North Pacific Sub-regional Climate Change Adaptation & Renewable Energy & Energy Efficiency Media Training
Report
Federated States of Micronesia (FSM)

8 – 12 October, 2012

Introduction

The training in the Federated States of Micronesia was the third of a series of workshops carried out on the media and climate change. The concepts of the training were developed further by the SPC North Pacific Regional Office team and the Regional Media Team to take into account the increasing demand for renewable energy. In addition it was decided that the training was to be a regional one as opposed to a national initiative. Funding was a challenge and given this challenge, the concept of radio training was developed further to become the North Pacific sub-regional Climate Change and Adaptation, Renewable Energy and Energy Efficiency training. A meeting of participating SPC programmes was held in Fiji early in 2012 to look at exploring and implementing the media capacity building programme. Correspondences on email and the development of a concept note, development of call for expression of interests, draft programme and logistics followed.

The list of participants is presented as Annex 1, the programme as Annex 2, and some of the workshop products are presented in Annex 3.

The Training

Opening: Lieutenant Governor Peterson

Abstract

The training was officially opened by the Lieutenant Governor in the Pohnpei State of the Federated States of Micronesia. In his keynote address, Lt Governor Peterson said the media training would empower participants to use the media effectively to communicate the issues of climate change and spread the news that renewable energy and energy efficiency is an answer to meeting increasing demands to energy consumption in the north Pacific.

> "For instance, when we talk about energy, allow me to contextualize its importance to the FSM. The country is highly dependent on imported petroleum fuels to sustain its economy. In 2009, around 9.2 million gallons (34.9 million litres) of diesel, 6.3 million gallons (23.8 million litres) of unleaded fuel /gasoline, and 1.5 million gallons (5.8 million litres) of kerosene were imported into the country. Fuel imports then amounted to over 40 million US dollars. In the power sector, each of the four states in FSM has its own utility company and in 2009 the total power generated from the states was 68 Gigawatt hours.
> The 2000 census noted that 46 percent of households in the whole of FSM have access to electricity. An additional 7.91 percent have access to some form of electricity from solar home systems and small generators. Renewable energy sources, mainly solar PV grid and stand alone units stood accounted for 0.04 percent of total energy consumed in 2009."
>
> (Lt Governor Peterson, 2012)

On climate change, Lt Governor Peterson noted that climate change approaches in the north Pacific vary from country to country, and in FSM there was a need to comprehend the meaning of the term and how it realistically applies on the ground and on people.

> "I will not purport to be a scientist nor an expert on climate change but prefer to emphasize at this juncture that a sea of change is imperative to impact changes on how we approach these issues at the national level, at public policy level, within the context of its impacts on the environment, on the economy, on our culture, on health and most importantly on the lives of our people. This approach means getting our messages right. Messages and information should and must bring about changes whether they are changes in attitudes and behavior or changes in policies and legislation. We need to first understand and grasp the issues we are grappling with. Learn them and then master the art of communicating them to our people. Only until we get this right will we be able to witness great advances in achieving the policy makers and public understanding of climate change and energy in our countries. Success in leadership, governance, coordination and partnership, capacity development, planning, policy and regulatory frameworks are all possible through open and honest communication particularly when communicating to our people."
>
> (Lt Governor Peterson, 2012)

Introductions: Mr Amena Yauvoli, Manager SPC North Regional Officer

Abstract

Mr Yauvoli thanked the Chief Guest for this speech and welcomed participants to the training. He also noted the contribution of the European Union through the Global Climate Change Alliance in Pacific Small Islands States, GCCA : PSIS, the NorthREP Project and the support of SPC programmes in a one organization, one approach to the training. He also welcomed the Regional Media Centre staff and officially introduced them to the participants.

Housekeeping: Larry Thomas, RMC Coordinator

Abstract

Participants were encouraged to be on time, that there were to be no use of cellphones during the training. He also asked the participants to introduce themselves and briefly describe their media experiences. Larry also highlighted the main focus of the training which was on how to use media in relation to Climate Change and Renewable Energy. An outline of the training programme was announced together with emphasis on quality for outputs.

Expectations of the participants

How to write scripts for radio?

What about the quality of stories and pictures?

How to better communicate to the communities?

