



**FORESTS
ASIA**
SUMMIT
2014

Reporting on forests in Southeast Asia

Journalist training
workshop

30 April – 6 May 2014
Indonesia



forestsasia.org/journalist-training

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RESEARCH
PROGRAM ON
Forests, Trees and
Agroforestry

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1 Executive summary

Population and economic growth are proceeding at rapid rates in Southeast Asia and placing growing pressure on natural resources, particularly forests. At the same time, rising investment in research and development has seen increased demand for specialist information provision in the region.

Yet several [studies have shown](#) that coverage of science and environmental issues in the Southeast Asian media is limited, of questionable quality and lacks diversified perspectives.

Indeed, science and environmental journalists working in Southeast Asia face a number of challenges (Annex 1): difficulty accessing local and reliable sources such as government data, scientists, local people; a lack of interest from their editors; understanding scientific language and statistics that obfuscate key messages; corruption and ethical dilemmas.

A genuine obstacle to addressing these issues is the absence of training in how to report on science. In fact, a series of focus group discussions [conducted by SciDev.Net in 2012](#) indicated much room for capacity building and cooperation throughout the region at all levels.

It was under these conditions that the regional residential workshop, Reporting on forests in Southeast Asia was conceived. The workshop was structured to provide early-career journalists with a hands-on understanding of key forestry and development issues (climate change, migration, urbanization, food security, illegal trade, land use planning) as well as key science journalism reporting skills (Annex 2). This, coupled with a strong focus on network-building with like-minded colleagues in the region, the training aimed to equip participants with the skills and confidence to seek both science and policy stories at both the subsequent Forests Asia Summit and for the rest of their careers (Section 2).

The training applied an integrated pedagogical approach (Section 4); with many science topics being addressed from the perspective of key journalism skills that would be needed to cover them (for example, illegal logging was covered from the perspective of how scientists assess inherent biases in different datasets, in the hope that discerning journalists can also apply such skills).

Of the 16 participants, 89% agreed or strongly agreed that the workshop met their expectations, the structure worked well, it was relevant and useful for their job and will be able to use what they learnt (see section 5). Recommendations for future workshops can be found in Box 1 and are elaborated in section 6.

Box 1: Key recommendations

1. Application process critical to ensure engaged participants
2. Introductions set the tone for the workshop. Set aside at least 1 hour to get people moving and sharing.
3. Break down barriers: Start with general session where journalists and scientists can chat about their professions and overcome misconceptions about each other.
4. Trainers and communication staff should spend some time working with scientists to develop learning objectives and brainstorm creative approaches to science briefings.
5. Plan at least a month to develop and trial agenda design.
6. Involve journalists in agenda design and delivery.
7. Brainstorm ways to get editors more involved.
8. The brain needs a break to ensure learning is consolidated so build in more time for the journalists to relax, sightsee or perhaps play a game of football.
9. Experiment with online learning modules prior to face-to-face training.
10. One long field trip could be substituted for shorter incursions or excursions to help break up the time spent sitting and listening.

2 Learning objectives and expected outputs

At the end of the workshop, participants were expected to:

Organizers' objectives	Participants' expectations
Gain a better appreciation and understanding of forestry science research methods.	Understand how science research helps share policies/practices
Understand how scientists think, work and communicate with each other	Meet scientists (future sources)
Understand the impacts that a growing population and climate change are having on natural resources (food, timber, water, energy).	Have more knowledge on forestry, environment issues
Understand the different synergies and tradeoffs that need to be considered when managing natural resources in a fair way	
Understand what causes land use conflicts and steps being taken to address them	
Better scrutinize, interpret and identify inherent biases in statistical datasets	Be more confident with statistics, improve skills in science journalism.
Write science stories that resonate with people	Write/produce stories that are relevant, accessible and appealing to audiences; present environmental/forestry stories from various angles.
Understand the role forests play in climate change	
Make sense of research papers	Find stories based on scientific literature
Effectively pitch a science story to their editors	Generate story ideas for news/features, make new friends, exchange new ideas and experiences with other journalists
Better report on politicized science	Understand how we can push to stop illegal logging/ environmental destruction.
Discern between fact, opinion and fiction in science stories	
Simplify complex scientific jargon.	Understand science information/jargon better, simplify scientific information
Employ social media to find and further science stories	Identify challenges for forests in SE Asia using new media/ internet.

By the end of the workshop, journalists produced:

- A list of science/forestry stories to bring home and work on
- A confident pitch of their science story to the group
- At least two (2) news stories on forestry issues

The training also provided organizers with an opportunity to:

- Better understand the challenges facing journalists in the region that may hamper their reporting on forestry and land issues;
- Increase awareness of the science/forestry stories and angles that their media organizations are interested in.

3 Agenda and participants

The program included:

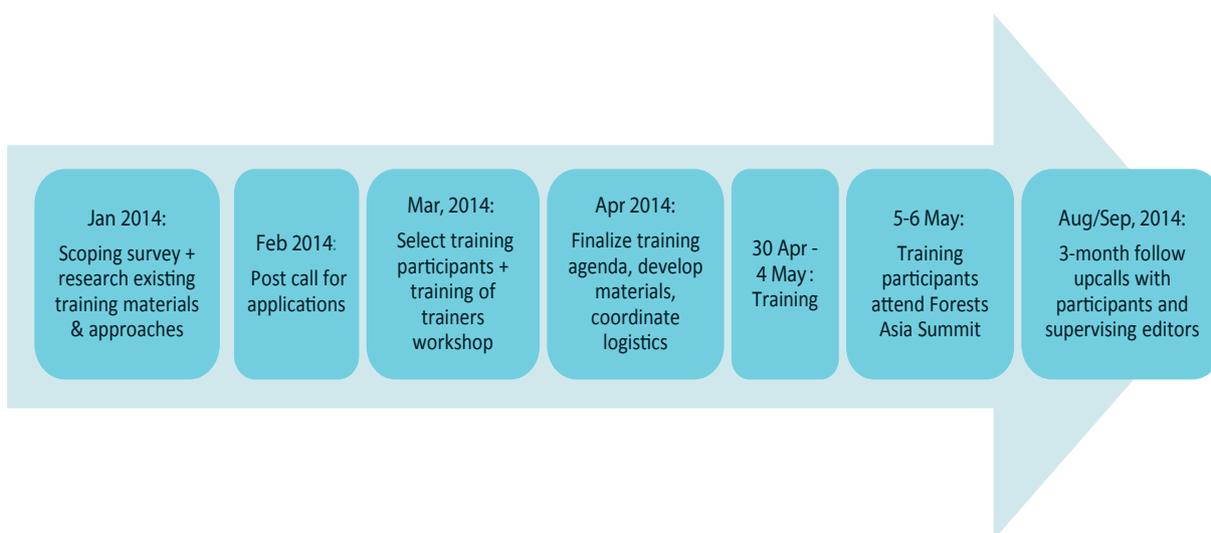
- Interactive lectures and workshops with senior scientists on topics including coastal forests, timber trafficking, land tenure, climate change, local livelihoods, food security, among others.
- Seminars on finding the human story in science, reporting politicized science, understanding a research paper, future social media trends and understanding statistics.
- Opportunities for one-on-one interviews with leading scientists, policy makers and project managers.
- A two-day field trip to an Indonesian forest community to see integrated land use methods first-hand.



