

Training Program on Climate Change Adaptation and Disaster Risk Reduction in
Agriculture

**International Distance Learning Training Course on
Climate and risks communication
Course Report**

1 October - 5 November 2020

06 November 2020

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1. Background

The Training Program on Climate Change Adaptation and Disaster Risk Reduction in Agriculture (PACC/RRC), financed by the Italian Ministry of Foreign Affairs and International Cooperation (MAECI) through the Italian Agency for Development Cooperation (AICS), is led by the World Meteorological Organization in collaboration with two WMO Regional Training Centers, the Institute of BioEconomy (formerly Biometeorology-IBIMET) of the Italian National Research Council (CNR-IBE) and the AGRHYMET Regional Centre, which operate with technical and financial support of WMO.

The World Meteorological Organization, IBE–CNR and AGRHYMET Regional Centre have been collaborating since the '70s to support National HydroMeteorological Services in the transfer of technological innovations.

In 2015, WMO, IBE-CNR and AGRHYMET decided to propose a Regional Training Programme to support CILSS/ECOWAS countries on Climate Change Adaptation and Disaster Risk Reduction in Agriculture.

On 23rd October 2015, WMO proposed to the Italian Ministry of Foreign Affairs and International Cooperation, Directorate General for Development Co-operation, to fund a multi-lateral aid proposal addressing Climate Change Adaptation and Disaster Risk Reduction in Agriculture in West Africa.

On November 19th 2015, with the resolution n.165 the Italian Ministry of Foreign Affairs and International Cooperation, Directorate General for Development Co-operation, decided to make a contribution of 822.843,27 to support the Initiative.

On December 24th 2015, the Third-party cost-sharing agreement between the WMO and the MAECI-DGCS for the implementation of the project was signed.

WMO organised the kick-off meeting of the project on 10-12 April 2017 in Geneva at its headquarters. The inaugural ceremony took place on Monday 10 April with the presence of the WMO Secretary-General, Prof. Petteri Taalas and his Excellency Ambassador Maurizio Serra, Permanent Representative of Italy to the UN. The two WMO Regional Training Centers partners for the project were represented by the Director of IBIMET-CNR, Dr Antonio Raschi, and Dr Moussa Waongo from AGRHYMET.

On 07 June 2017 a letter of Agreement was signed between WMO and IBIMET-CNR for the implementation of the project.

The Program consists of five high training courses, two organized by the Regional Centre AGRHYMET in Niamey (Niger), two by IBIMET-CNR in Florence (Italy), one by IBE-CNR online and a final conference in Rome.

The four training courses are:

- Climate services for disaster prevention (IBIMET-CNR, November 2017),
- Agrometeorological Services for agriculture and water use (AGRHYMET, February 2018),
- Climate Change impacts: assessment and communication (IBIMET-CNR, June 2018),
- Agrometeorological Services for rainfed crops (AGRHYMET, October 2018)
- Climate and Risks Communication (IBE-CNR 2020)

The international training course on “Climate and Risks Communication” is the fifth and last event of the PACC/RRC project. The general goal of this training course is to strengthen the capacities of CILSS/ECOWAS Member Countries in developing effective methodologies for communicating climate and climate risks.



Project	Training Program on Climate Change Adaptation and Disaster Risk Reduction in Agriculture
Partnership	WMO (World Meteorological Organization), IBIMET-CNR (Italy), AGRHYMET Regional Centre (CILSS/ECOWAS),
General objective	To reduce the impacts of Natural Disaster and Climate Change on agricultural sector in West Africa.
Specific objective	To improve the capacity of West African governments through their national technical services to support government actions in sustainable development and food security, in response to climate change, natural disasters and their associated risks.
Project's duration	20 months
Target Countries	Western Africa CILSS/ECOWAS states Members
Target groups	Experts of National Agriculture, Agro-Meteorological, Hydrological and Early Warning Services.
Project's typology	Capacity Building (Art. 18)
Budget	€ 822,843.27
UN Millennium Goals	Goal 1 : Eradicate extreme poverty and hunger Goal 7 : Ensure environmental sustainability

Table 1, General overview of the Training Program on Climate Change Adaptation and Disaster Risk Reduction in Agriculture (PACC/RRC)



2. Objectives and Expected Learning Outcomes

The scientific community widely discusses the scientific evidence of risk and climate, but there is less focus on how to communicate climate and risk to decision-makers, media representatives, and the general audience. The burning question on climate and risk communication is “Do we, as scientists, need to concern ourselves with whether or how the [scientific] information is used?”. Without any doubt, the answer is Yes. However, this concern is strictly linked to communication. Scientific evidence is not a merely scientific practice, but a way to understand how to better cope with risk and climate-related issues. Hence, how to effectively manage communication to raise awareness of different audiences? How to be confident in communicating with non-academics or non-experts? How to increase knowledge and understanding of climate and risk? How to communicate uncertainty?

The general goal of this 5th training course is to strengthen the capacities of CILSS/ECOWAS Member Countries in developing effective methodologies and tools for climate and risks communication. The specific objective of the Course is to strengthen the capacity of national technical services for a better communication of climate and related risks and the consolidation of trust in NMS by public and media. The course on climate and risk communication has the aim:

- ▶ to provide an introduction to the social and political context of the communication process in peacetime and during emergency
- ▶ to increase the understanding of key players’ roles in the communication process
- ▶ to increase the confidence and capacity to understand the information needs of different types of end-users
- ▶ to illustrate and practice basic communication techniques, languages and channels
- ▶ to improve the communication skills of the participants

The course was designed for technicians and experts of National Hydro-Meteorological Services and other technical Services involved in climate risk reduction and adaptation. The course has been realized online from the 1st of October to the 5th of November 2020.