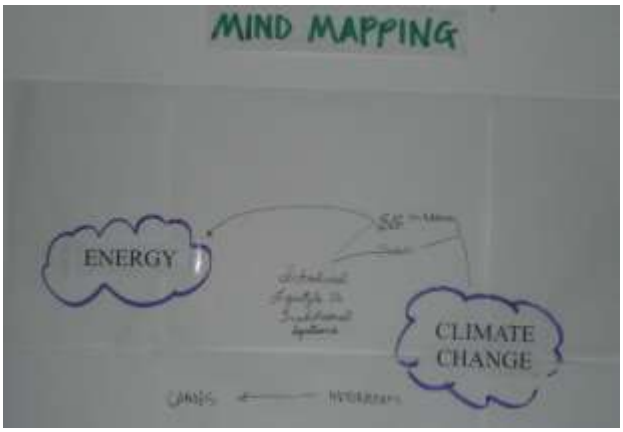
Want to learn about press releases

How to identify relevant media to the different target groups?

Mindmapping : Ruci Mafi

Abstract

Participants were introduced to mind mapping exercises from the first day of training to allow them to begin to think of words associated with climate change and energy. Not only does the mind map allow them to think of words but also of concepts, of activities and programmes and impacts that energy and climate change have on people. Mind maps are diagrams derived from words which give birth to other words, texts and ideas.



Setting the tone: CC Sciences, Background and General Issues - Fenno Brunken & Pasha Carruthers

Abstract

What is the translation of "Climate Change" in the different languages? (see picture below) What is Climate and Climate Change? Why is Climate Change changing? Why is Climate Change an issue? How is Climate Change going to affect us? What we can do and what we are doing to stop climate change? How can we respond to Climate Change? What are the key messages of this presentation?

Day by day changes in a given area constitute the weather. Whereas climate is the long-term (30+ years) average of such changes. For example the North Pacific Region has a tropical maritime climate, affected by the surrounding seas, usually warm, and relatively humid. The climate is measured using meteorological standard instruments such as: thermometers for variations in temperature over time, rain gauges for the measurement of amount of rainfall collected over a period of time and tide gauges for sea level. The study of climate uses statistics or the gathering and analyzing of these measured changes over a long period of time (usually 30 years or more data) which shows climate patterns. Today such statistics, models and analysis of climate trends are handled by powerful super computers. Climate variability refers to the climate aspect of a region

varying from its long-term average (also referred to as "climate extremes"). E.g.: Every year in a specific time period the climate of a location differs. Some years have below average rainfall. Some years have average or above average rainfall. Variability on time scales of a few years to a few decades (shorter than 30 years) is usually referred to as climatic variability. Variability on time scales longer than a few decades (longer than 30 years) is usually referred to as climatic change. Examples of natural climate variability include droughts, cold snaps, storms, heat waves, as well as some cyclical patterns e.g. "El Niño" is when a cold current of water that normally flows up the west coast of South America, slows and brings unusually warm water along with 'miracle' unusual fish to South America (happens around Christmas so named after the Christ Child/Baby Boy). "La Niña" is the opposite "stronger than normal" condition when the cold current of water is slightly stronger.

Climate variability includes seasonal periodic variations and extremes. Climate variability can be more dramatic than the expected and projected effects of global climate change! Climate variability/extreme events may also be shifted by climate change. Climate change: Long term changes in average climate also known as "global change." Effects or Impacts of Climate Change include warmer oceans, more severe the storms, sea level rise, coral bleaching, extensive coastal erosion and droughts.

Adaptation: Responses or actions that lessen the impacts of climate change, build resilience

Mitigation: How to put fewer greenhouse gases into the air?

"Coping with Climate Change in the Pacific Island Region" CCCPIR : Fenno Brunken

Abstract

Climate Change is taking place! What can we do about it? What are the options we have? What kind of support is available? How do we make our communities resilient to climate change impacts? Changing climate in Micronesia as seen in temperatures have increased especially in Yap. Yap's annual rainfall has decreased, sea level has risen by 1 cm per year since 1992 and ocean acidification has been increasing. Climate change will have impact on health, water supply, infrastructure, agriculture, fisheries, food security, biodiversity and tourism. The Coping with Climate Change in the Pacific Island Region" (CCCPIR) project is funded by the German Government and is implementing climate change adaptation activities in 12 Pacific Island Countries covering 6 components

