

---

# Environmental Awareness and Communications Training Report

---

November 16-20, 2015

Saint Vincent and the Grenadines



Nov 30, 2015

PREPARED BY C. RAMESSAR AND C. WALCOTT  
CONSULTANTS, AYIKA SERVICES  
SAINT VINCENT AND THE GRENADINES

CONTENS

Introduction ..... 2  
Opening Ceremony.....3  
Training Outputs and Outcomes ..... 4  
Presentations and Group Activities.....5-7  
Observations and Recommendations.....7-8  
Media Training and Field Exercises.....8-10  
Evaluation and Analysis .....10-11  
Conclusion.....11-12

APPENDIX 1 – Workshop Agenda.....13-16

APPENDIX 2 –Participants.....17-19  
APPENDIX 3- Stories Created .....19-21  
APPENDIX 4- Evaluation Form .....22-26

## OVERVIEW

This report forms the penultimate deliverable of the **Consultancy to deliver training on Environmental Communications** with the Communication Department, Ministry of Agriculture, Rural Transformation, Forestry, Fisheries and Industry (MARTFFI), Saint Vincent & the Grenadines. It provides a synopsis of the training activities, outputs, participant evaluation and recommendations of the workshop conducted 16-20 November, 2015 in Saint Vincent and the Grenadines.

Consistent with **Component 1** of the CATS programme, funded by the German Government, and operated in collaboration with CARICOM through CARPHAs Environmental Health and Sustainable Development Department in Saint Lucia, the Environmental Communications training workshop targeted personnel from the communication department of the Ministry of Agriculture, Rural Transformation, Forestry, Fisheries and Industry, and selected journalists. However, less than ten percent of the participants constituted journalists. The sessions were aimed specifically at sensitizing the Communications Department of the MARTFFI about sustainability in general, sustainable agriculture, environmental protection and climate change, and packaging and presenting the foregoing topics effectively to different consumer groups across various media platforms.

The workshop was conducted using a mixed mode of delivery incorporating theoretical and practical components.

## **OPENING CERMONY**

Opening remarks were delivered by a representative of the CARPHA's Environmental Health and Sustainable Development Department in Saint Lucia, who emphasized their focus on awareness, education and communication to enhance the Regional response to Climate Change.

Brief remarks were also delivered by Chief Agricultural Officer of Saint Vincent and the Grenadine, Ashley Cain, who pointed out that Climate Change is a “global common” with environmental and communication implications for the people of the Caribbean. He emphasized the need for communications products such as jingles to promote sustainable livelihoods through information and education.

## **TRAINING OUTPUTS AND OUTCOMES**

In keeping with the training objectives outlined in the project proposal and approved by executing partners, CATS, the two-day environmental component of the workshop introduced participants to the basic concepts of environmental problems and sustainability. The presentations were made by lead consultant/facilitator of the workshop, Candice Ramessar.

The overall goal was to give concepts, terms and definition on environmental and natural resources management issues globally, regional, nationally and locally. In the sustainability section of the workshop the exercises focused on sustainable development, the term and how it can be achieved. It placed local actors, including the individual, at the centre of actions that create environmental issues and therefore at the centre of the solutions. It was also pointed out that there are entrepreneurial opportunities in environmental solutions and sustainability.

To support the workshop objectives, the facilitator presented activities adapted from previous workshops and desk research that used a mixture of presentations and practical tools and exercises that can be immediately applied. The group exercises provided the participants an opportunity to participate in practical exercises and see how they as individuals and a group contribute to the problems. They also became familiar with tools such as the sustainability index, ecological footprint and carbon footprint. The workshop was punctuated with global, regional and local examples of both environmental issues and actions towards sustainability.

**Presentation 1: The Issue: Environmental Concerns in SVG, Caribbean and Globally**  
e.g. Climate Change effects on agriculture, resource depletion, marine pollution etc.