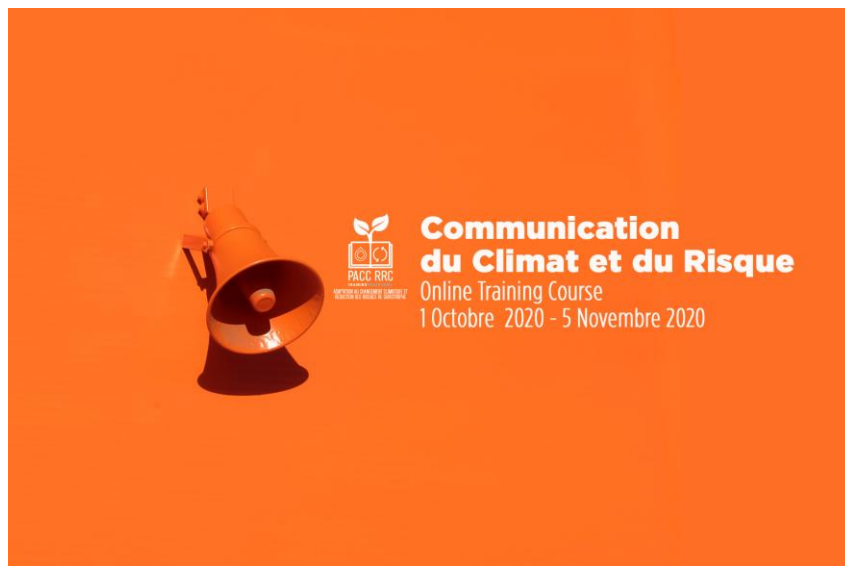


Figure 1, Training course banner



The distance learning has been carried out using the platform Moodle as a learning management system. Moreover, students and teachers of the course used the same platform to share educational material and fulfil training assessment procedures.

Through the course, participants were expected acquire theoretical and practical knowledge on current approaches of communication, with emphasis on:

- ▶ capacity in defining profiles of end-users (user personas) and depict their information needs;
- ▶ knowledge and skills on how to set up or plan communication campaigns and actions;
- ▶ knowledge on how to prepare a communication brief;
- ▶ knowledge on how to set up fruitful media relations;
- ▶ knowledge on how to produce more effective communication materials;
- ▶ basic knowledge of some software for vector graphics, desktop publishing, presentations, audio editing;
- ▶ knowledge on how to assess communication impacts.

3. Training approach

The course structure included six modules and each module focusing on one topic. For each module a synchronous learning part, with a webinar and live chat/discussion, and also an asynchronous part with forums, or videos/audios, or documents, or external resources. Exercises, specific for each module, were asynchronous assignment (file submission) but also virtual classrooms and roleplay. The file submission was followed by a live discussion of the results.

The training course was implemented on the distance learning deployment Moodle of RTC-Italy, for the webinars, we used the Zoom application.

The Moodle platform used by the RTC-IBE is powered by the Institute of Crystallography of CNR and is managed by Guido Righini in collaboration with Marco Simonetti.

The distance learning platform developed on Moodle was used for multiple purposes:

- sharing with participants the course agenda
- sharing training materials and technical and scientific documentation on the topics;
- publishing the videos of the webinars
- assigning the exercises and gather the participants' assignments
- contacting and exchanging with the participants (class message and private messages)
- gather participants evaluation on the course with an online questionnaire;
- awarding the badge.

The choice of Zoom was practically obligatory because it is one of the few systems including an easy to manage "interpreter" function. A crucial function to deliver the webinars in French. The connection between Moodle and Zoom could be managed using a free plugin, but it could not be used because this plugin does not manage the interpreter function of Zoom. So we decided to link the webinars as an URL link in the Moodle Course.

Zoom allows the video recording of the webinar/meeting, but the video records only the original language. So we recorded the French translation separately, did some post-production work to replace the original audio with the French translation.



4. Delivery of the course

4.1 Participants

Twenty-three people coming from BENIN, BURKINA FASO, CAMEROON, DRC, GUINEA, MADAGASCAR, MALI, MAURITANIA, NIGER, RWANDA, SENEGAL, TCHAD, TOGO enrolled in the course. Two of them could not participate due to work commitments.

Table 1, List of participants

Country	Name	Organization
BENIN	Eng Joseph BESSOU	METEO BENIN
BURKINA FASO	Mr Wendyam Lazare SAWADOGO	ANAM
BURKINA FASO	Mr Guillaume NAKOULMA	ANAM
CAMEROON	Mr Cedric Elsy SIELATCHOM NGALAH	Univ of Yaounde 1
DRC	Mr Matondo DIVENGELE	METTELSAT
DRC	Miss Rachele MWIKA KITUMBA	METTELSAT
DRC	Mr Enoch NZAU MANANGA	METTELSAT
DRC	Mr Serge BOOTO	METTELSAT
GUINEA	Mr Maoro BEAVOGUI	DMN
GUINEA	Ms Fatoumata Binta DIALLO	DMN
MADAGASCAR	Ms Omega Huguette RAHARIMALALA	DGM
MADAGASCAR	Ms Hanitra Elisa RASOAVOLOLONIAINA	DGM
MALI	Ms Fatoumata SANGHO DIABATE	MALI METEO
MAURITANIA	Eng Mohamed BEKRIN	ONM
NIGER	Mr Boubou ASSOUMANA	DMN
NIGER	Mr Youchaou OUSMAN BAOUA	DMN
NIGER	Mr Nazirou TOUNE	DMN
RWANDA	Mr Alexis NZEYIMANA	RMS
SENEGAL	Mr Abdoulaye DIAKHATE	ANACIM
TCHAD	Eng Nassour SALEH TERDA	DMN
TOGO	Mr Nassame DJAWE	DGMN





Figure 2, Some Participants

4.2 Trainers and lectures

We involved 16 trainers of which some belonging to CNR but other to national and international organizations among which ECMWF, PIK, WMO, AGRHYMET, University of Minnesota.