The full agenda and biographies of participants can be found in Annex 2.

4 Methodology

The training was conceived in seven stages (Figure 1). In January, a scoping survey was conducted with 7 senior journalists to determine training needs and topics to cover as well as desk research for existing training materials and approaches that the training could build on (e.g. SciJourno.com.au). February saw the call for applications posted to www.forestsasia.org/journalist-training and circulated to CIFOR and SciDev.Net’s mailing lists and key journalist associations. The application process was a critical aspect of the training as it ensured that selected participants were actively involved in the training (discussed in more detail in Section 6).



The first training (Training of Trainers, or ToT) took place from March 24-28 2014 and equipped a cadre of 10 highly skilled science journalists, educators and editors from the Asia-Pacific region with the pedagogical skills to be effective learner-centred science journalism trainers. Two of these trainers were then selected to run the 5-day science journalism workshop.

The course itself was structured to maximise learner involvement and activity. Key science messages were mapped with related journalistic skills so that sessions could be logically structured (see box 2). Many science subjects were addressed from the perspective of key journalism skills that would be needed to cover them (for example, illegal logging was covered from the perspective of how scientists assess inherent biases in different datasets, in the hope that discerning journalists can also apply such skills).

Trainers applied the activity based, learner centred training approach that was taught in the ToT course, using the following principles:

- Establish what knowledge already exists amongst the trainees and build on it
- Plan and set up activities that will enable trainees to learn for themselves
- Encourage discussion and interaction
- Allow time for reflection
- Use a variety of different teaching techniques appropriate to the learning aims and objectives.

The course was taught using a mix of facilitated discussions, PowerPoint presentations, flipchart and trainers own worksheets for the learning activities that the trainees did in small groups. The feedback/recap stages of the sessions were done orally or presented using flip chart paper. All hand-outs and PowerPoint presentations were made available to participants following the training. The CIFOR scientist presentations were a mix of PowerPoint presentations, Q and As, talk show and practical demonstrations. The field trip used the participant observation method followed by a role play and break out group discussions to explain and discuss various aspects of the community conservation model.

Following the training (April 30 - May 4), journalists covered the Forests Asia Summit (May 5-6) in Jakarta, where many of the key themes from the training were built upon.

The final stage of the workshop, which is due to be completed in August/September 2014, is a follow up semi structured interview with the participating journalist and their supervising editor. Interviews will be based on the Most Significant Change method and all responses will be kept anonymous in order to promote free discussion. In these interviews, we also hope to identify strategies to continue building relationships with and amongst participants, as well as engaging their editors in future trainings.



“Just hearing the stories of the other fellows showed me other aspects of journalism and how the industry works in other countries and cultures.”

Training participant

Box 2: Key science messages mapped with science journalism skills

Key science messages

Related science journalism skills

CLIMATE CHANGE

- Southeast Asia faces a number of threats from climate change, particularly to its coastal zones, fisheries, and agriculture production. Poverty and high urban population compound the problem.
 - Southeast Asia has taken encouraging action to adapt to climate change impacts and to mitigate GHG emissions
 - As the largest contributor to GHG emissions, the forestry sector is key to reducing global warming, for example through schemes such as REDD+.
- Reporting on politicized science
 - Discerning between fact, opinion and fiction
 - Understanding research papers
 - Understanding complex scientific jargon.

FOOD SECURITY

- Over 2,000 crop species contribute towards human food security. However we are now dependent on only 20 crops for our food security. Of this, rice, wheat, and maize contribute to more than 50 percent of global food consumption.
 - Large-scale expansion of agricultural crops is the main cause of deforestation.
 - Less food diversity = negative impacts on nutrition = less resilience to impacts of climate change.
- Writing science stories that resonate with people
 - Understanding research papers

ILLEGAL LOGGING

- National laws regulate the production and trade of timber products at all stages, from harvesting to processing to sales. These laws can be violated in any number of ways, such as taking wood from protected areas, harvesting more than is permitted and harvesting protected species.
 - Trade in illegally sourced timber involves a range of actors from large-scale and powerfully connected networks to small-scale operators, and affects all forests across the country and including those zoned for protection
 - Sources are hard to come by. Where do scientists look for information about illegal logging? How do they analyze government statistics?
- Better scrutinize, interpret and identify inherent biases in statistical datasets
 - Reporting on politicized science

URBANIZATION AND MIGRATION

- Many myths still circulate about urbanization and migration, but it is a complex process that is poorly understood and changing rapidly.
 - Villages have become settlements of diverse populations with varying class positions. Increasingly, household incomes are earned outside the village, and people are often more likely to make purchases outside the village.
 - Migration can lead to conflict over who owns land e.g. recent haze in Indonesia
 - Although migrants have moved from one place to another, they characteristically retain emotional and financial attachments to their places of origin.
- Write science stories that resonate with people
 - Discerning between fact, opinion and fiction.

5 Outcomes

As a final exercise, participants were asked to pitch a science/environment story as they would in their newsrooms. For each pitch, the trainers and other participants played the role of colleagues/editors, constructively critiquing the idea to develop it further. The aims of this exercise were to:

- sharpen the journalists' pitching skills in regard to the rather specialized arena of science/environment reporting;
- allow trainers to determine how the workshop impacted story selection as well as the angle participants chose to pursue.

Most pitches require more research than the participants had time to conduct during the training, so it was made clear that the exercise would require more the presentation of a point of inquiry for a story rather than a fully fleshed-out proposal.

The participants came up with a variety of story ideas which generally stemmed from topics addressed in the earlier science workshops and during the trip to Halimun-Salak National Park. For example, one journalist proposed an article on the spike in soto lamongan food stalls in Jakarta, the result of a drought in a region of East Java from which the dish comes. Following his initial pitch, the other journalists discussed how he might frame and sequence the story, whom he could interview and what big picture topics it might address.



"The sessions set many issues straight for me. Friendships formed and experiences shared rekindled a passion for the profession."