This presentation covered the basics of environmental concerns in SVG, Caribbean and globally. It provided information on why there is concern for the environment at the various levels and the interconnectedness of the issues. Topics covered included:

1. Climate Change: What is it?
2. Climate Change: Why it Matters
3. Resources Depletion: Vanishing Trees
4. Resource Depletion: Disappearing Fishes
5. Pollution
6. Environmental Issues in SVG: The Effects of Climate Change, Deforestation, Land Degradation, Lost of Agricultural Lands to Development, Pollution of Coastal Water and River system, Solid Waste
7. Key Drivers of Environmental Issues globally: Development and Consumption
8. Key Drivers of Environmental Issues in SVG: Poverty, low environmental stewardship, lack of policy and enforcement of same, etc.

**Presentation 2: Simple Environmental Terms and Concepts**

This presentation gave descriptions and definitions of simple environmental terms and concepts used in everyday environmental news accounts. It also explained the science and politics associated with each terms e.g. global warming and climate change.

### **Group Activity: Vincy Café**

The presentations were followed by four small group activities. Each group was tasked with a specific activity that allowed them to use the environmental terms and knowledge from the presentations and discussions for a particular target audience.

Group1: Write and open letter, that you wish to trend, to your Prime Minister explaining the effects of climate change on SVG

Group 2: Prepare a presentation for a 6th grade class on Biodiversity

Group 3: Explain what are Marine Pollution and its causes in SVG

Group 4: Identify some regional and local environmental issues and possible solutions

The products of the group assignments are appended to the document.

### **Day 2**

#### **Presentation: Achieving Sustainability in SVG, Caribbean and Globally**

Participants were introduced to a range of topics and concepts associated with climate change and the environment on day two of the training. Topics shared by the facilitator included:

- Sustainable consumption
- Sustainable development
- Economic development vs sustainable Development
- Economic Systems for Sustainable Development
- Sustainable Development for whom?
- How individual and local actions contribute to global sustainability

Presentation on the foregoing introduced participants to key terms and concepts in Sustainability e.g. adaptation, mitigation, appropriate technology, among others. This presentation also gave descriptions and definitions of simple environmental terms and concepts used in everyday environmental news accounts.

**Group Activity: Vincy Solutions Bowl 2015**-Activity on identifying and interpreting sustainability actions and solutions to environmental issues.

Each group was asked to collectively map their ecological footprint for 6-am-9am. They were then challenged to find ways to reduce their footprints. The objective of the activity was to place the individual and local actions at the center of achieving sustainability and reduce environmental degradation and misuse of resources.

### **Observations**

The workshop was successful in meeting the goals as expressed above. However, it was clear that the two topics required more than the 1 and a half day days to be effectively addressed and absorbed by participants. The two days were reduced as the country was given a half day holiday to attend a national football match by the Prime Minister)

In the view of the facilitator, the activities led to useful insights and knowledge for the participants in their understanding of environmental problems and sustainable development. The tools and techniques demonstrated and disseminated during the workshop seemed to be useful and interesting to the participants.

Participants struggled most with the concept of sustainable development and terms such as appropriate and adaptive technology. This seems to stem from the difficulty of identifying local examples of same in their communities. Also the technical nature of the terms such as mitigation may also play a part in the slow grasping of the meanings.

The group activities were especially well received and participants with some experience in the topics were able to assist their peers. The strategy of ensuring mixed groups of experienced and novices in the subject area worked well in this regard.

The lack of handouts seem to be a difficulty for the participants. However, this was a deliberate pedagogical strategy by the facilitator. Very often in workshops the participants spend more time consulting the handouts that engaging in listening to the facilitators and



their peers. The absence of handouts led to more lively discussions and sharing of experiences among participants.

The logistical arrangements for the workshop were excellent and commendations go to the staff of WINFA for their excellent organization skills.