The course was opened by Marina Baldi, Director of the WMO-RTC, and an introductory speech was offered by Patrick Parrish of WMO-ETR. A short welcome message of the Italian PR at WMO, Gen Silvio Cau was offered in French. The list of the trainers and their lectures' title was the following:

- Introduction of the Training Course on Communication of Climate and Risks - *Patrick Parrish, WMO*
- The WMO Regional Training Center in Italy – *Marina Baldi, CNR-IBE*
- La communication climatique comme outil pour renforcer la résilience - *Bernard Gomez, WMO*
- Les Services climatiques en Afrique de l'Ouest - *Moussa Waongo, AGRHYMET, Niger*
- Le processus de communication et l'importance des utilisateurs - *Elena Rapisardi, CNR-IBE*
- Utiliser les médias sociaux pour communiquer sur le climat et la météo - *Valentina Grasso, Communication Officer, CNR-IBE*
- Multiples canaux de communication: une stratégie inclusive pour la gestion des risques hydroclimatiques - *Vieri Tarchiani, PACC RRC Project Leader, CNR-IBE*
- Communication de la science du climat et de l'incertitude dans le secteur agricole - *Adam Wilkie, Research and Extension Coordinator at University of Minnesota*
- Approches de communication en agrométéorologie appliquée - *Maurizio Bacci, Agrometeorologist, CNR-IBE*
- La communication des prévisions saisonnières - *Massimiliano Pasqui, Physicist, CNR-IBE*
- Visualisation des données climatiques - *Thomas Nocke, Potsdam Institute for Climate Impact Research (PIK)*



- Qu'est-ce que c'est une stratégie de communication? - *Hilda Carr, Head of Communications, ECMWF*
- Définition des objectifs de communication, techniques de mesure - *David Armstrong, Communication Team Leader at Copernicus - ECMWF*
- Bureau de presse: la pratique quotidienne - *Marco Ferrazzoli, Chef du Bureau de Presse, Conseil National de la Recherche, Italie*
- L'expérience du Centre météorologique régional de la Vallée d'Aoste: une expérience de communication multiforme - *Hervé Stevenin, Istruttore tecnico Centre Fonctionnel de la Vallée d'Aoste et Tiziano Trevisan, President of the Journalists' Association of Vallée d'Aoste*
- Experiences avec la radio et la télévision - *Gaptia Lawan Katiellou, Direction Nationale Météo Niger*

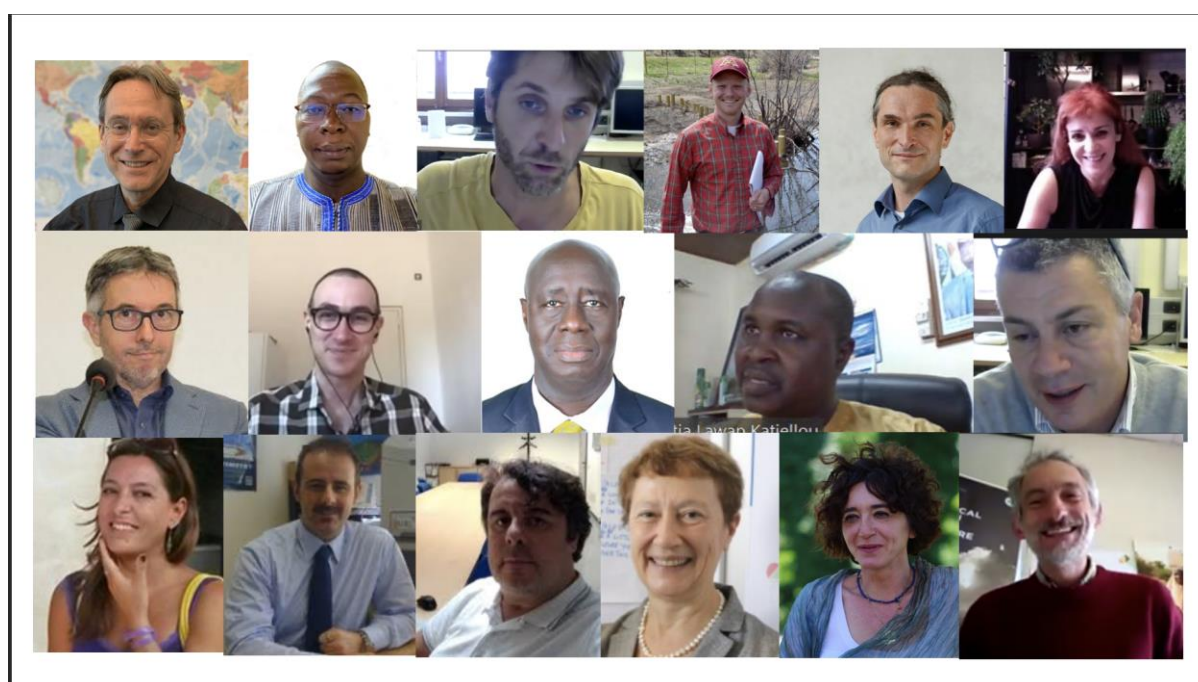


Figure 3, The trainers

Participation to synchronous activities has seen on average 13/21 participants which were almost the same.

Table 2, Participation to synchronous sessions

Synchronous sessions	Participants presence	Synchronous sessions	Participants presence
01-ott	17	15-ott	12
02-ott	14	22-ott	13
05-ott	13	22-ott	10
06-ott	13	28-ott	12
13-ott	12	05-nov	11

A crucial element of training is the language. We decided to realize the course in French for French speaking countries. Throughout the course we provided simultaneous translation because some of



the trainers were not native French speaking and communication requires precision, accuracy and linguistic familiarity to capture nuances and build the right "tone of voice". The video recordings made available through the Moodle platform were also in French.

4.3 Practical Sessions

There is no doubt that many participants actively participated and were committed to doing the exercises that had excellent results. Some others were not so engaged and did not achieve the activities' goals.

The proposed exercises include: contribution in forums, creation of documents based on schemes, original conception of a document or other types of files.

We noted that the assignments with a defined structure to be followed (the communication process, the communication plan) had better results. Whilst the exercise "the design of printed communication material", focused more on creativity and on the use of innovative visualization techniques, was less understood, and the results were weaker. We are aware that a lesson and some general indications cannot transfer the full set of knowledge and skills needed to create more attractive visual solutions. Moreover, the lack of group work in presence made it impossible to boost the learning and understanding through practice.