Training participant



The participants have currently published 14 news pieces in their respective media outlets (see Annex 5 for details). Many of the journalists also live tweeted from the Summit (Fig 2). Seven news stories had to be put on hold due to rapid developments in Indonesian and Thai politics in the weeks following the conference. In June, a 15-minute movie will be aired on Vietnam TV. As these stories are published, they will be curated to www.forestsasia.org/journalist-training

89% of participants agreed or strongly agreed that the workshop met their expectations, the structure worked well, that it was relevant and useful for their job and will be able to use what they learnt (see Annex 4 for full evaluation results).

6 Lessons learned and recommendations

- 1. Application and selection process is important.** While it ensures that the room is full of participants who have earned the right to be there and are likely to be engaged in the material, you run the risk of not necessarily training the journalists who may need it most (e.g. those who are disengaged in science issues).

Recommendations: A transparent selection process is important, even if it means extra time is required to encourage key media outlets to participate.

- 2. Take the time to properly introduce participants.** Setting the right tone for the training is critical so that participants feel comfortable to engage throughout the workshop.

Recommendation: Set aside an hour or two at the beginning of the workshop for all participants to take part in a practical introductory activity (e.g. [River of Life](#) etc). Even better if the scientists can participate.

- 3. Scientists and journalists actually have a lot in common:** they both strive for the truth, are inherently perfectionists, and spend a lot of time writing and reviewing. **But they need to learn to trust each other.**

Recommendation: After introductions, start the training with a general session where scientists and journalists could talk openly about their professions. This helps both parties to realize their commonalities and differences and goes a long way towards overcoming common misconceptions that each group might have about each other.

- 4. An integrated approach to science briefings and skill building will help to consolidate and reinforce key messages.** Scientific content is often thought of as dry and boring, especially when presentations are packed with complex graphs and jargon. It's just as important for trainers to train scientists to communicate as it is for them to train journalists to understand science. While we attempted to do this, there was simply not enough time to work with the scientists on their sessions.

Recommendation: Trainers should be given time to work with scientists and communication staff to develop learning objectives and brainstorm creative approaches to science briefings. This will help them to ensure they are appropriately paired with skill sessions and ensure the technical content is pitched at the right level.

- 5. Five days was good length of time for the workshop.** With complex scientific content to cover and travel to the field trip site, any shorter and the science/skill sessions would have suffered. However, trainers observed that the length of time for several sessions was too short (e.g. understanding a research paper required 90 minutes – 2hrs). Whilst trainers had approximately 3 weeks to design and trial the agenda, more time may be required to develop such a complex and detailed agenda.

Recommendation: At least a month is needed to develop and trial agenda design.

- 6. Get journalists involved in agenda design and delivery.** We had a diverse training group in terms of media outlet, levels of experience and nationality - an environment that would lend itself well to peer teaching. This method has many advantages, namely:

- Promotes active learning.
- Reinforces learning by instructing others.
- More comfortable and open when interacting with a peer.
- Share a similar discourse, allowing for greater understanding.

Recommendation: A few weeks before the training, selected participants could form a virtual team (Google groups) to collaboratively design 1-2 sessions of the training agenda. Future trainings could also identify strengths of different participants ahead of time and discuss ways in which they could contribute to the training program (e.g. one of the reporters from the Economist could lead a session on data and statistics).

- 7. Experiment with blended learning methodologies.** Studies have shown that a mix of face to face and self-led online learning is one of the most effective methods of training.

Recommendation: Pre-training online courses could be designed to complement the training program, perhaps providing some scientific background or asking participants to complete a series of skill-building modules from existing courses such as Scijourno.com.au, [SciDev.Net's practical guides](http://SciDev.Net), the [World Federation of Science Journalists \(WFSJ\)](http://World Federation of Science Journalists (WFSJ)). Trainers could start discussing this content with participants in a short pre-conference webinar, which would also serve to help them get a sense of the personalities of the participants.

- 8. Involve editors.** Editors are often a roadblock when it comes to journalists reporting science. However, there are ways in which journalists can learn to better pitch science stories, which is why one of our assessments was focused on this very skill. That being said, holding the pitching session in the village did seem to encroach on the time participants could have used for gathering stories from the community.

Recommendation: During the 3-month follow up calls, where organizers will speak with participants and their editors, organizers should take advantage of the opportunity to discuss ways to involve them in future training workshops. Ensure editors prepare specific examples of stories to talk about in their presentations.

Recommendation: Conduct pitching exercise after participants return from the field trip so they have time to put a bit more detail in their pitches (e.g., information sources, relevant statistics to look for, etc.). Involve editors not only in the pitching session but also in the assessment to give participants more feedback on their angles.

- 9. Don't dismiss the importance of break time.** The brain needs a break to ensure learning is consolidated.

Recommendation: Build in more time for the journalists to relax, sightsee or perhaps play a game of football.

- 10. Field trip is critical.** Not only does this allow journalists to have access to different sources, it reinforced issues that were covered more theoretically in a classroom setting. Spending two evenings together in a more casual environment created an atmosphere that was less intimidating to some participants and allowed them to open up and share their thoughts and feelings.

Recommendation: One long field trip could be substituted for shorter incursions or excursions, similar to those conducted by the Metcalfe Institute to help break up the time spent sitting and listening.



7 Budget

No	Description	Vol	Day	Amount	Added 21%	Subtotal IDR	USD	Remarks
1	Venue							
	Marquee at CIFOR	1	3	4,000,000.00		12,000,000.00	1,043.48	
	Total 1					12,000,000.00	1,043.48	
2	Food and Beverages							
	Catering	15	8	200,000.00		24,000,000.00	2,086.96	
	Dinners	2	1	3,000,000.00		6,000,000.00	521.74	
	Total 2					30,000,000.00	2,608.70	
3	Audio Visual Services							
	Audio and Visual Equipments	1	2	1,000,000.00	1,210,000.00	2,420,000.00	210.43	
	Total 3					2,420,000.00	210.43	
4	Publication and Printing							
	Training materials	1	1	3,600,000.00		3,600,000.00	313.04	
	Total 4					3,600,000.00	313.04	
5	Accommodation and Transportation							
	Flight for Journalist	10	1	4,000,000.00		40,000,000.00	3,478.26	
	Accommodation Bogor (shared male)	2	3	700,000.00		4,200,000.00	365.22	29 Apr - 2 May
	Accommodation Bogor (shared female)	6	3	700,000.00		12,600,000.00	1,095.65	29 Apr - 2 May
	Accommodation SAHID (shared male)	2	3	1,270,500.00		7,623,000.00	662.87	4 - 7 May
	Accommodation SAHID (shared female)	6	3	1,270,500.00		22,869,000.00	1,988.61	
	Airport transfers	13	2	360,000.00		9,360,000.00	813.91	
	Field Trip Cost	1	1	70,000,000.00		70,000,000.00	6,086.96	2 - 4 May
	Per diem	12	1	1,500,000.00		18,000,000.00	1,565.22	
	Total 5					184,652,000.00	16,056.70	
6	Other Resources						0.00	
	CIFOR Staff Time	1	0	108,000,000.00		0.00	0.00	
	Lead Trainer	1	8	2,300,000.00		18,400,000.00	1,600.00	
	Trainer	2	8	1,750,000.00		28,000,000.00	2,434.78	
	Total 6					46,400,000.00	4,034.78	
Total 1 + 2 + 3 + 4 + 5 + 6						279,072,000	24,267.13	
	Contingency		5%			13,953,600	1,213.36	
Total Direct cost						293,025,600	25,480.49	