### Recommendations for Follow up Activities and Training

1. More consistent training
2. Collaboration across sectors including agriculture and forestry

## **Media Training**

### **Day 1**

Concomitant with the goals of the media training component of the workshop, to equip participants with basic communication tools for effective reporting, they were introduced to media in all forms. Training was facilitated by Carolyn Walcott, media consultant under the CATS project. Emphasis placed on news, its construct, elements and purpose in the context of climate change in Saint Vincent and the Grenadines. Participants were reminded, and in some cases informed, about their role as communication change agents and the need for capturing and sharing stories from a “human interest” perspective. In the latter regard, the “people” element of news was emphasized throughout training sessions.

The FIVE Ws, and SO what, the fundamental questions that should be answered in news, were introduced along with research techniques for news gathering that reinforced the principles of those news questions.

Topics covered also included *Tools for Reporting in the current digital era* and *Communication channels and Message design*. Crafting the Press Release and Media Advisory were presented as an activity exercise where participants explored two releases for their news elements that were actually buried. In the latter regard the

facilitator emphasized the salience of the Press Release to news editors thus the need for incorporating the Five Ws, ensuring brevity and accuracy and providing contact details for feedback.

The news story construct was also shared with participants using the Inverted Pyramid approach which was illustrated and presented for group practice among five teams. The ability of participants to quickly grasp news concepts and immerse in practice and outputs were commendable observations. By the end of day one of the media training a majority appeared excited with the practical components of the workshop.

## **DAY 2**

Participants were provided with visual and print case studies of news and stories on the environment and received another opportunity practice based on local scenarios. They were guided in practical designing of news packages for print, television and radio that saw stories developed based on the impact of climate change on three agriculture commodities-Tomato, Cabbage and Sweet peppers. These were presented for print, radio and television with live sound bites and clips convincingly presented by skilful group members, some of whom are clearly articulate professionals in broadcast and field information.

Interviewing techniques were also shared with participants with emphasis placed on preparation including the avoidance of double-barreled questions and the need to probe for desired responses to facilitate public information and awareness. Simulated interview exercises contributed to a rich period of interaction between group members and the Chief Agricultural Officer who functioned as the interviewee. By the end of the interview session, most groups exuded a high level of confidence in conducting interviews following the facilitator's constructive feedback.

The day's session closed with brainstorming for Reporting the SVG Climate Change story and presentation of ideas, target audiences and media platform. Four groups were constituted for this activity that was conducted via field exercises.

### **Day 3**

#### **Field exercises**

Stories were gathered from four distinct locations on the island during the morning hours of the final day of the workshop. These focused on the effects of climate change on tourism and livelihoods. Stories completed are captured in the annex of this report.

It should be noted that outputs reflected a fair understanding of environmental concepts shared by the environmental consultant. Participants also exhibited very good knowledge of what was required in capturing sound bites based on technical and community interviews to validate their stories. Links to the edited versions of the audio-visual stories are expected to be provided by WINFA.

## **SUMMARY OF THE EVALUATION BY PARTICIPANTS**

A total of twenty (20) individuals, comprised of 7 females and 13 males, participated in evaluation exercise. They represented from government agencies, the media and other relevant organisations. The majority of participants attended all the sessions held from Monday to Friday. Just about 4 participants did not attend all sessions.

Most participants thought they had good knowledge of climate change before coming to the workshop and they felt that their knowledge was increased by the end of the workshop.

Climate Change in relation to the environment was the area in which most participants had the greatest clarity before coming to the sessions. A very small number of persons had clarity on Climate Change in relation to biodiversity. After the sessions were

completed most of the participants had the greatest clarity on Climate Change in relation to health.

In the area of facilitating public information on Climate Change and the Environment, the majority of participants indicated that their knowledge base was weak to undertake such a task before coming to the sessions. At the conclusion of the sessions however, a greater number of the participants thought that they had sufficient knowledge to undertake the role in facilitating public information on Climate Change and the Environment.

Most of the participants felt that the training and practical field exercises were very meaningful in relation to their current and future role as information agents. The majority also thought that the reference handout notes and video demos for the subject matter were very relevant. The Facilitators and group activities session were both found to be useful by most of the participants.