The practice, especially in a discipline like communication, is crucial. An example: the session on "media relations and press conference" was designed with a webinar and a role-play, where the role-play had the aim to "practice" and discuss what it means to organize and manage the press conference. However, it was difficult for the participants to understand the idea of the exercise, get into the character and act in the role play. In the end, the result was not what we expected. We believe that the same exercise in a real classroom would have had different results.

The podcast exercise highlighted other aspects. It consisted of making the first episode of a podcast and defining its distribution plan. The majority of the participants created good episodes, and also interesting distribution planning documentation, but in some submissions did not include the planning documentation.

As we thought that this could be the first experience of recording a podcast, we prepared a detailed guide with indications on how to design a podcast, some examples, the software to use for recording and editing. However, we feel that some participants had technical difficulties and in fact, they sent a video instead of audio.

Table 3, Completion of practical sessions

Practical session	Participants completion
01-Communication process	10
02-Storytelling	15
03-Design of printed material	5
04-Strategy/Plan Communication	9
06-Podcast	10

4.4 Group discussions

During the course some group discussions have been hold. Participation was intense and one of the most interesting was on the problems participants face with media. Some critical points deserve to be



mentioned here because they have a very important significance in the communication strategies of a national meteorological service.

Problems	Good practices
<p>Confusion of institutional roles: in some countries there are overlapping competencies mainly on climate, this creates confusion in the audience</p> <p>Communication fees: in several countries even public media ask fees for communication</p> <p>Comprehension: in some cases journalists have comprehension gaps (mainly in rural areas) and people don't understand official languages</p> <p>Sponsors: NMS have difficulties to find sponsors for media payment</p> <p>Trust: In some countries, media don't trust NMS and prefer to broadcast information taken from internet</p>	<p>Definition of institutional roles</p> <p>Building frank relation with media, using interministerial agreements and also programs of journalists training which are fundamental to achieve confidence and awareness that meteorological information is necessary for the population</p> <p>Involving community radios for communication in local languages and in rural areas</p> <p>Definition of a lexicon in local languages to be used by media</p> <p>Putting a lot of attention to the relevance of information</p> <p>Regular production and diffusion of information for building trust and user loyalty</p> <p>Citing the source of the information</p> <p>Creating a press office within NMS</p> <p>Finding sponsors (public-private partnership)</p>

5. Evaluation

As a final task to complete the course the participants were asked to respond to the evaluation questionnaire on the Moodle platform. The general participants' perception of the course is positive.

Ce cours vous a-t-il aidé à développer des compétences en communication ?

0 = Pas du tout d'accord - 5 Tout à fait d'accord

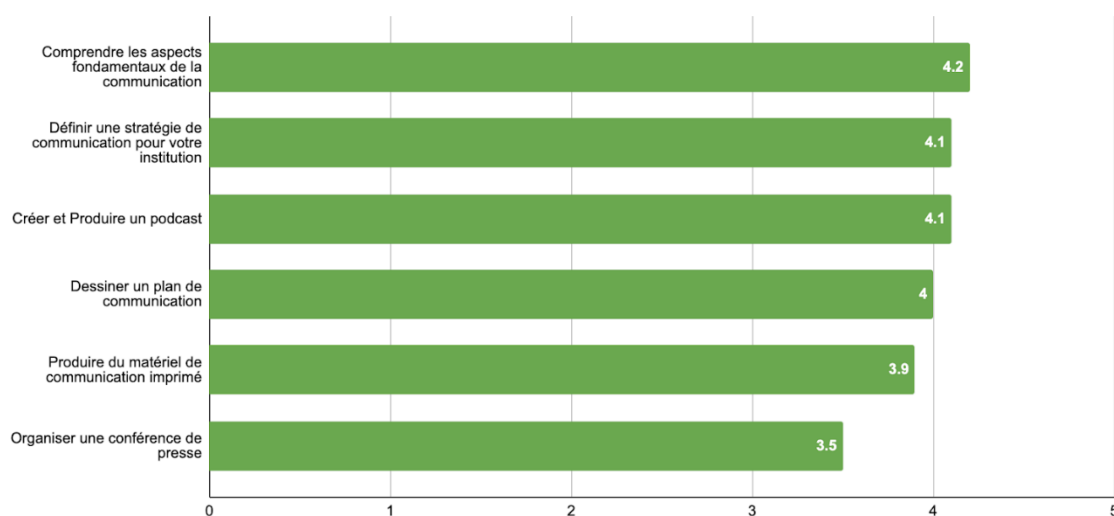


Figure 4, Perception of participants of the course



Particularly for some modules, as shown in the figure below.

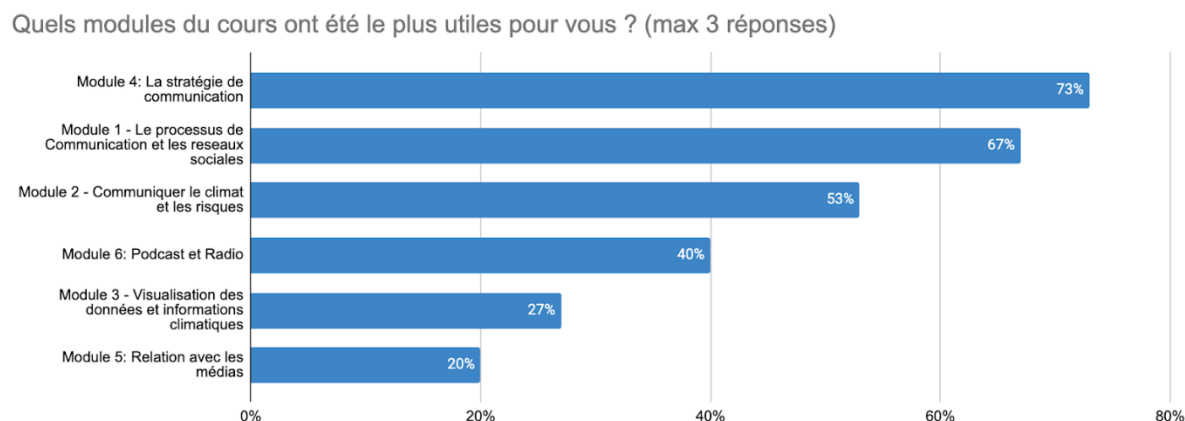


Figure 5, Utility of different modules

Knowing that there could have been internet problems, we also provided webinars recordings in French, so participants could watch the webinars, and slide presentations offline, if needed.