Global Climate Change Alliance in Pacific Small Island States: Pasha Carruthers

Abstract

The GCCA: PSIS project is being implemented in the framework of SPC's Climate Change Engagement Strategy and in close coordination with climate change activities ongoing in SPC's divisions, other externally funded projects implemented by SPC and in collaboration with CROP and other regional organisations. SPC is promoting a "whole of organisation" approach to climate change so as to avoid overwhelming countries with many separate activities. In 2007 the European Union (EU) established the Global Climate Change Alliance (GCCA) to strengthen dialogue, exchange experiences and facilitate cooperation on climate change with developing countries most vulnerable to climate change, in particular the Lesser Developed Countries and Small Island Developing States. The GCCA is the main implementing channel for the EU fast start commitments (funding pledge under UNFCCC) related to climate change adaptation and to date seven GCCA projects are ongoing in the Pacific region (regional and bilateral). There are two regional GCCA projects – PSIS implemented by SPC and one by the University of the South Pacific (USP) with applied research focus.

Climate change and fisheries: Aliti Vunisea

Abstract

For people living in the North Pacific fishing is a lifestyle, a way of life and ingrained in culture. Fishing is rich with traditional knowledge. Apart from being a source of not only sustenance is a source of income for many families. According to Aliti small-scale fisheries and aquaculture are what many people rely on and while they contribute very little to climate change, they are the most affected. Climate change impacts on fisheries in general include reduced productivity, species migration and in some areas dying species. Other impacts include coral bleaching and effects on the reef ecosystem.

Climate change and Agriculture & Food Security: Mereseini Seniloli

Abstract

The World Food Summit of 1996 defined food security as existing "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life". This presentation looked at the concept of food security in the context of both physical and economic access to food which meets people's dietary needs as well as their food preferences. According to Mereseini food security looks at the vulnerability of islanders to have sufficient quantities of food available on a consistent basis, access to food, and food use. The impact of Climate Change on Food Security in the Federated States of Micronesia is real. Under the Pacific Adaptation Strategy Assistance Programme,

PASAP there will be strengthening of partner country capacity to assess vulnerability to climate change and develop evidence-based adaptation strategies. In addition the project will analyze the impacts of climate change on the four pillars of food security in FSM, identify what adaptation measures can enhance the resilience of food systems, improved understanding of likely climate change dimensions of food security in FSM, strengthened capacity and coordination to respond to climate change impacts on food security in FSM, and look at adaptation strategies and options identified based on an evidence-based assessment.

Climate Change and Disaster Risk Management: Aminisitai Nakaiwalu

Abstract

A disaster is a natural or man-made (or technological) hazard resulting in an event of substantial extent causing significant physical damage or destruction, loss of life, or drastic change to the environment. Disasters are categorized in two the first being natural which includes tropical cyclones, river flooding, earthquake, tsunami, and volcano eruption. The second type of disaster is manmade and includes fire, transport accidents, industrial accidents, oil spillage and epidemics. Implications of disaster include loss of life, loss of property and economic loss. On many occasions the impact on the environment can be profound and extensive. So how is climate change linked to disaster risks? When there is an increase in weather and climate hazards or increase in the vulnerability of communities to natural hazards – through ecosystem degradation, reductions in water and food availability and changes to livelihoods there is bound to be disaster risks and how these are managed is important in any community and in any country.

Renewable Energy and Energy Efficiency

Overview: Rupeni Mario

Abstract

in the north Pacific, EMPOWERING COMMUNITIES, North Pacific sub-Regional Climate Change Adaptation and Renewable Energy & Energy Efficiency Media Training, Alleviate poverty by improving access to clean, affordable electricity, and to reduce dependency on fossil fuels. The achievement of this objective relates directly to MDG targets 1 (eradication of extreme poverty and hunger), MDG 2 (achievement of universal primary education), MDG 3 (promote gender equality and empower women), MDG 5 (improving maternal health) and MDG 7 (ensuring environment sustainability). The North Rep Project aims to increase access of outer island populations to reliable electricity services (FSM and RMI) and allowing socio-economic improvement, improving the overall efficiency of the energy sector to allow a better allocation of limited resources for sustainable development. It also aims to increase in-country capacity to promote, deliver and sustain renewable energy and energy efficiency programmes, increased access to affordable, safe, clean, reliable and sustainable electricity supply in targeted islands, improved energy efficiency.