A greater number of the participants indicated that the quality of the training and the overall administration of the workshop by organisers were excellent. In addition, all of the participants thought that the sessions met their professional expectations. Most of them indicated that they feel highly motivated after the sessions were completed.

In conclusion, it was the opinion of most participants that there should be government information, awareness and education and also community involvement to achieve greater public awareness of Climate Change.

## **Conclusion and recommendations**

It was generally observed by the facilitators that a majority of the participants lacked the basic information, education and awareness skills to develop products designed to create greater national awareness on climate change. Further, few felt that the training should have served individual needs with more emphasis on practical development to build professional capacity. However, the outputs reveal great aptitude and a willingness by

participants to enhance their skillset in comprehending and reporting on climate change issues. A general perseverance to complete practical exercises and a thirst for knowledge also resonated among the participants who functioned well under the pressures of deadlines imposed during the workshop. There was also a high level of camaraderie.

In light of the foregoing a more active approach to training is recommended on a biennial basis to stimulate interest and maintain momentum in news and information products pertaining to climate change. There also appears to be scope for collaboration among communication and field officers in information sharing and dissemination to promote the message of climate change and mitigation in Saint Vincent and the Grenadines. It is anticipated that the trainees who were certified will not merely form the cadre of communicators on climate change on the island, but more so form a network capable of attracting media involvement and products.

## **APPENDICES**

### Appendix 1

#### Group Exercises –Environmental Training

##### ***Group 1: Letter to Prime Minister***

Dear Comrade,

I have a question to “Ask Ralph.” Are you aware of the implication of climate change?  
Tell me! What are your views on this matter?

Our views are that we have observed :

- \* The rainy season is now dry.
- \* Plenty of coastal erosion.
- \* Our fishermen are going to deeper waters to catch fish only to come back and sell their catch to buy chicken to eat.

This is one thing we can't use you as a scapegoat for in spite of everything our country is blessed. So, to make it better for all of us here, this is what we suggest.

- \* Stop deforestation.
- \* Stop the sand mining on the beaches.
- \* Let's control our garbage disposal.

And let's explore alternative ways to fuel our vehicles.

Sincerely, Hairouna

##### **Group 2: Presentation on Biodiversity**

I used to think. Now I know!!

## **B I O D I V E R S I T Y**

This is a variety of all living things and their habitats

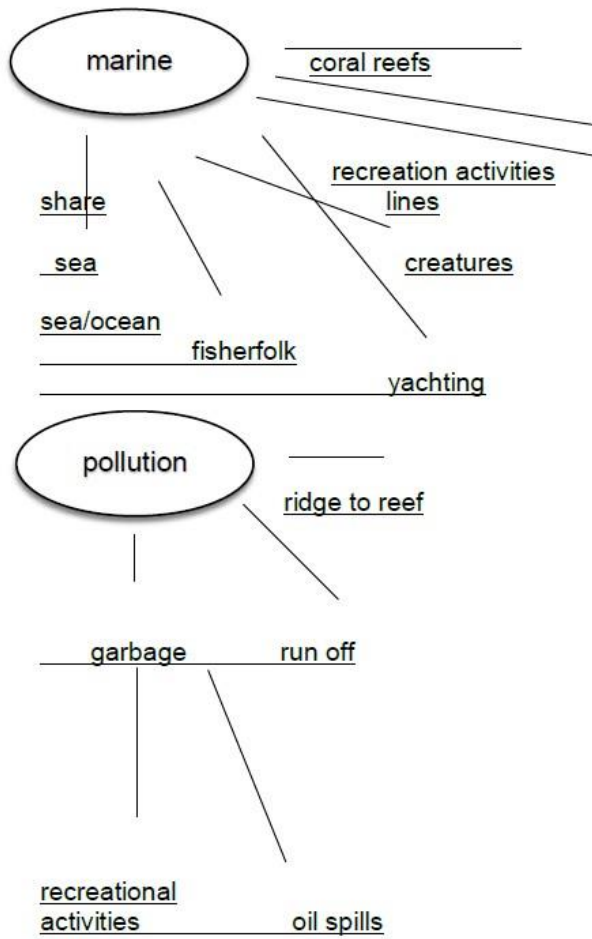
Why maintain biodiversity?