Annex 1: Scoping survey of ASEAN editors & journalists (n = 7)

To inform journalist training workshop ahead of Forests Asia Summit

Interviews were conducted with:

Malaysia (Ma): Shiew Chin Tan and Cheng Li Tan, The Star
Philippines (P): Imelda Abano, Philippine Network of Environmental Journalists
Myanmar (My): Zaw Win, Myanmar Times Journal
Indonesia (I): IGG Maha Adi, Society of Indonesian Environmental Journalists
Vietnam (V): Huong Thu, VietnamNet
Singapore (S): Grace Chua, The Straits Times
Cambodia (C): Seangly Phak, Phnom Penh Post

Thai, Brunei and Laos journalists did not respond.

1. What are the major difficulties in reporting on the environment in your country?

- Lack of training opportunities (P, C, S, My)
- Lack of interest from editors, need to make environment more of a priority by relating it to local, topical issues (P, I)
- Journalists afraid to approach scientists (P)
- Lack of access to local sources incl government data, scientists, local people (I, C, S, Ma)
- Unaware of trustworthy international data (Ma)
- Companies are bribing local media not to report on controversial issues. Feel threatened and makes it difficult to get sources to comment (C)
- Urban readers very sheltered from reality of physical world. Hard to link env issues with what is happening in their daily lives (S)
- Opportunities to go to the field are rare (S)
- Sometimes, the government officers or the NGOs or INGOs in Myanmar invite journalists to write about what they want the people to know or the good things they are doing. But the problem for the journalists is that the story or news they want us to write about is not newsworthy (My)

2. What general reporting skills do environmental journalists need to build?

- Better understanding of env concepts (P, Ma, V)
- How to source and find reliable information (C, Ma)
- What angle to take on a story (C)
- How to read a scientific paper (C)
- Telling stories in a way that make them relevant to people, finding the human stories in environmental issues (S)
- Understanding difficult terms and statistics (Ma)
- How to report on investigative, corruption, climate change and writing for online media (C)

3. What forestry issues are most interesting to journalists right now?

- Watershed protection (P)
- Illegal logging and trafficking (P, C, S, My)
- Endangered species (P)
- Mangroves (P)
- Ocean acidification and coral bleaching (P, I)
- General understanding of climate change (P, I)

- Forest certification (I)
- Land grabbing (C)
- Connection btw deforestation, disasters + climate change (C, S)
- Haze (S)
- Conversion of forests to other land uses e.g. rubber (Ma)
- Environmental impacts of building dam on upriver of Ayeyarwady (My)
- Community forestry (My)
- Protection of native forest regeneration (V)
- Reforestation (V)
- The conflict between national parks/ protected areas and local people (V)
- Untransparent benefit sharing mechanism amongst forest related actors (V)
- Ineffective law enforcement and implementation of forest protection and development laws and policies (V)
- How to make a trade off between biodiversity conservation and livelihood improvement (V)
- How to design and implement effective, efficient and equitable PES and REDD+? How can Vietnam adapt lessons learnt from other countries? (V)

4. If you have participated in environmental journalist training before, what worked well?

- Field trips are very important (P, V, Ma)
- Form groups, have active discussions (P)
- Connect with other journalists and share information, such as how deforestation differs in different countries (C)
- Spending time with scientists, need to explain what we are seeing on field trips (C, S, V)
- Dedicated time to get out and see how scientific method is done (S)
- Metcalfe institute has exemplary training that is really hands on. One week. Short field trips each day worked well to apply learning (S)
- Opportunity for journalists to discuss amongst themselves about how different outlets would cover topics (S, P, Ma)
- Role playing e.g. prepare an interview and ask journalists how they would approach it, what the problems would be. You can see what problems arise and how different people deal with them (Ma)

5. What doesn't work so well?

- Short trainings don't allow us to cover the topics in enough depth, need 1 week (C, My)
- How to find field sites that have relevance across the region? (Ma)
- Wanted to learn more in-depth like how to write a story about community forestry and what to know to write about environmental issues (My)
- Presentations should be short, easy to understand, easy to access and simple with photos and icon. The deep knowledge of science so could be difficult to follow, and difficult to understand (V)

Annex 2: Participant bios and Agenda

May Titthara, Phnom Penh Post

May is an award-winning journalist for Phnom Penh Post, the leading Khmer and English newspaper in Cambodia. He has worked as journalist since 2001 and is considered the nation's foremost reporter on the issues of deforestation, land grabbing and economic land concessions. He has won several press awards, including Journalist of The Year 2013 from Society of Publishers in Asia, Excellence of Reporting about Child Rights from Plan International and Cambodia Club of Journalists, Excellence in Reporting Breaking News and Excellence in Human Rights Reporting.

Nan Thiri Lwin, freelance

Thiri has been a journalist in Myanmar for almost five years, covering stories about Kachin conflict and ethnic affairs, Rakhine state violence, land grabbing issues, opium cultivation and trading, logs and wildlife trading. Her stories have appeared in The Irrawaddy Magazine, The Messenger News Journal and News Watch. Eight months after she became a reporter, she was given one of the first interviews with newly released political prisoner and Nobel Laureate, Aung San Su Kyi.

Kannikar Petchakaew, Asia Calling Thailand

Kannikar is currently working as a correspondent of the Asia Calling radio program in Thailand and freelances for several national newspapers, magazines and radio stations. She juggles this while lecturing journalism students at Maejo University and pursuing a PhD in journalism. For 10 years she was the editor-in-chief of Korat Daily, one of the largest monthly newspapers in Thailand. During this time she twice received an outstanding reporter award from the Prachachat Business Newspaper. In 2010, she participated in the International Visitor Leadership Program Fellow in the USA, which gave her the opportunity to interact with journalists around the world and deepen her experience in covering complex issues. When not working, she spends her time reading, taking care of her organic farm and practicing yoga in her own studio in Chiangmai, north Thailand.