Avez-vous eu des problèmes de connectivité ?

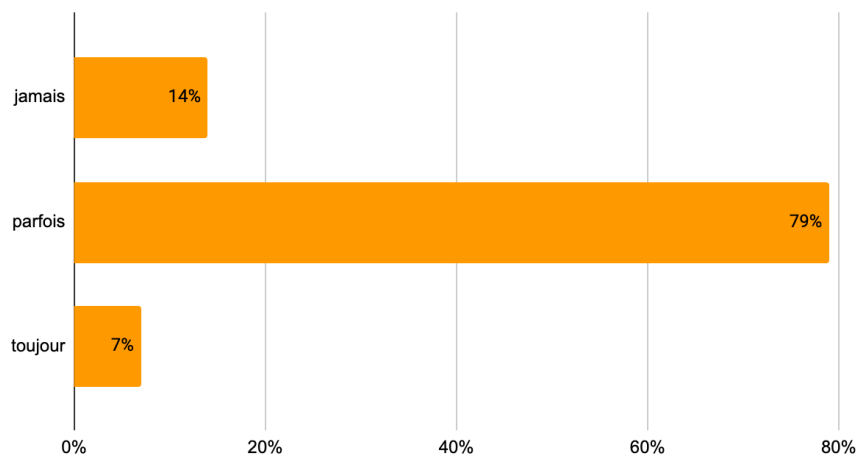


Figure 6, Connectivity problems

The graph shows a high percentage (79%) of participants that had some internet connection problems. This has an impact on the course use but also in the interactions and assignments.

To guarantee some interactions during the webinars, we allowed participants to talk, pose questions through the chat or Q&A Zoom function, and we can say they appreciated this choice. We planned some group exercises, creating dedicated virtual rooms the participants could use to meet virtually, tried a challenging role-play exercise, and used different forums to foster discussions.



Qu'avez-vous apprécié le plus ?

(3 réponses max)

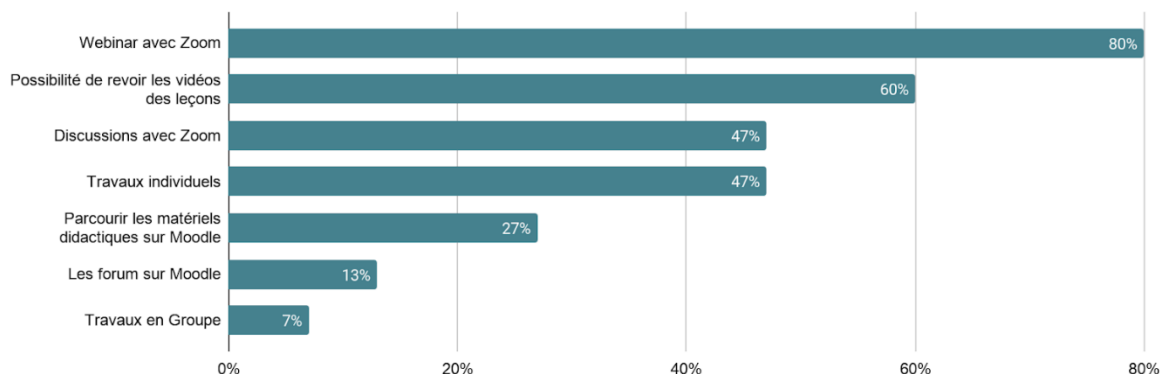


Figure 7, Perception of training tools

The only weak point of the chosen interactions solutions was the group exercises. Although there were detailed instructions, the majority of the participants did not participate in the group work and did not even reply to the members of the same group. For this reason, we decided to convert the group exercises into individual exercises during the course.

This change had an impact on the badge criteria, as Moodle does not allow to change the badge's activities criteria once the participants start to complete the activities. To ensure the badge awarding, we create a new badge to be assigned manually by the course manager. The lesson learnt is that badges criteria should be set up at the end of the course, to avoid any problem that could arise during the training.

We asked participants to complete a Self-evaluation questionnaire of web and internet skills. Although participants have a perception of their ability to use the internet between intermediate and expert, several problems occurred in the first access to the platform. Even the forgotten password function was not used to retrieve their credentials. Although detailed instructions were sent out, it seems that some people did not read carefully and followed the steps explained in the instruction email. In some cases, the reference email address to which the instructions were sent was not used to log in, resulting in a login error.

Utilise d'internet et des logiciels

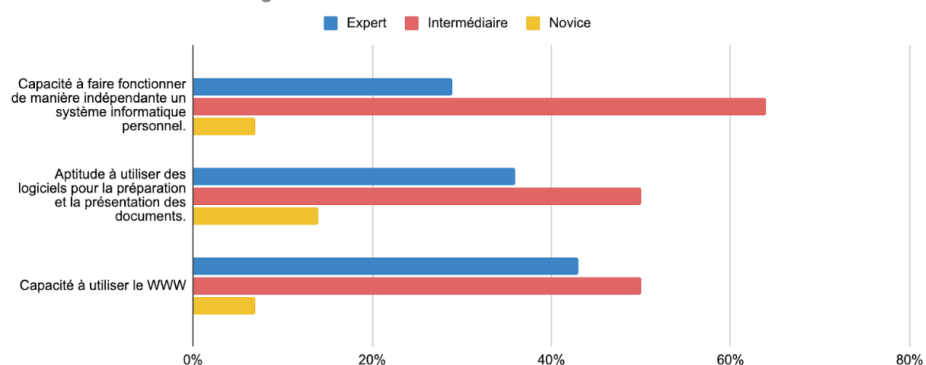


Figure 8, Participants digital skill (self-evaluation)



The problems encountered in group exercises could also be due to a mix of not sufficient knowledge of the Moodle platform and the lack of flexibility in trying new web tools. But this is only a hypothesis.