Renewable Energy and Energy Efficiency in Palau: Rupeni Mario

Abstract

Projects currently in Palau include energy efficiency retrofitting loan programme through the National Development Bank of Palau, the energy retrofitting of Government buildings, installation of grid-connected solar PV systems, training, awareness & education programmes.

Renewable Energy and Energy Efficiency in RMI : Arieta Gonelevu

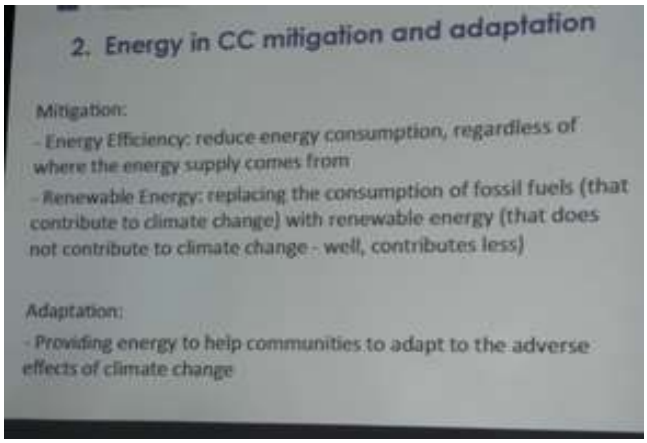
Abstract

This was a video presentation which highlighted work carried out in RMI on renewable energy most significantly on outer island energy development.

Renewable Energy and Energy Efficiency in FSM : Emanuele Taibi

Abstract

In the Federates States of Micronesia the project is being implemented in Kosrae through an electrification of Walung and the installation of a grid connected PV system. In the state of Pohnpei there is a refurbishment of the Nanpil hydro, while in Chuuk there is the electrification of schools, health centres & solar lanterns. Other North Rep work includes the electrification of schools, health centres and communities in Yap while educational & awareness, training, institutionalizing of training programme are being carried out.



Discussions on Renewable Energy

Every country has its own policy, what happens in the outer island, if there is a natural breakdown affecting the solar systems? There are technicians around, support is available. If you look at adaptation, you have to have mitigation in your mind.

RE means to reduce the costs for the people/ community (e.g. no shipment for fuel) and avoids chain reaction (Example by Pasha: Cyclones destroyed the harbour on Cook Islands, no fuel could be shipped, breakdown affects the entire the energy system for several months)

Fenno: What about ocean-based wave power?

So far still at the state of research, still expensive, no commercialized technology

Break : Video Sessions - "People on the ground"

Media Information Sources in North Pacific: Pasha Carruthers

Sources are people or places which provide information to a journalist in preparation to developing a story. It can also be documents, publications, the internet, academics, officials in government, civil society groups, eye witnesses of crimes, accidents or events, scientists, experts and specialists and many more. Sources give not only timely information but importantly verified and evidenced based information that can give credibility to a source. Sources can also sometimes be known as "news sources". Knowing a source and their ability to give accurate information is critical when writing or compiling stories on climate change and renewable energy.

Day 2

Welcome and mind mapping exercise: Ruci Mafi

Abstract

All participants were invited to write some ideas, concepts and thoughts of the two words which provide the focus of the workshop, climate change and energy. Following this exercise, participants were asked three questions to determine their level of competencies in using the media and media tools. The questions include. How many use the media? Which kind of media and for which reason they are used? What kind of experiences so far? In the discussion, participants indicated use of a wide range of mediums from radio spots, radio news, TV promos, short films, social media like facebook and the blog, newsletters, banners, posters, TV documentaries, live broadcasts on radio, press releases, letters, pictures and photos, posters, community materials, websites, fact sheets, brochures, billboards, trade shows, and power point presentations. The discussions also brought to light the importance of cellphones in the North Pacific.

Mass Media: Larry Thomas

Abstract

Larry discussed the different types of media, different characteristics and uses and the role of the media. In his presentation Larry highlighted the how to communicate effectively. The role of media is to share information to a target group on certain issues. The media creates awareness, asks questions and creates accountability for Government, NGO´s, Unions etc. Information is power, and participants need to investigate, research, write and reveal. Convincing is important for change – sometimes the traditional culture is a barrier for change/ progress. Characteristics of media include, radio, television and the internet. According to Larry, the biggest challenge when you are going to the community is whether participants are convinced of their message? Participants need to know the "product" and the audience. The media is a catalyst for change.