Iriene Natalia, Green Radio Jakarta

Iriene is an environment host of Green Talk for Green Radio in Utan Kayu, East Jakarta, Indonesia. Before Green Radio she worked as an announcer and producer for Heartline Karawaci Radio and covered on-air and off-air community development program for Harmoni Radio in a small village in South Sulawesi. Iriene got her start radio broadcasting for Sasando Country Station in Yogyakarta as a news announcer. Iriene grew up in Pontianak, West Kalimantan.

Natalie Heng, The Star Malaysia

Natalie has spent the last three years writing feature articles for Malaysian-based daily The Star, covering a diverse and wide range of topics related to the environment, science, and the arts. Prior to that, she cut her teeth in the newsroom at the Sun daily where her work included a comprehensive piece on abandoned housing projects in Malaysia. She grew up in Port Dickson, Malaysia, before spending ten years studying and working in the UK, after which she returned to embark on a journalism career. Her hobbies include acting, reading a variety of fiction and non-fiction books, including popular science, as well as hiking squash and swimming.

Patricia (Pia) Ranada, Rappler

Pia works as a multimedia reporter for Rappler, a social news website based in Metro Manila. Covering the environment and agriculture beat has given her the opportunity to write text stories and shoot video reports on climate change, post-Haiyan rehabilitation, urban pollution, land reform, illegal logging and more. She graduated magna cum laude from Ateneo de Manila University with a degree in Communication. She is also an avid mountaineer, skin diver, heritage advocate and bookworm.

Farah Cheah, The Economist

Farah researches stories for the The Economist. She also writes on the Southeast Asia for the “Banyan”/Asia blog. She took up the post, based in Singapore, in January 2010, at the outset of its Southeast Asia office bureau. Before that she completed a Masters by Research in Political Science at the National University of Singapore, where she also earned her bachelors with a minor in religious studies. Prior to doing her masters, Farah did field work for a research paper on identity politics in Nepal’s Madhesh for the Institute of South Asia Studies, and developed an affinity for local politics and the politics of identity. In her free time, she is either enjoying the outdoors or relaxing with her guitar. She coaches rockclimbing and drinks too much coffee for her own good.

Ho Vinh Phu, Vietnam TV

Phu is currently acting as senior reporter at Environment and Science Technology at Vietnam TV. For the last 15 years, Ho has led the productions of top documentaries, training programs and films on nature and biodiversity conservation, market-based instruments, community based forest management and gender mainstreaming in climate change adaptation and mitigation. Ho has collaborated with both government agencies and international NGOs in numerous climate change training programs and awareness raising campaigns and actively engage in national journalist networks in Vietnam.

Vita Alwina Daravonsky Busyra, Jakarta Globe newspaper

Vita is a reporter for the Jakarta Globe newspaper in Jakarta, Indonesia. She was recently Editor-In-Chief for *Thoroughfare*, a student publication of the University of St. Thomas, Houston. Before that, she worked as an editor and writer for a private magazine of the Consul General of the Republic of Indonesia in Houston. Vita just completed her Master of Liberal Arts program with a concentration in Communication in the University of St. Thomas, Houston last December.

Zubaidah Nazeer, The Straits Times

Zubaidah is the Indonesia correspondent for the Straits Times – a leading Singaporean news outlet. She has 14 years of journalism experience across four newspapers and has won awards for features and investigative reports and contributed to a book project at *The New Paper*. Zubaidah earned a Masters in International Relations from the Rajaratnam School of International Studies, NTU, in 2008, focusing on terrorism and ASEAN. Her foray into journalism was fired by a thrill for adventure, a hunger to understand the world and a belief that living on the edge keeps her sane. Her free time is spent on photography, running and volunteering to mentor youths at risk.

Tri Hastuti Swandayani, REDD-Indonesia.org

Tuti is a correspondent for www.redd-indonesia.org – an Indonesian language news site on the country’s policies and implementation related to a UN program to Reduce Emissions from Deforestation and forest Degradation (REDD+). The website is run by the Data and Information sub-division of the Indonesian Ministry of Forestry’s Research and Development Agency (FORDA).

Katrina Inandia, Berita Satu news channel

Katrina is a junior journalist at the Berita Satu News Channel in Jakarta, Indonesia. She graduated from the University of Indonesia with a nutrition major and worked as a consulting nutritionist for a year before pursuing her childhood dream to be a journalist. Before Berita Satu she worked as a reporter at the Jakarta Update.

Audrey Chandra, Kompas TV

Audrey is a junior reporter at Indonesia’s Kompas TV. She graduated from The London School of Public Relations Jakarta, majoring Public Relations. She has covered the Indonesian legislative election as well as natural disasters. She has previously worked as a host at Lativi (now tvOne) and a freelance reporter at RCTI, the oldest private TV channel in Indonesia.

Ardhy Akmal, Kompas TV

Ardhy is a Kompas TV camera person. He has spent two years behind the camera covering various stories such as politics, sport, criminal and economics. He also covered the eruption of mount Sinabung as a video journalist. A sport and adventure enthusiast, he holds a undergraduate journalism degree from Padjadjaran University.

Yunanto Wiji Utomo, Kompas.com

Yunanto is a Kompas.com journalist who has 3 years experience covering science and environment. He had written various topics, from astronomy, geology and hydrometeorology disaster to conservation and climate change. Currently, he is a mentee of SjCOOP Asia, a science journalism fellowship organized by the World Federation of Science Journalist (WFSJ).

Trainers**Jaime (Beaver) Flores, Ateneo de Manila University**

Beaver teaches media and communication courses at the Department of Communication, Ateneo de Manila University. His major research and academic interests are on health and environmental communication. Some of his research has been presented in various international conferences in Southeast Asia, the United States, and Europe. He is also a training consultant for the Konrad Adenauer Asian Center for Journalism, where he oversees and facilitates media production training programs for NGOs and grassroots media workers, as part of the capacity building initiative "Press Freedom 2.0". He has a Bachelor of Science in Development Communication from the University of the Philippines Los Baños, and a Master of Arts in Communication from the Ateneo de Manila University.

Philip Jacobson, TEMPO Magazine (English)

Philip Jacobson is a Jakarta-based journalist with Tempo magazine, English edition. He came to Indonesia two-and-a-half years ago to work at the Jakarta Globe. Since then he has lived in Yogyakarta and Banda Aceh as well as the capital.