Utiliser le WWW

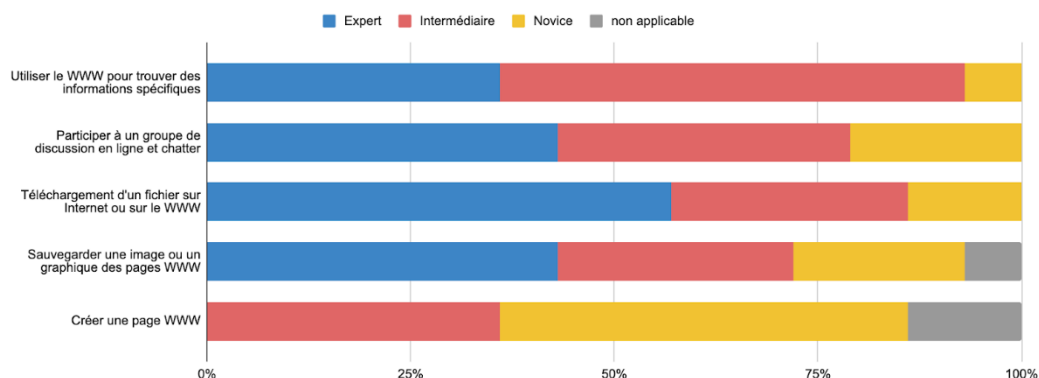


Figure 9, Participants www skill (self-evaluation)

6. Certificate and Badges

This course included two certification types: the certificate of participation and the badge. The criteria for the certificate of participation: attending 70% of the webinars. The criteria for the badge: obtaining the certificate of participation and completing the majority of the exercises.

Out of 21 participants, 14 received the participation certificate and 8 the badge.

Badges are Open badges linked to the badgr open badge system that can be managed by participants through the badgr.com platform. Users can therefore collect and share digital credentials that validate their skills and accomplishments. Through the platform they can also send signals of success to networks they follow, including LinkedIn, Twitter and Facebook.



Figure 10, The badge

7. Conclusions and recommendations

The survey distributed via the Moodle allowed users to collect participants' opinions and impressions on the course. The surveys' questions were designed in order to get information on the efficacy of the



course, on the tools used and the subject matters, as well as on the duration and structure of the course. The purpose of the survey was also to get suggestions for future courses of distance learning. We believe that there is general satisfaction on the course among participants. Also from our point of view, it was a positive and surely valuable experience for the future.

Ce cours vous a-t-il aidé à développer des compétences en communication ?
0 = Pas du tout d'accord - 5 Tout à fait d'accord

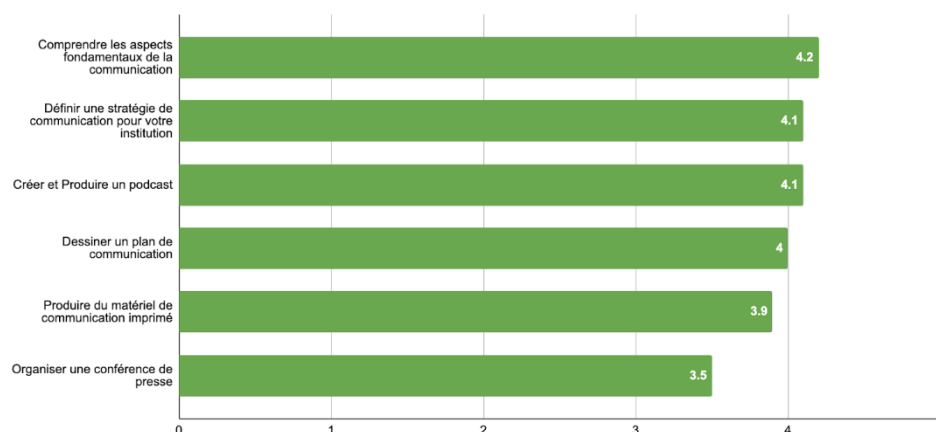


Figure 11, Participants' skills strengthened

Nevertheless, the participation was less than expected (14/21) and the completion of the training course even lower (8/21).

Several reasons can be considered for explaining the low participation, hereafter some consideration not in order of importance:

- The topic: Communication is a complex subject to be treated in a training course and requires interaction and understanding between trainers and trainees. A full distance learning is probably not the best approach to deliver it. Indeed the course was originally planned as a blended course with an online module and a presence workshop. Because of the Covid-19 pandemic the workshop was cancelled and converted in a full online course. Distance learning is more suitable for dealing with a technical and specific subject, while the course had a horizon that was perhaps a little too broad and then difficult to follow for not very engaged participants.
- Engagement: the selection process was carried out at the beginning of 2020 with the perspective of a blended distance-presence training course. Afterward, the presence workshop was converted into a distance event, probably disappointing the expectation of some participants. Indeed, following a distance learning course demands a much stronger motivation than a presence workshop, and the modality of delivery should be clear before the submission of candidatures. That's also confirmed by the fact that participants added later for the distance learning (from Rwanda, Madagascar, DRC, Cameroun) demonstrated stronger engagement and performed better.
- Technical issues: internet connection is a real problem for some countries, but probably the main challenge for some participants was the digital skill. Therefore, many problems in using the Moodle platform as well as the Zoom video conferencing tool arose.

The participants' suggestions for future training initiatives underline the desire for more in-depth learning of some topics, but also the need for in-presence exercises. One other suggestion raised in some forum posts and also in the questionnaire, is related to communication models to apply, or "communication engineering", as one of them wrote in the questionnaire.



This approach sees communication as a set of recipes to be applied, but in the communication field, there are no standard recipes, there are guidelines, but in-depth analysis and a lot of practice and experience are needed. But this request of practical and readymade solutions highlights that the participants are aware that communication could be an enabling factor to improve resilience and risk management, and underlines that there is an urgent need to find solutions to improve their communication effectiveness.

Nevertheless, each context requires a tailored strategy, custom content and specific goals. The experts who conducted the webinars have repeatedly underlined the importance of analyzing and understanding the context (e.g. social, cultural), defining the communication objectives, planning, monitoring, and we hope that this message has broken through.