Discussions

According to Patricia, a participant, good media means to be objective. Discussions also looked at media complexities and media in the modern age with the emergence of the internet and social media sites like, facebook, blogs, twitter, cellphones and youtube. This has give rise to citizens' journalism and the challenges have increase particularly in how to use the media to bring your message to the community. Questions were raised on the role of culture and how the media deals with this and discussions looked at culture as evolving and have in it mediums in which people were able to tell their stories, or relate events and to pass on information mainly through oral communication. Highlights of the mediums of communication in culture included dances and songs, drama and legends and even in traditional practices.

Radio: Emily Moli

Abstract

The history of radio began a hundred years ago when Governments used radio during wartime to follow events and to send messages in war zones. The first radio broadcasts to Pacific Islanders were short-wave services by the colonial governments – the BBC, Radio Australia, Radio NZ International. In the South Pacific, the role of these stations was taken over by state-owned national radio stations set to deliver information across the nation (eg; FBCL). The establishment of radio in the region began in Hawaii in 1922, then Guam in 1925, Papua New Guinea and French Polynesia in 1935 and then Fiji in 1936. The first radio station in FSM started in the 1960s in Pohnpei around the same time as Nauru, Niue, Norfolk, Tonga, and Palau. Radio is important in the Pacific because of its capacity to reach so many people in spite of their geographical locations. Radio reaches people who cannot read newspapers or watch TV because of language, geography or cost and it has the widest reach. It is portable, reasonably cheap to buy and maintain, people listen to radio for hours each day, after sleeping or working, more time is spent listening to radio or music than anything else. In the world every household has at least one radio in whatever form. How can you use the radio for climate change and renewable energy? The radio has different formats; there are radio spots, news interviews, current affairs, radio, community announcement, talkback-shows in English and vernacular, advertisements and commercials.

The presentation also looked at scripting for radio and Community Radio

Interviewing skills: Emily Moli

Abstract

Interviewing is the craft of asking questions and answering them concisely and coherently. The interview is a special kind of conversation and there are skills required to carry out a proper interview which include most importantly the ability to listen to what the interviewee is saying. Other important lessons include, making the interviewee comfortable and at ease in a set relaxed atmosphere. Begin to anticipate how the interviewee will answer the basic questions of what, when, why, who, where, how when on the topic you choose. If participants are asked by the media for an interview they should first ask what the interview will focus on and for what reasons. If in any case participants realize that they are not the right people to be interviewed they should advice the media accordingly and recommend another person who has the authority to speak on the issue and to the media.

New Media or Web 2.0: Ruci Mafi

Abstract

New media or Web 2.0 are services and applications that are sometimes referred to as the 'participatory', 'social' or 'read-write' web, but more commonly known as interactive media. The

applications and platforms now available on the internet have provide innovative forms of communications and of sharing information in what is now seen as the convergence of all mediums or media. They are also radically changing the way we conceptualise, create, share, collaborate on and publish digital information. As opposed to Web 1.0 which is the first generation of websites, Web 2.0 or second generation applications provide and more informal approach to information-sharing and online communication and for this purpose there should be serious consideration in the way we use new media or web 2.0 to advocate, create awareness and begin to educate people on issues like climate change and renewable energy. As development practitioners have began to recognize the huge potential of Web 2.0 tools for promoting participatory development and to experiment with them in their work, a body of learning and experience has started to accumulate – how can it be used to advance the distribution of information and communication. Of cause there are challenges and these challenges must be looked into before social media are considered as mediums to distribute information. It would be ideal to consider traditional media values like fairness, balance, truth, accuracy, integrity and the ability of tradition media to verify information.

Media Critique: Ruci Mafi

Abstract

Participants listened, looked and read and watched media productions from workshops on climate change and the media in Tuvalu and Kiribati which were supported by GCCA: PSIS. The critiquing session was an important one because participants began to look out for concepts and lessons which were presented to them in earlier presentations. The critiquing sessions also made the participants more aware of media concepts like target audiences, the 5 Ws and H and how background noise in radio can be distracting. Some observations include for the poster there were too many colours, title not in capital letters, background and pictures not necessarily relevant to climate change and there was no emphasis on gender. On the radio piece critiqued, participants noted that sound of pigs in the background, heavy breaths on air were distracting however, they liked the idea that production was in the i-Kiribati language. They viewed the promo from Tuvalu for the television critiquing sessions and realized that while it was short it was a good piece.