- i. Food
- ii. Medicine
- iii. Clean air & water
- iv. Recreational sites & culture
- v. Homes
- vi. For future generations

How do you maintain?

- Implementing laws & reviewing legislation
- Public awareness campaign
- Community involvement
- Conservation / the wise use of resources

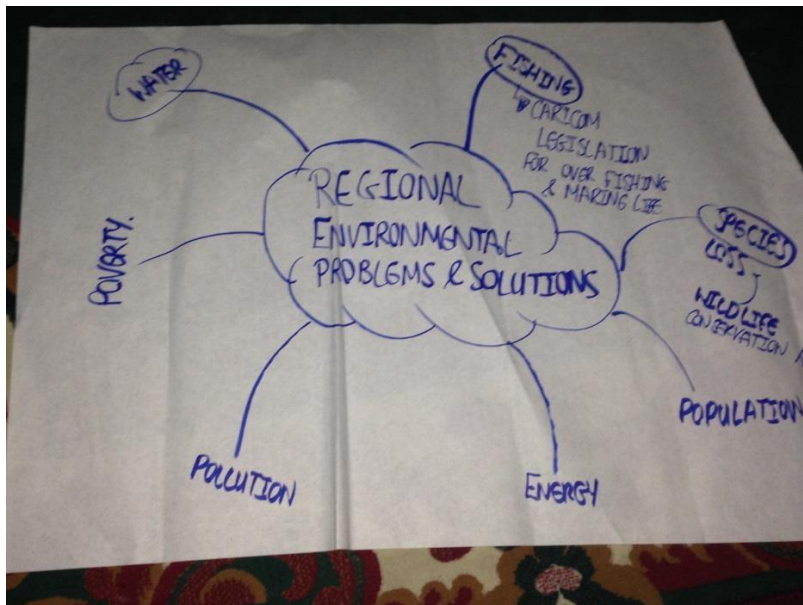
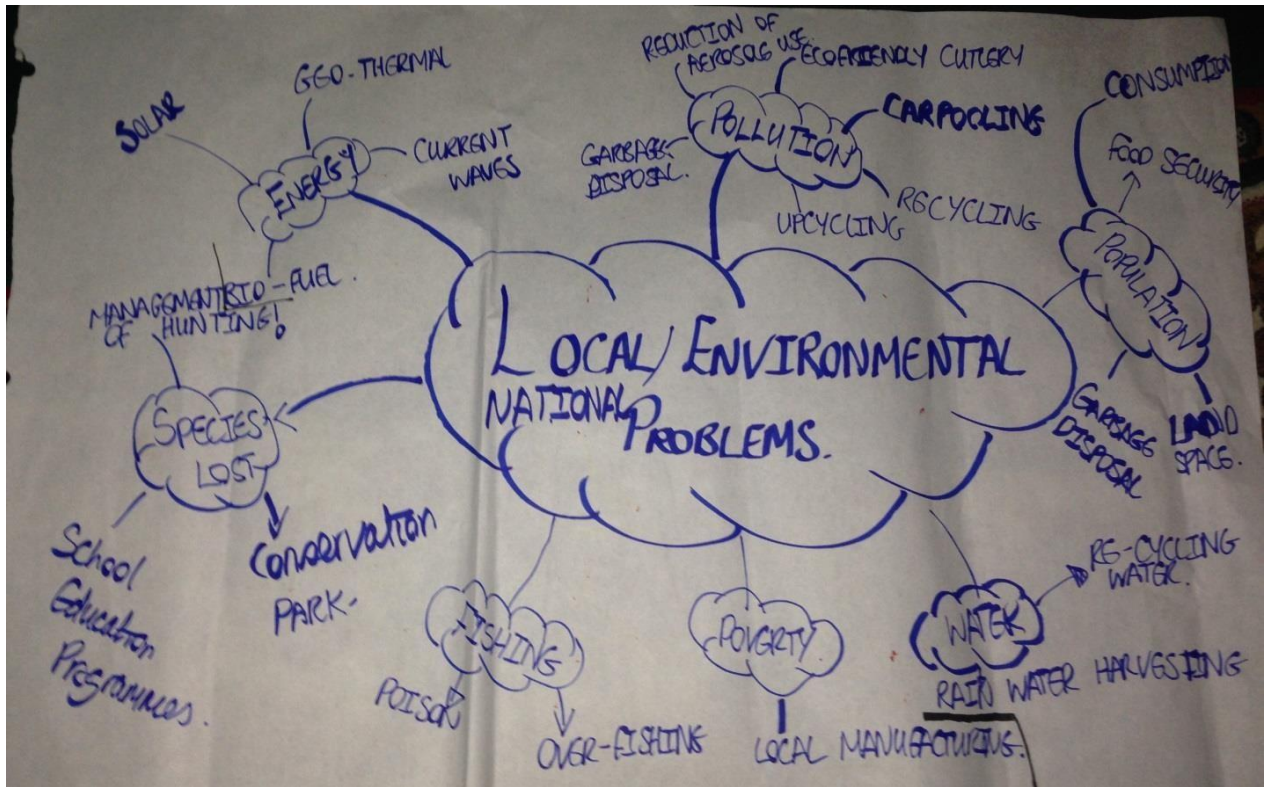
### **Group 3: Marine Pollution**