It is true that a course on communication only online presents some difficulties, probably not surmountable, especially for the practical part and interaction. Without a shadow of a doubt, the "cold" medium of the internet, however, "heated" it may be, can hardly replace interaction in presence, especially for those disciplines where the practical and creative aspects are central.

The idea of this course was to give some general elements on risk and climate communication. It would have been unrealistic to think that such a short course could cover all the topics. We hope that further training initiatives dedicated to communication will be continued, in forms of in depth-courses focused on the multifaceted aspects of communication, and when the pandemic will be finally overcome the blended learning formula will have to be proposed again to boost communication competencies through exchange, practice and discussion.



Annexe 1, Training course programme



International Training Course

Communication du Climat et du Risque

Climate and Risk Communication

ONLINE TRAINING COURSE 01/10/2020 - 05/11/2020



PACC RRC TRAINING PROGRAMME

Climate Change Adaptation and
Disaster Risk Reduction in Agriculture

WMO RTC Italy

Institute of BioEconomy, National Research Council
Via Madonna del Piano 10, - 50019 Sesto Fiorentino (FI)

Programme Legenda



Webinar

Un Webinar est un événement en ligne où un orateur, ou un petit groupe de conférenciers, fait une présentation à un large public qui participe en soumettant des questions, en répondant à des sondages et en utilisant d'autres outils interactifs disponibles.

A webinar is an online event where a speaker, or small group of speakers, deliver a presentation to a large audience who participate by submitting questions, responding to polls and using other available interactive tools.



Web Meeting

Web Meeting est un événement en ligne où les participants sont autorisés à intervenir et à parler dans la discussion.

A Web Meeting is an online event where the participants are allowed to intervene and talk in the discussion.



Assignment | Devoir

Une tâche ou un travail à effectuer individuellement ou en groupe. Dans le cours Moodle, il y aura la description et, si nécessaire, le matériel lié à la mission. La mission peut être une discussion de forum ou la création / production de certains matériaux (téléchargement dans la plateforme). Les résultats peuvent être discutés lors d'une réunion Web.

A task or piece of work to be done individually or in a group. In the Moodle course, there will be the description and when needed the materials related to the assignment. The assignment can be a forum discussion or the creation/production of some materials (upload in the platform). Results can be discussed during a web meeting.



Hands-on Session

Un travail de groupe où les participants doivent accomplir une tâche ensemble. Comme le cours est en ligne, le travail de groupe sera organisé avec des salles de sous-commission, une fonctionnalité permettant de diviser le webinaire en sessions séparées. À la fin de la séance en petits groupes, les participants présenteront les résultats de leurs travaux dans le cadre du webinaire.

A group work where the participants have to accomplish a task together. As the course is online the group work will be organized with breakout rooms, a feature allowing to split the webinar in separate sessions. At the end of the breakout room session the participants will present the results of their work in the webinar.



Group-Work | Travail en groupe

Dans le cadre de cette formation, le travail de groupe est un travail que les participants doivent faire à distance avec les autres membres du groupe. Au début du cours, les participants seront divisés en groupes sur la base de caractéristiques telles que: objectifs de communication et utilisateurs ciblés.

In the context of this training course, the group-work is a work the participants have to do remotely with the other members of the group. When the course will start the participants will be divided into groups on the basis of characteristic such as: communication goals and targeted users.



Resources

- Une leçon Moodle est une leçon eLearning standard (vidéo / texte / audio) à laquelle les participants peuvent accéder sur le cours Moodle.
 - Les ressources externes sont des ressources déjà disponibles sur le Web qui ont été sélectionnées pour certains sujets de ce cours. Ce sont des sites Web ou des modules eLearning librement accessibles. Les participants trouveront un lien ou les ressources dans le cours Moodle.
 - Du matériel utile pour le cours de formation sera publié sur le cours Moodle.
-
- A Moodle Lesson is a standard eLearning lesson (video/text/audio) the participants can access on the Moodle Course.
 - External Resources are resources already available on the web that have been selected for some topics of this course. They are websites, or eLearning Module freely accessible. The participants will find a link or the resources in the Moodle Course.
 - Useful material for the training course, will be published on the Moodle course.

PROGRAMME DU COURS COMMUNICATION DU CLIMAT ET DU RISQUE

COURSE PROGRAMME CLIMATE AND RISK COMMUNICATION

Welcome Day

01/10/2020 Webinar
UTC/TU 9.00 - 10.30

Une brève introduction au cours | A brief introduction to the course

Vieri Tarchiani, PACC RRC Project Leader, CNR-IBE

RTC Italie et bienvenue | RTC Italy and Welcome

Marina Baldi RTC Director

Message de bienvenue | Welcome Message

Patrick Parrish, Chief of the Training Activities Division WMO Education and Training Office (ETR)

Message de bienvenue | Welcome Message

Gen. G. A. Silvio Cau, Directeur de Service météorologique, Représentant permanent d'Italie de l'OMM

La communication climatique comme outil pour renforcer la résilience | Climate Communication as a tool to build resilience

Bernard Gomez, WMO Representative for North, Central and West Africa

Les Services climatiques en Afrique de l'Ouest | Climate Services in West Africa

Moussa Waongo, Agriculture, Hydrology and Meteorology Research (AGRHYMET) Center, Niger

Module 1

Le processus de communication et les médias sociaux The Communication Process and the Social Media

02/10/2020 Webinar
UTC/TU 9.00 - 10.30

Le processus de communication et les utilisateurs | The Communication Process and the Users

Elena Rapisardi, CNR-IBE

Utiliser les médias sociaux pour communiquer sur le climat et la météo | Using Social Media to Communicate Climate and Weather

Valentina Grasso, Communication Officer, CNR-IBE

Multiple canaux de communication: une stratégie inclusive pour la gestion des risques hydroclimatiques | Multiple communication channels: an inclusive strategy in hydroclimatic risk management

Vieri Tarchiani, PACC RRC Project Leader, CNR-IBE

Questions et Réponses | Q&A

Devoir | Assignment

Dessinez votre processus de communication [date d'échéance 11/10/2020]

Draw your Communication Process [due date 11/10/2020]

- Download le schéma vide de processus de communication (présentation)
- Upload votre présentation (pdf ou ppt) décrivant le processus de communication sur lequel vous souhaitez de travailler pendant le cours, en soulignant le type de supports de communication imprimés que vous voulez utiliser.
- Download a communication process empty schema
- Upload a slide presentation (pdf ou ppt) describing the communication process participants want to focus on during the whole course, highlighting which type of printed communication materials they intend to use.