Media Development in the FSM: Bill Jaynes (Owner of Kaselehlia Press)

Abstract

Bill talked about his experience as a journalist here in the FSM and how difficult it was to get news, and put out a newspaper. According to Bill independent newspapers also need to earn revenue to sustain the outlets. However, journalists according to Bill were good people and not the enemy and that they are not supposed to judge but to inform people of events and developments and cover stories.

Media Production: Ruci Mafi

Abstract

For the production participants were urged to keep in mind simple yet key factors when developing a media product and theses include 5 W´s and 1 H (Who, What, Where, When, Why and How), target audiences they intend to reach, their messages, the purpose of their message and which medium they will use. In addition they need to consider the role of the media and their intentions. These steps made were followed during planning and during discussions in groups. The process of planning messages/ stories:

- The message
- The audience
- The purpose
- The channels/ the medium
- The information, communication and education materials

Day 3 and Day 4

Group Work and Media Production
The participants were placed in groups and given time to begin to think about how they would approach the issues and the stories they will capture. After 40 minutes group work they then presented their ideas to fellow participants.



Group 1 covered climate change and the medium was radio. Group members included Antasio, Arisako, Alexander, Yalap, Sean.

Group 2 covered climate change and the medium was print. Group members included Carlos, Charles, Swenson, Douglas, Sweeter.

Group 3 covered renewable energy and the medium was radio. Group members included Dolores, Mason, Francisco, Berno, Nic.

Group 4 covered renewable energy and the medium was television. Group members included Nic K., Leona, Lukas and John.

Group 5 covered climate change and the medium was print. Group members included Ruthy, Iakop, Tony and Patricia. Participants list is annexed.

Day 5

Completion of group work

In the afternoon the workshop was reconvened and presentations of outputs were made. Larry facilitated this session. General feedback from facilitators and resources persons was the outputs were good particularly given the time participants were given to plan and produce their media products. In closing the workshop, Amena Yauvoli, SPC NPRO Manager thanked everyone who had made the workshop a successful one.

Conclusion

In their evaluation participants felt the training was a good one and was adamant that similar training were to be conducted to educate people on issues relating to climate change and renewable energy. The media training was a success in this regard and while it was an intensive exercise it was fun and interesting for the participants as well. While it highlighted a lot of issues it most importantly brought to light the need for more and similar capacity building initiatives on not only the media but also in climate change and renewable energy for other stakeholders who did not participate in this training. Annexed in this report are all preparatory documents, call for expression of interests, the report on selection of participants and the programme itself. Attached in separate folders and stored in hurricane are all the outputs produced from the training.

Annex 1 Participants List

Name	Agency	Job Title	Country	Email, Addresses
Bisek, Antasion	Environmental Protection Agency	Environmental Educator	FSM	antabisek@yahoo.com
Cammack, Sean David	Pohnpei Public Broadcasting Corporation	Announcer I	FSM	V6AH_Radio@mail.fm
Cianchini, Carlos	PACC	Project Assistant PACC	FSM	cjcianchini@yahoo.com
Debrum-Katil, Dolores	Action for Marshall Islands Reg. Energy Development	Project Manager, ADMIRE	RMI	doloresdekat@gmail.com
Enicar, Arisako	FSM Department of Resources and Development	Agriculture Information Specialist, FSM	FSM	aenicar@fsmrd.fm
Fritz, Mason	Chuuk Visitors Bureau	Executive Director	FSM	chuukvbe@mail.fm
Kalio, Sweeter	Pohnpei Public BroadcastingCorporation	Program Director	FSM	V6AH_Radio@mail.fm
Kloulubak, Nicholas	Energy Office	Energy Planner	FSM	nyk@palaunet.com
Lucios, Tony	Pohnpei Public BroadcastingCorporation	Administrative Officer	FSM	V6AH_Radio@mail.fm
Luckymis, Ruthy	Kosrae Historic Preservation KIRMA	Environmental Educator	FSM	rutheymar@gmail.com rmluckymis@yahoo.com
Olkeriil, Charles	PALAU PRESIDENTS OFFICE	Chief, Division of Media	FSM	cmeolk@yahoo.com
Pedrus, Patricia	Office of Environment and Emergency Management	Sustainable Development Planner	FSM	pattiwarm@gmail.com
Peter, Alexander	RMI Conservation Society	Public Awareness and Education Coordinator	RMI	mr.peter_12@yahoo.com
Tamag, Leona	Department of Youth and Civic Affairs	Women's Interest	YAP	womensinterest@yapstategov.org
Thomson, Swenson	Kosrae Historic Preservation KIRMA	Information Specialist	FSM	ksahpo@mail.fm swenthom@yahoo.com
Yalap, Yalap Porfirio	Palau Conservation Society	Education Coordinator	Palau	yyalap@palauconservation.org
Zedkaia, John	College of Marshall Islands	4-H Youth Extension Agent	RMI	jonzed19@hotmail.com
Hedson Berno	P-WAC	Women's Interest	PNI	none
Celestine, Francisco	Pohnpei EPA	Education Coordinator	PNI	