Marine pollution - Entry of harmful substances/chemicals into the sea whether by careless recreational activities, industrial activities, resulting degradation, destruction of corals and aquatic life.

## Group 4: Environmental Solutions





## 1. Group Vermont

### ***Buildings Lost, People Homeless***

Almost two years after the destructive trough system that destroyed infrastructure and claimed lives, residents of Vermont are today still trying to come to terms with the devastation.

Today we traveled to Vermont where over 50 (fifty) persons suffered damages due to severe rains and high wind caused by a low level trough system resulting in floods and landslides. A young farmer lost his life while others lost homes, business and livestock. Two bridges were completely destroyed, roads were impassable and shops were swept down to the sea. The government declared a level 2 (two) disaster, a level 2 (two) disaster is declared when the damage is severe and for which local resources and response capacity are limited and special external assistance is needed.

One man in Penniston described his experience as been something evil in which he lost everything and suffered injuries. (insert clip)

Currently 4 (four) bridges have been rebuilt funded by the government of Ecuador and Taiwan. In the area of Penniston 5(five) single bedroom houses have been built for persons who lost their homes. As well as other houses for families.

It was a devastating time, it was a day when the entire Caribbean mourned for us. the time of year which was meant to be joyous turned out to be a catastrophic time for St. Vincent and Grenadines .

## 2. TV Script

### Broad shot of Marriaqua Valley from Belmont Lookout

Intro: We are here overlooking the Marriaqua Valley, part of an ancient volcanic crater. It is known locally as the Bread basket of the Island and its fertile soil is responsible for producing much of St. Vincent food crop.

Crops grown here include breadfruit, dasheen, nutmegs, vegetables and bananas. A number of villages are found in this valley. These include Richland Park, Cane End, Carriere, La Croix and Evesham.

The Windy conditions make the valley prone to damage by hurricane force winds. We are about to view a land slide which occurred as a result of climate change effects.

### **Broad shot of landslide area.**

If you look closely behind of me, you would see that the area has suffered a major landslides as a result of heavy rainfalls.

### **Travels to Montreal**

Speaking with a farmer Ms. Patricia Maloney in the area of Francois, she indicates that effect of climate change is evident on and around her farm. Her farm is located close to a river and she is vulnerable to flood, for example her pig pen which was located far away from the river is now close to the river. There is also an increase of pest infestation of the pink mealy bug on her farm which has been increasing over the last few years.