Time	Session	Description
Tues April 29		
5-10pm	Participants, speakers arrive in Jakarta, travel to Bogor	Participants will be staying at the IPB convention hotel: http://www.ipbch.com/
Wed April 30		
08:30 (30')	Opening session	<ul style="list-style-type: none"> - Introduce trainers and organizers - Go through the main aims and objectives of the training - Discuss pre-training survey results and participant expectations.
09:00 (75')	How can scientists and journalists better work together?	Led by a journalist-cum-scientist, in this session journalists will learn about the scientific process, its implications on their work, challenges and problems in the interactions between scientists and the media and strategies to help journalists in Southeast Asia more effectively engage with the scientific community.
10:15 (15')	Coffee break	
10:30 (60')	Activity: Understanding a research paper	<p>This session explores the fundamentals of published research and what it provides to the journalist covering science stories. Through close inspection of its nature and its components, journalists will identify how research papers can be used to identify and effectively develop a story.</p> <p>The activity will center around this research paper. Please read it before this session.</p>
11:30 (30')	Forests and landscapes in Southeast Asia: Key concepts and definitions	Opening address by Peter Holmgren, Director General of CIFOR.
12:15 (45')	Lunch	
13:00 (90')	How are forests related to climate change in Southeast Asia?	Sinks, sequesters, sources and stocks. Scientists will demystify what these and other terms mean and why they are important. The session will also examine the impact of climate change in Southeast Asia and how forests can help people adapt. Hands on demonstrations will help you better understand the tools and methods forestry scientists use to study climate change.
14:30 (60')	Discerning fact from fiction and opinion	When do environmental issues become politicized? How can journalists assess sources of scientific information for credibility?
15:30 (15')	Coffee break	
15:45 (60')	Why population matters: Urbanization, migration and remittances	A mythbusting session where participants will realize that many of the facts they thought they knew about migration, urbanization and remittances are misleading or simply plain incorrect.
16:45 (45')	Is it greenwashing? Assessing environmental claims	Large companies and institutions often claim green credentials, but are they always what they purport to be? In this session, participants will assess a few examples of controversial environmental claims
17:30 (15')	Round up of Day 1	
19:00	Welcome dinner at Kembang Desa	See http://www.kembangdesaresto.com/

Time	Session	Description
Thursday May 1		
08:30 (30')	Recap learning from previous day	
09:00 (90')	Illegal timber trade in Southeast Asia	This hands-on session will uncover where scientists look for information about illegal logging. How do they analyze government statistics? The session will also explore non-traditional enforcement tools and the impacts of illegal logging on the wider ecosystem.
10:30 (15')	Coffee break	
10:45 (105')	Finding sources and scrutinizing statistics	Numbers and statistics are in almost every news story and it is important that journalists are comfortable using numbers and know how to spot misleading figures. This session will help journalists make sense out of statistics and data in forests and landscapes stories, and will look at some common mistakes you should watch for.
12:30 (60')	Lunch	
13:30 (60')	How do we feed a growing population in the face of a changing climate?	Did you know that forests are an incredibly important food source for many people in Southeast Asia? And that they don't just play important roles in providing food but also in regulating water, pollination and other essential functions? Learn more about how the role of forests in contributing to a food secure future.
14:30 (60')	Telling a science story that will engage your audience	Science can be technical, impersonal and difficult for the average person to understand or relate to. How can journalists tell science stories that resonate with their readers?
15:30 (15')	Coffee break	
15:45 (75')	Facilitated discussion: Pitching a science story to your editor	Is your editor interested in science stories? Chances are that this is one of the greatest barriers you face in getting a science story to run in your media outlet. Join two science editors to discuss tips and strategies for improving your pitch. This session will help prepare you for the final pitching exercise on the last day of the workshop.
17:00 (15')	Round up of Day 2	Participants will be asked to complete a homework task related to their pitch on Sunday.

Time	Session	Description
Friday May 2		
08:30 (30')	Recap learning from previous day and discuss story angles	Participants should check out of hotel and bring their luggage to CIFOR
09:00 (60')	Social media and its use in science journalism	In this session, participants discover the crucial role played by social media and the Internet in science reporting. Scrutinizing online information, finding and establishing networks, and maximizing the potentials of social media as a tool for finding sources and disseminating information will be discussed and analyzed.
10:00 (90')	Move over Monopoly: Learning Land Use Planning with The Landscapes Game	<p>Monopoly is one of the world's most popular board games, but its objective – acquire as much land as you can, develop it and drive your opponents to insolvency through rent-seeking -- is unsustainable. Scientist Herry Purnomo wondered what would happen if he could inspire a billion people to instead play a game that takes an alternative view of investing and land use management. So he built it.</p> <p>Read more: http://www.cifor.org/lpf/landscapegame/</p> <p>Coffee and snacks to be served during the game playing exercise.</p>
11:30 (30')	People in parks: An overview of land governance in Halimun Salak National Park	With hundreds of national parks in Southeast Asia and thousands of people living in and around these parks, land management and ownership issues are bound to be complicated. CIFOR scientist Moira Moeliono will talk about how land is governed in Halimun Salak National Park just before journalists embark on a two-day field trip to the park.
12:00 (60')	Lunch	
13:30 (2-3 h)	Leave for field trip	
15:30 (60')	Coffee break	At Halimun Salak National Park office
16:00 (180')	Dinner and informal discussion Who uses national park resources? The companies and people who depend on Halimun Salak National Park	National Park staff, private sector and local community representatives will have an informal discussion about the challenges and opportunities they all face living and working in Halimun Salak National Park.
19:00 (90')	Travel to Cikaniki village	Overnight at Cikaniki guest house.

