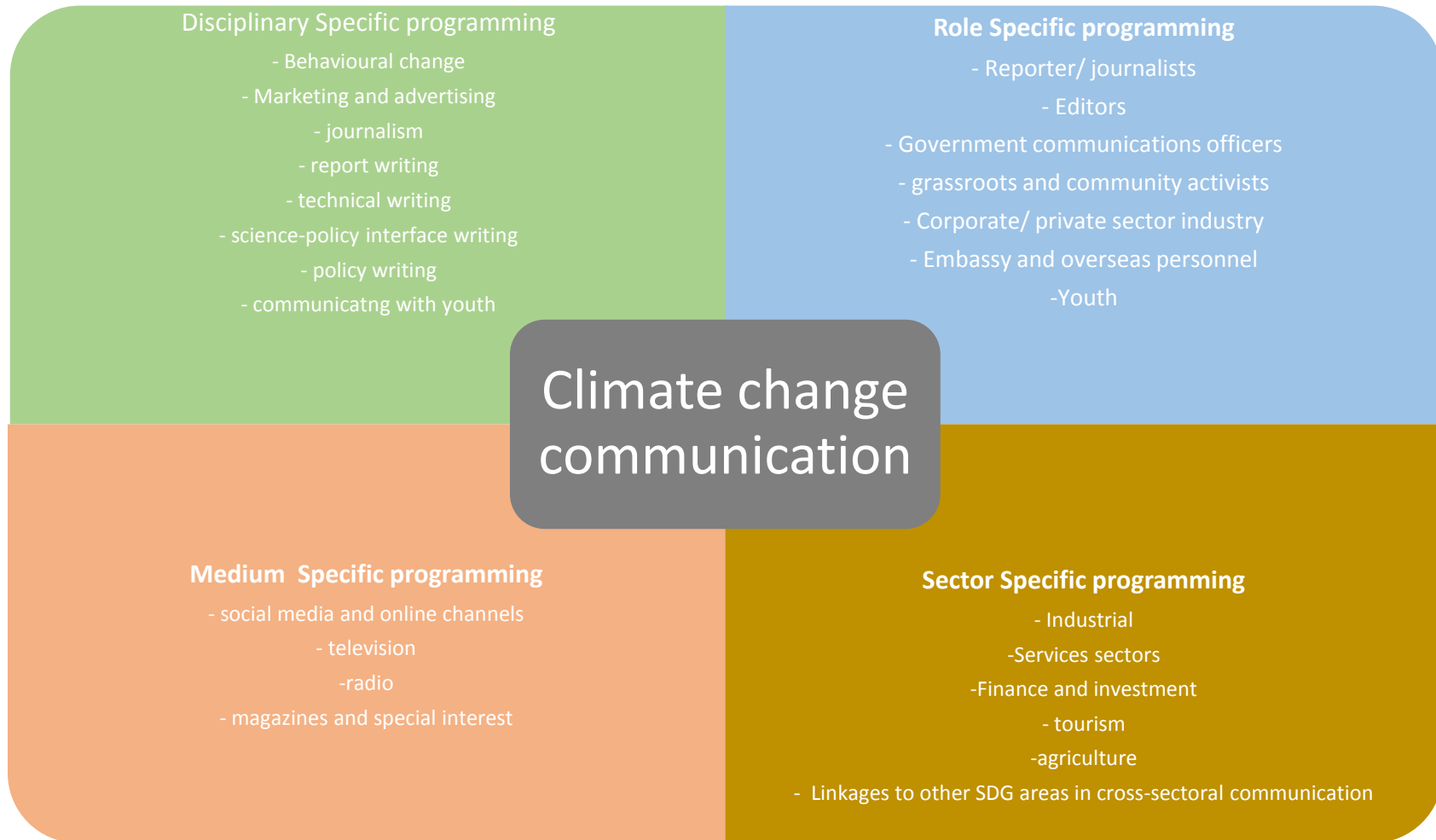
The medium and long term value of this capacity building exercise will inevitably be measured in the medium and long term by the quantity and quality of climate change reporting across all media that is occurring. In fact, a more comprehensive, empirical and statistically founded research project that tracks and analyzes this and correlates against country level KAPs will be very insightful and useful to many stakeholders including governments, NGOs, academia and the multilateral donor community. There is also need for not just types of communication in a broad sense but also flows, direction and qualities of communication throughout the region. There continues to be a remarkable amount of uncertainty among journalists, professionals and researchers alike, on where to find data and information at a regional level (5C's offers a good starting point but itself is not a comprehensive repository).

It is also clear that more capacity building of both the mainstream media fraternity and other communications professionals as well as grassroots person involved in communicating about climate change needs to be done. Below we identify the main priorities for consideration in further capacity building along the lines of this just completed workshop.