As a result of these infestation Ms. Maloney is now using more insecticides along with insect repellent plants. To prevent some of the effects of climate change Ms Maloney came up with her own ways to prevent the major impact of climate change on her farm. For instance for some of her plants, she plants them on banks instead of flat beds as this would help to trap the water rather than it running off, which may cause landslides. In addition, the farmer said she has received assistance from CARDI with improved variety of dasheen slips that she recalls is more drought resistant.

## **Area near a river close to main road**

We are now viewing actions to mitigate the effects of climate change and to reduce vulnerability through the placement of gabion baskets as river defense. These actions can help to preserve this valuable resource in our agricultural sector.

---

### Appendix 3

Caribbean Public Health Agency- Caribbean Aqua-Terrestrial Solutions (CATS)

## ***Environmental Awareness & Communications Training Workshop***

***November 16-20, 2015***

***9am -3:30 pm***

Facilitators: Candice Ramessar and Carolyn Walcott

### **Day 1**

**08:30-09:00 Registration**

**09: 00-9:30 Opening Ceremony**

**09:30-09:45 BREAK for departure of officials and regrouping**

---

### ENVIRONMENTAL AWARENESS AND MITIGATION

09:45-10:00 Icebreaker-WHO AM I?

10:00-11:00 CATS: Components and Objectives

11:00-12noon The Issue: Environmental Concerns in SVG, Caribbean and Globally e.g. Climate Change effects on agriculture, resource depletion, marine pollution etc

**12:00-13:00 LUNCH BREAK**

13:00-14:00 Simple Environmental Terms and Concepts

14:00-14:30 Vincy Café: Group Discussion/Interpretation of Simple Environmental Terms and Concepts

14:30-14:45 Group Presentations

15:00 End of Day 1

## **DAY 2**

09:00-10:15 Achieving Sustainability in SVG, Caribbean and Globally

### **10:15-10:30 BREAK**

10:30-11:15 Key terms and concepts in Sustainability e.g adaptation, mitigation, appropriate technology etc

11:15- 12:00 Presentation of Case Studies on Environmental Action in SVG, Caribbean Globally

### **12:00-13:00 LUNCH**

13:00-13:30 Recap of Case Studies

13:30-14:30 Vincy Solutions Bowl 2015: Group Activity on identifying and interpreting sustainability actions and solutions to environmental issues

14:30-15:00 –Reporting and wrap up

---

## **REPORTING EFFECTIVELY ON THE ENVIRONMENT & CLIMATE CHANGE**

## **DAY 3**

09:00-09:30 –Reporting, the Environment & You

09:30-10:15 – The Field Officer as Key Informant

### **10:15-10:30 BREAK**

10:30-11:15 –The Five Ws and SO WHAT about the Environment & Climate Change

11:15-11:45 – Tools for Reporting in the current digital era

11:45-12:00 – Research techniques and tools for data/information gathering

### **12:00-13:00 LUNCH**

13:00-13:30 –Communication channels and Message design (The Press Release and Media Advisory).

13:30-14:30 –Constructing messages for specific audiences (The News Story)

14:30-15:00- Dissemination for consumption (The Channel)

#### **DAY 4**

09:00-09:30 -Case Studies on Reporting the Environment (Video and Print illustrations)

09:30-10:15 – Truth be told: Uncovering the hidden story (Group exercise)

#### **10:15-10:30 BREAK**

10:30-11:15 –Practical Designing and Information gathering (Group Work)

11:15-11:45 – Interviewing techniques (practical simulation exercise in 2s)

11:45-12:00- Lessons and challenges (discussed by participants)

#### **12:00-13:00 LUNCH**

13:00-13:30 –Current affairs and Issues in the News on the Environment and Climate Change (A review of select videos and newspaper clips)

13:30-14:30- Brainstorming for Reporting the SVG story (4 Groups)

14:30-15:00 –Presentation of ideas, target audiences and media platforms

#### **DAY 5**

#### **09:00-12:00 Field exercises**

#### **12:00-13:00 LUNCH**

13:00-13:45- Practical Reporting by groups

13:45-14:15-Lessons and Challenges (Facilitators)

14:15-14:30 Evaluation (individual participants)

#### **14:30-15:00 Closing ceremony & Certification**

Appendix 4

**Evaluation Form –Environment, Climate Change and Media Workshop  
Saint Vincent and the Grenadines  
November 16-20, 2015**

Dear Participant, we would appreciate if you took a few minutes to complete this short questionnaire. Responses are confidentially handled, and will only be utilized to improve public education and information on Climate Change and the Environment in Saint Vincent and the Grenadines.