Module 2

Communicating Climate and Risks

Communiquer le climat et les risques

05/10/2020 - Webinar

UTC/TU 14.00 - 16.30

Communication de la science du climat et de l'incertitude dans le secteur agricole [titre provisoire] Communicating Climate Science and Uncertainty in the Agricultural Sector [provisional title]

Adam Wilkie, Research and Extension Coordinator at University of Minnesota

Approches de communication en agrométéorologie appliquée en Afrique de l'Ouest Communication approaches in Applied Agrometeorology in West Africa

Maurizio Bacci, Agrometeorologist, CNR-IBE

La communication des prévisions saisonnières [titre provisoire] The Communication of Seasonal Forecast [provisional title]

Massimiliano Pasqui, Researcher, CNR-IBE

Questions et Réponses | Q&A

Resources | Ressources

Matériel de formation dans la plateforme Moodle | Training Materials in the Moodle platform

Communiquer l'incertitude | Communicating Uncertainty

Climate Outreach

Devoir | Assignment

Forum Storytelling [date d'échéance | due date 08/10/2020]

Le Forum sera actif à partir du 05/10/2020 | The Forum will be active starting from 05/10/2020

Décrivez un cas ou une expérience de communication d'incertitude

Describe a case or an experience of communicating uncertainty

Module 3

Visualisation des données et informations climatiques

Visualizing Climate Data and Information

06/10/2020 - Webinar

UTC/TU 9.00 - 10.00

Communication visuelle des données climatiques

Visual Communication of Climate Data

Thomas Nocke, Potsdam Institute for Climate Impact Research (PIK)

Questions et réponses | Q&A

Resources | Ressources

Matériel de formation dans la plateforme Moodle | Training Materials in the Moodle platform

Principes de la conception graphique

Principles of Graphic Design

By [GCFLearnFree.org](https://www.gcflearnfree.org/)

Travail en équipe | Team Work [date d'échéance | due date 12/10/2020]

Créez ou modifiez le design de vos documents imprimés (par exemple, un bulletin, une brochure, une affiche). Téléchargez votre design sur la plateforme Moodle

Create or Modify your Printed Materials Design (e.g. bulletin, brochure, poster)

Upload your design on the Moodle Platform

13/10/2020 Web Meeting UTC/TU 9.00 - 10.00

Présentation et discussion sur:

- le processus de communication
- design d'un document imprimé

Presentation and Discussion:

- Communication Process
- Printed Materials Design

Module 4 La stratégie de communication The Communication Strategy

15/10/2020 Webinar UTC/TU 9.00 - 11.00

Qu'est-ce que c'est une stratégie de communication? Définition des objectifs de communication, techniques de mesure

What is a Communication Strategy? Defining Communication Goals, Measurement techniques

Hilda Carr, Head of Communications / Spokesperson, Office of the Director General, ECMWF

David Armstrong, Communication Team Leader, Copernicus ECMWF

Le plan de communication

The Communication Plan

Hilda Carr, Head of Communications / Spokesperson Office of the Director General, ECMWF

David Armstrong, Communication Team Leader at Copernicus ECMWF

Questions et Réponses | Q&A

Exercise | [date d'échéance | due date 20/10/2020]

Définissez votre plan de communication

Télécharger le plan sur la plateforme Moodle

Define your Communication Plan

Upload on the Moodle Platform

~~20/10/2020 Web Meeting~~ ~~UTC/TU 9.00 - 10.30~~

~~Présentation et discussion du plan de communication~~

~~Presentation and Discussion of the Communication Plans~~

GO-CHAIR

Hilda Garr, Head of Communications / Spokesperson, Office of the Director General, ECMWF
David Armstrong, Communication Team Leader, Copernicus ECMWF

Forum sur le Plan de Communication

Forum sur Moodle disponible aux participants, pour discuter sur le plan de communication

Module 5

Relation avec les médias

Media Relation

22/10/2020 Webinar

UTC/TU 9.00 - 10.30

Bureau de presse: la pratique quotidienne

Press Office: the Daily Practice

Marco Ferrazzoli, Chief Press Office, CNR

L'expérience du Centre météorologique régional de la Vallée d'Aoste: une expérience de communication multiforme.

The experience of Regional Weather Center of Aosta Valley: a multifaceted communication experience.

Hervé Stevenin, Istruttore tecnico Centre Fonctionnel de la Vallée d'Aoste

Tiziano Trevisan, President of the Journalists Association of Vallée d'Aoste

Questions et Réponses | Q&A

Session pratique | Hands-on Session

UTC/TU 11.00 - 13.00

Jeu de rôle - Travail en équipe: Conférence de presse ou invité/ée à une émission télé

Les groupes travaillent ensemble dans les ateliers pendant 15 minutes, puis ils réaliseront le jeu de rôle en séance plénière.

Role Play - Team work: The Press Conference or guest in a tv show

The groups will work together in the breakout rooms sessions for 30 min and then they will perform the role play in the plenary session.

Module 6

Podcast et Radio

Podcast and Radio

28/10/2020 Web Meeting

UTC/TU 9.00 - 10.30

Discussion ouverte: l'expérience des participants avec la radio et la télévision

Open Discussion: Participants Experience with Radio & TV

Chair: Gaptia Lawan Katiellou, Direction Nationale Météo Niger

Moodle Resources (access starting from 28/10/2020)

Créer et diffuser un podcast

Outils Libres pour créer et diffuser un podcast

Create and Broadcast a podcast

Open tools to create and broadcast a podcast

05/11/2020 Web Meeting

UTC/TU 9.00 - 10.30

Présentation des podcast créés par les participants

Discussion de groupe

Participants present their podcast

Group Discussion

Conclusion | Conclusion