Figure 1 identifies further dimensions for capacity building in climate change communications and reporting. Two of the more obvious 'low hanging fruit' that can efficiently and effectively tap into the materials and resources built through the Belize workshop are (1) to roll out at least two more workshops for journalists since just over 30 journalists were trained, representing a small percentage of the Caribbean media cadre. The Caribbean media association may be interested in supporting such an activity. (2) to roll out country level workshops that target a broader range of communicators/ writers/ reporters/ media (for number of participant sake). These can be tailored more specifically for country level concerns and issues. Apart from these 'low hanging fruit' Figure 1 identifies priorities for disciplinary specific capacity building, role specific capacity building, medium specific capacity building and sector specific capacity building.

As a future progression for the medium term, capacity building efforts will also have to contend with coordinating and possibly integrating climate change communication strategies with the communications strategies of several other sectors as identified in the sustainable development goals.

Figure 5: Recommended Dimensions of Capacity Building in Climate Change Communications for the Caribbean



Appendix I: Final participant list

 Regional Media Training for Journalists Belize City - 26-27 April 2017				
List of Participants				
	Originating Country	Name	Position	ORGANISATION
1	DOMINICA	Ivona Lugay	Programme Director (Ag.)	Dominica Broadcasting Corporation
2		Abra-Lee Jones	Manager	The Chronicle Newspaper
3		Ms Andrea Louis	News Reporter	Marpin 2k4 Ltd.
4	GRENADA	George Worme	Consultant	New Today newspaper
5		Abigeil McIntyre	Programme Director	Government Information Service
6		Ruth Roberts	Senior Information Officer	National Disaster Management Agency (NaDMA)
7		Renee Toussaint	Reporter/Journalist	Grenada Broadcasting Network
8	GUYANA	Sharda Bacchus	REPORTER	Guyana Publications Inc. Stabroek News
9		Yasmin Bowman	Communications Specialist	Office of Climate Change, Ministry of the Presidency
10		Royden James	Senior reporter	HGPTV, Guyana
11		Kiana Wilburg	Senior Reporter	Kaieteur News
12	JAMAICA	Krista Campbell	Reporter/Producer	Television Jamaica Limited
13	ST. LUCIA	Shannon Lebourne	Information Assistant	Government of Saint Lucia
14		Chela Mendes	Producer / TV Host	Daher Broadcasting Service
15	ST. VINCENT	K'Sha Woodley	INFORMATION OFFICER	THE AGENCY FOR PUBLIC INFORMATION
16		Chanolde Munroe	Reporter	Interactive Media Ltd
17		Ernesto Cooke	Editor	News784

18		Susan Lewis-Dalzell	Senior Journalist	The News Ltd
19	TRINIDAD	Adelle Roopchand	Media	INDEPENDENT CONSULTANT
20	BARBADOS	Risee Chadderton	Photographer	eye.one.visuals
21	BELIZE	Sherlene Tablada	Communications Specialist	
22		Jeanelle Menicas		Government of Belize Press Office
23		Aaron Humes		Channel 5
24		Violet Yorke		Forest Department
25		Celi Cho		Department of Environment
26		Shanee Rhaburn		Department of Environment
27		Chelsea Gill		CCCCC
28		Zaddie Neufville		CCCCC
29		Facilitator	Dr Kalim Shah	
30	Mary Owen			
31	Dr Hosein			
32	J-CCCP PMU	Yoko Ebisawa		
33		Penny Bowen		
34		Sherri Frederick		
35	UNDP BLZ CO	Karen Bernard		
36		Diane Wade		
37		Wilfred Tate		To be confirmed

Appendix II: Links to news reports emerging from the workshop (up to date of this report, and not a comprehensive listing)

<http://demerarawaves.com/2017/05/05/caribbean-media-mobilised-for-strengthening-climate-change-outreach/>

<https://www.sanpedrosun.com/weather/2017/04/29/sensitizing-caricom-climate-change/>

<http://caribbeannewsservice.com/now/tag/united-nations-development-programme-undp/>

<https://news784.com/2017/04/26/regional-journalists-attends-jcccp-workshop-in-belize/>

<https://www.sanpedrosun.com/weather/2017/04/29/sensitizing-caricom-climate-change/>

http://www.guardian.bz/index.php?option=com_content&view=article&id=13214:feel-the-change-with-the-japan-caribbean-climate-change-partnership&catid=40:politics&Itemid=90

<http://www.stluciamirror.org/undp-provides-climate-change-training-to-regional-journalists/>

<https://www.breakingbelizenews.com/2017/04/27/caribbean-journalists-learn-climate-change/>

<https://www.iwnsvg.com/2017/04/28/vincy-journalists-trained-in-climate-change-reporting/>

Appendix III: Original Pre and post evaluation forms from participants

Submitted in a separate file(s)