Ioanis, Iahkop	Pohnpei CS	Education Coordinator	PNI	
Kusto, Carlos (Doug)	Micronesian Conservation Trust	Education Coordinator	PNI	

Annex 2 Programme

North Pacific Sub-regional Climate Change Adaptation & Renewable Energy & Energy Efficiency Media Training

Federated States of Micronesia (FSM)

8 – 12 October, 2012

The workshop is intended to provide a platform where local participants can discuss, learn and share good practices about climate change, its effects, adaptations methods and the roles of participants in climate change awareness, education, communication and public access to information. The workshop consists of informative sessions and skills-building exercises. At the end of the training participants will have produced.

1. Radio programmes
2. A TV promo or short film
3. Print articles or EIC materials of their choice

Day 1

Time	Sessions	Issues/Topics	Facilitators/Presenters/ Trainers
8:30 - 9:45 am	Opening	Opening	Pasha and Amena
9:45 - 10am	Session 1	Training Overview Expectations	Pasha/Rupeni/Aliti/ Fenno
10am-10:30	**Morning Tea**		
10:30 – 11:00	Session 2	Science of Climate Change	Pasha/Fenno
11:00 – 11:30	Session 3	CC and GHG reduction in Energy Sector, a. Renewable energy b. Energy efficiency	Rupeni
11:30 – 12:00pm	Session 4	Climate Change and Fisheries	Pasha, Fenno & Rupeni and Aliti
12:30 – 1:00pm	Session 5	Climate Change and Health	Aliti
1:00 – 2:00	**Lunch**		
2:00 – 2:30pm	Session 6	Climate change video & discussions	RMC Team
2: 30 – 3:00	Session 7	CC Agriculture/Food Security	Mereseini
3:00 – 3:30	**Afternoon Tea**		
3:30 – 4:00	Session 8	CC and Disaster Risk Management	Pasha

4:00 – 4:30pm	Session 9	Media Information Sources in North Pacific, CC and Stats, Key Govt Agencies, any others? etc	Pasha
End of day 1			

Day 2

Time	Sessions	Issues/Topics	Facilitators/Presenters/Trainers
8:30 - 9:00 am	Session 10	Recap Mind mapping exercise	Ruci
9:00 – 10:00	Session 11 In this session participants will take a look at the mass media, different characteristics of the media and identify which medium best suits their needs. Here they begin to understand the role of the media as well	Mass Media Different types of Media Different Characteristics and uses Role of the Media	Ruci and Larry
10am-10:30	**Morning Tea**		
10:30 – 12:00	Session 12 This sessions aims to break the ice and allows participants to think about the use of visuals, narration and of the issues highlighted in documentary – these skills are useful in planning messages	Climate change and the Media Documentary critiquing	Ruci
12:00 – 12:30	Session 13 Where do we begin? How do we actually prepare information or content for the media? This session	Planning Messages/Stories Simple and Easy to Use Steps to Follow in planning stories, messages and content	Ruci

	addresses these questions and how to better plan messages/information and stories		
12:30 – 1:00pm	Session 14	Critiquing press releases – identifying the target audience, the messages and comprehension	RMC Team
1:00 – 2:00	**Lunch**		
2:00 – 2:30pm	Session 15 Promo critique	Identifying the four characteristics of the message in the video	Ruci
2:30 – 3:00	Session 16	Planning - Groups 5 groups of 4	RMC Team
3:00 – 3:30	**Afternoon Tea**		
3:30 – 4:15	Session 17	Group presentations of concepts from planning stage	Ruci
4:15 – 4:30pm	Session 18	Recap	Ruci
End of day 1			