**Demographic Information**

A. Male  Female

B. Ministry: .....

C. Department/Agency: .....

.....  
.....

**Tick One - the one that best describes your response**

**1. I attended the following sessions.**

1. Monday sessions
2. Tuesday sessions
3. Wednesday sessions
4. Thursday sessions
5. Friday session
6. Partial sessions (state)
7. All

**2. Assess your General knowledge of Climate Change before the session**

Very Good  Good  Not Sure  Weak  Very Weak

**3. Assess your general knowledge of the Climate Change after the session**

Very Good  Good  Not Sure  Weak  Very Weak

**4. Before the session, I had greatest clarity on**

Climate Change in relation to agriculture  Climate Change in relation to health   
Climate Change in relation to Bio diversity  Other: .....

**5. After the Session I have the greatest clarity on (Tick one)**

.Climate Change in relation to agriculture  Climate Change in relation to health   
Climate Change in relation to Bio diversity  Other: .....

**6. Assess your knowledge of your role in facilitating public information on  
Climate Change and the Environment - BEFORE THE SESSION**

Very Good  Good  Not Sure  Weak  Very Weak

**7. Assess your knowledge of your role in facilitating public information on  
Climate Change and the Environment - AFTER THE SESSION**

Very Good  Good  Not Sure  Weak  Very Weak

**8. How meaningful were the *training room group exercises* in relation to your  
current and future role as information agents?**

1. Very meaningful
2. Meaningful
3. Somewhat meaningful
4. Somewhat not meaningful
5. Not meaningful
6. Not meaningful at all

**9. How meaningful were the *practical field exercises* in relation to your current  
and future role as information agents?**

1. Very meaningful
2. Meaningful
3. Somewhat meaningful
4. Somewhat not meaningful
5. Not meaningful
6. Not meaningful at all



**10. How would you rate some sessions' reference handout notes and video demos for the subject matter?**

1. Very relevant
2. Relevant
3. Somewhat relevant
4. Average
5. Somewhat not relevant
6. Not relevant
7. Not relevant at all

**11. Which of the following sessions have you found to be useful?**

1. The facilitators' (in general)
2. Group and field activities
3. Not sure
4. Facilitators and group activities
5. Facilitators and field activities
6. All of the above
7. None

**12. How would you rate the quality of training provided?**

1. Excellent
2. Very good
3. Good
4. Not sure
5. Average
6. Poor
7. Very poor

**13. How do you rate the overall administration of the workshop by the organizers?**

1. Excellent
2. Very good

- 3. Good
- 4. Somewhat good
- 5. Average
- 6. Somewhat poor
- 7. Very Poor

**14. Did the sessions meet your professional expectations?**

- 1. Yes
- 2. I don't know
- 3. No

**15. Now that the sessions are over I feel**

- 1. Highly motivated
- 2. Motivated
- 3. Somewhat motivated
- 4. Average
- 5. Somewhat not motivated
- 6. Not motivated
- 7. Not motivated at all

**16. In your view what will it take to achieve greater public awareness of Climate Change?**

Government Information, Awareness and Education Initiatives

Greater Media Interest

Community Involvement

Other Stakeholder Engagement

**17.**

**What specific areas of professional development would you recommend for you or future participants for training workshops?**

.....  
 .....

.....  
.....

**18. Your suggestions for making the sessions better for the future:**

.....  
.....  
.....  
.....  
.....

**Thank you for taking time out to help us improve public information and education on Climate Change and the Environment.**