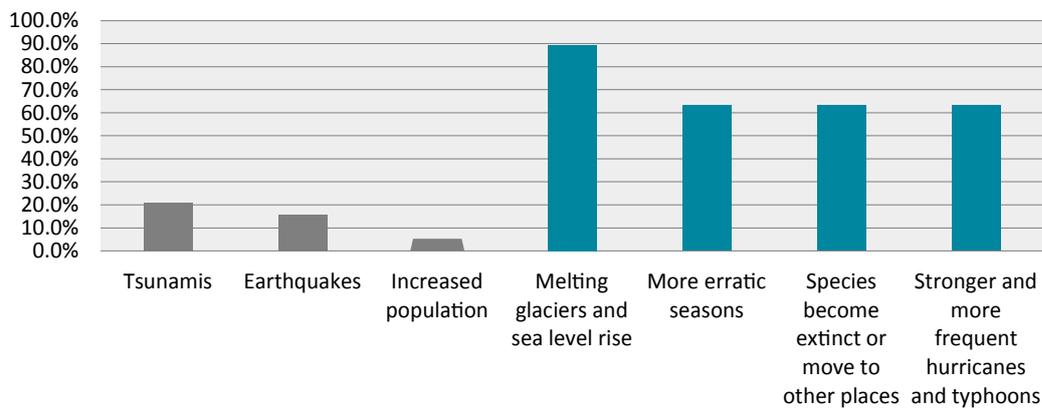
Time	Session	Description
Saturday May 3		
05:30 (3.5 h)	Hike to a waterfall and biodiversity watching.	Discover the flora and fauna of one of Java's most biodiverse national parks. Journalists will walk the canopy trail to spot the elusive and endangered Silvery Gibbon and visit a nearby waterfall.
10:00 (120')	Field visit with local people at Sukagalih village	Sukagalih is a small village on the outskirts of Halimun Salak National Park. It applies an interesting village conservation model (created without the support of any NGO) that participants will discuss directly with the villagers while enjoying the beautiful surroundings.
12:00 (60')	Lunch	
13:00 (240')	Discussion with local people and local authorities at Sukagalih village	Discussions will focus on how local villagers are involved in national park management and the green corridor initiative to protect local flora and fauna.
16:00 (60')	Coffee Break and opportunity for one-on-one interviews	
17:00 (60')	Ethics in science reporting: Facilitated discussion on the challenges of reporting on forestry in Southeast Asia	Science writing is not spared from ethical issues and problems. This session will enable participants to identify typical challenges and dilemmas surrounding the reporting of science, and brainstorm possible ways to address them.
18:30	Dinner and cultural performance	After dinner, journalists will have the opportunity to watch two traditional west Javanese dances. Pencak Silat is an indigenous martial art of Indonesia. Jaipongan is a popular musical reincarnation incorporating aspects of traditional dance and modern arts that was created during the 1960s when President Sukarno created a ban on western music and urged the public to "revive the musical traditions of the past". Participants will spend the evening in homestays in Sukagalih village.
Sunday May 4		
07:00 (60')	Breakfast	Villagers participate in "gotong royong" (public cooperation in the way of a working bee) on Sunday mornings.
08:00 (120')	Final assessment	Discuss story ideas and angles that may be gained from the field trip as well as final pitch to editors exercise.
10:00 (15')	Coffee break	
10:45 (45')	Evaluation & Closing	
12:00 (60')	Picnic lunch at Cianten tea plantation	
13:30 (5-6 h)	Leave for Jakarta	
19:00	Journalists check in to Grand Sahid Jaya hotel: http://www.grandsahidjaya.com/	
19:30	Dinner meeting with Forests Asia media contacts	CIFOR media liaison and outreach manager to brief journalists on Forests Asia conference (transport to the venue, press room, briefing schedule).

Annex 3: Pre-training questionnaire of participants (n=15)

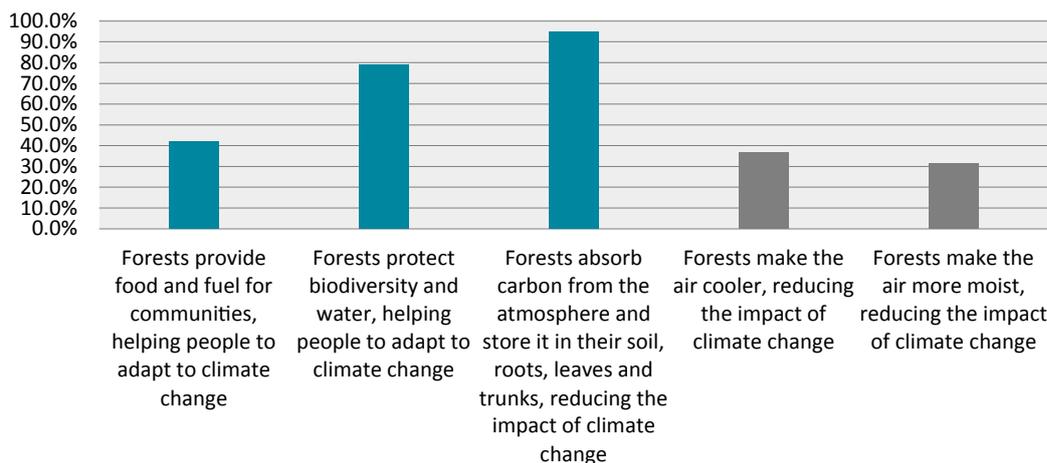
This 30-minute online questionnaire was sent to training participants the week prior to the training. It was designed to assess their knowledge of forestry issues, how confident they feel covering forestry topics and using journalistic skills. Participants were advised not to access the internet while completing the questionnaire. Responses have not been edited.

Part 1: Knowledge about forestry issues

1. Which of the following are impacts of climate change? (green answers are correct)



2. What is the role of forests in climate change? (green answers are correct)



3. Rate the following statements as true or false.

True or false?



(In the pre-training survey, 100% said true)

True or false?



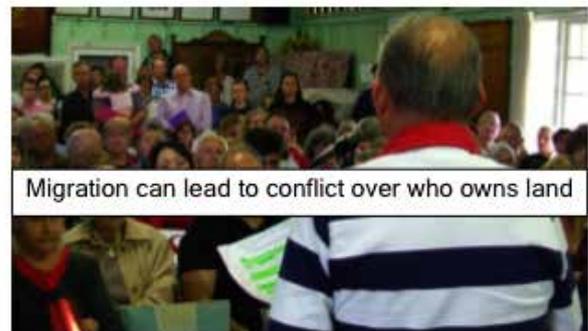
(In the pre-training survey, 60% said true, 40% said false)

True or false?



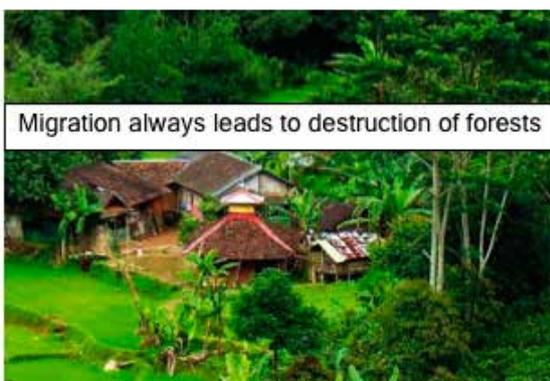
(In the pre-training survey, 69% said true, 31% said false)

True or false?



(In the pre-training survey, 93% said true, 3% said false)

True or false?



(In the pre-training survey, 33% said true, 67% said false)

True or false?