Day 3

Time	Sessions	Issues/Topics	Facilitators/Presenters/Traine
8:30 - 9:00 am	Session 19	Recap Discussions	Ruci
9:00 – 10:00	Session 20	Scripting Writing styles, KISS concept, the inverted pyramid interviewing skills; Basic skills, radio, TV and print	Ruci
10:00 – 10:30	**Morning Tea**		
10:30 – 1:00pm	Session 21	Media Production in Groups (5 groups of 4)	RMC Team

		Work on your messages, mediums and developing those messages Use templates available to you	
1:00 – 2:00 pm	**Lunch**		
2:00 – 3:00	Session 22	Media Production Interviews and story board developed	RMC Team
3:00 – 3:30	**Afternoon Tea**		
3:30pm – 4:00pm	Session 23	Media Production (5 groups of 4) Scripting	RMC Team
End of Day 3			

Day 4

Time	Sessions	Issues/Topics	Facilitators/Presenters/Trainer
8:30 – 9:00 am	Session 24	Discussions Review of Media Products	Ruci
9:00 – 10:00	Session 25	Media Production continues (5 groups of 4)	RMC Team
10:00 – 10:30	**Morning Tea**		
10:30 – 1:00pm	Session 26	Media Production in Groups Editing	RMC Team
1:00 – 2:00 pm	**Lunch**		
2:00 – 3:00	Session 27	Media Production Editing	RMC Team

Day 5

Time	Sessions	Issues/Topics	Facilitators/Presenters/ Trainer
8:30 – 9:00 am	Session 28	Discussions Recaps	Ruci
9:00 – 10:00	Session 29	Media Production Editing	RMC Team

		Draft to be completed	
10:00 – 10:30	**Morning Tea**		
10:30 – 1:00pm	Session 30	Review of Work Finalisation of Media Production & Final touch up	RMC Team
1:00 – 2:00 pm	**Lunch**		
2:00 – 3:00	Session 31	Presentation of Media Production Closing	Larry and SPC NPRO Team
3:00pm	**Afternoon** **End of Training**		

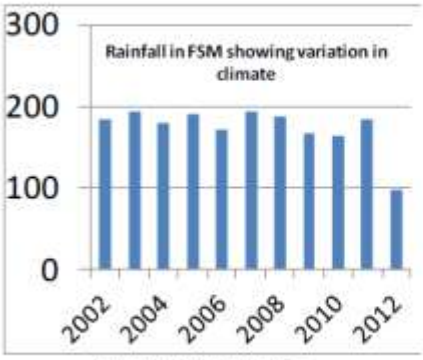
Annex 3: Products produced at the workshop

Climate change & Food production

Seasonal harvests of certain fruit crops can be affected by climate change. Food insecurity in the North Pacific is related to climate change.

For example in some island taro have been completely wiped out because of salt water intrusion into farm lands.

"Traditional farming system had recommended for the Nukuoro islanders to plant more breadfruit trees and specific variety of bananas which has strong salt water resistance.....eg mahsio, utihn ruhk and utihn Fiji" Mr Adelmo Lorens, Chief of Agriculture, Pohnpei, FSM.



Source: FSM Weather Service

Coral bleaching and climate change

When the ocean water gets too hot, the coral expels the very small algae that give them color.

Without these algae the coral gets weak and can even die if they are bleached for a long time.

Scientists predict coral bleaching in the North Pacific will happen more frequently in the future.

Deforestation

Forests and trees are important to mitigate and adapt to climate change.

In FSM, trees and forests are being cleared to allow for the planting of *sakau*.

Deforestation , leads to sediments taken into the reef, making it more difficult for the corals to withstand the effects of raising water temperatures.

Deforestation also means that there are not enough forests and trees to absorb carbon dioxide from the atmosphere.

Climate Change In the North Pacific

Why we should care?

SPC Secretariat of the Pacific Community


Adapting to Climate Change
SPC
Secretariat
of the Pacific
Community

What does the effects of climate change look like?

do these changes in features look familiar?

SPC
Secretariat
of the Pacific
Community