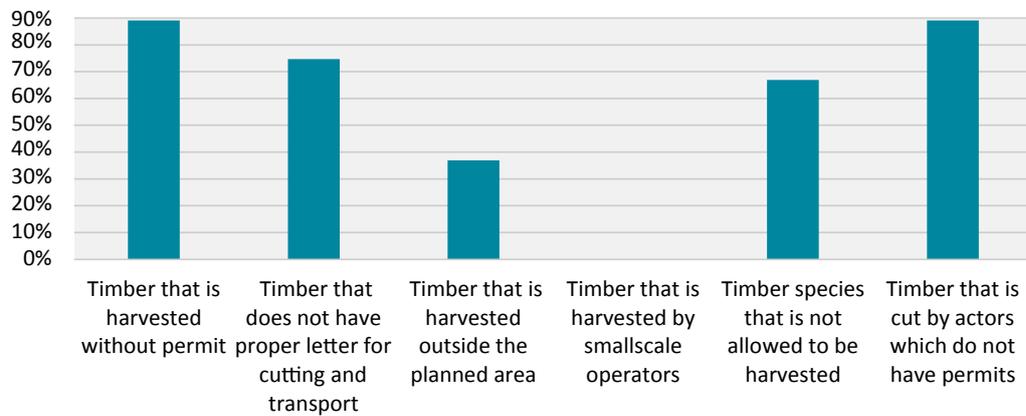
(In the pre-training survey, 64% said true, 36% said false)

True or false?

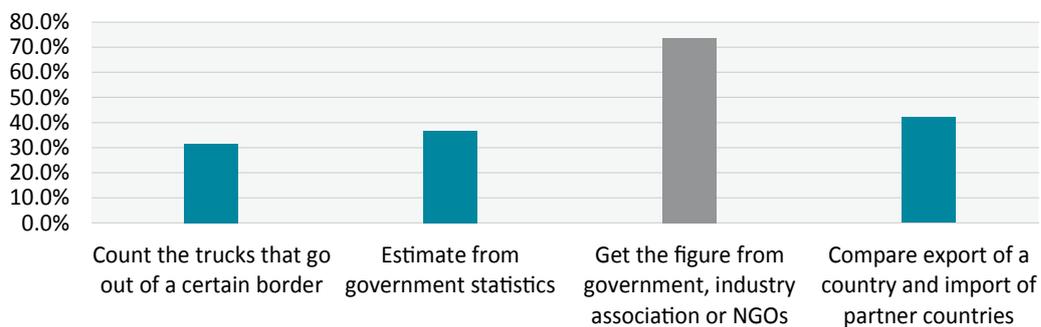


(In the pre-training survey, 85% said true, 15% said false)

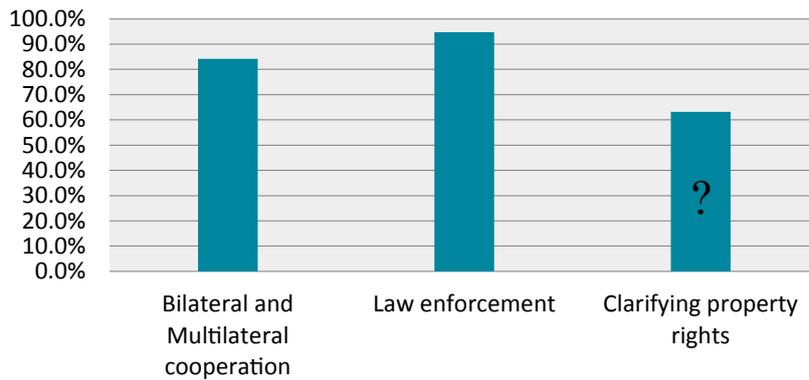
4. What is illegal logging? (green answers are correct)



5. How can we track illegal logging? (green answers are correct)



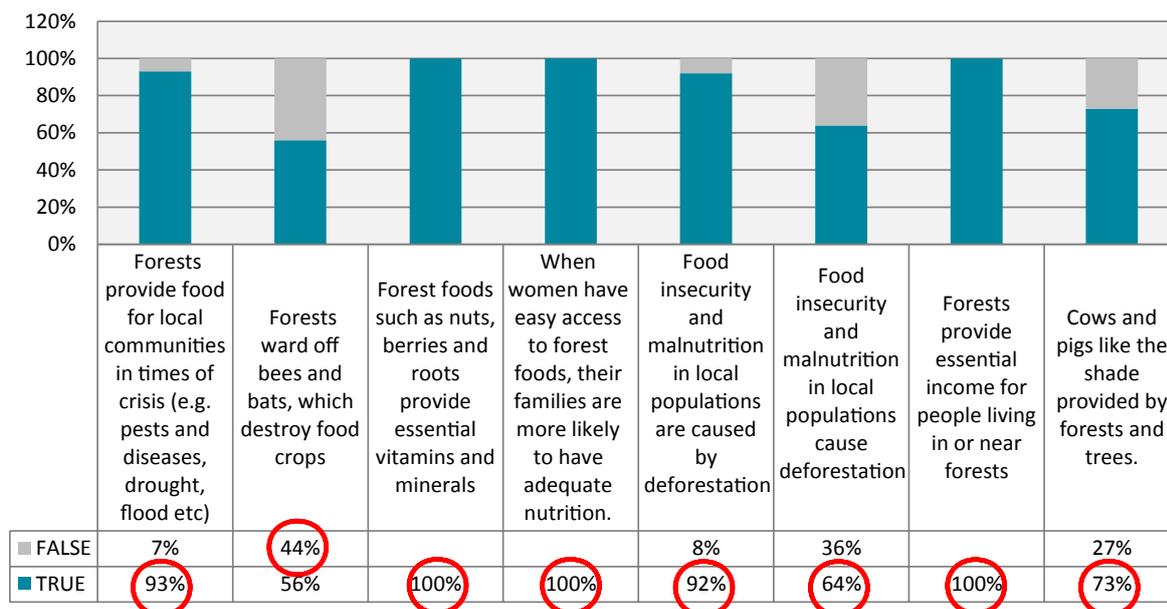
6. What measures can be taken to combat illegal logging? (green answers are correct)



7. What are some nutritionally important foods that come from trees or forests?

- Everything comes from a tree has nutritional benefits. Most of them has all the vitamins, minerals and also the antioxidant we need
- Variety of fruits, herbs and animals.
- Mushrooms, berries, young bamboo, cane, herbs..
- Vitamin, minerals
- Nutritionally important food that come from forest, among others; wild birds, rodents, and larger animals, as well as the leaves, roots, tubers, fruits, mushrooms and nuts can help ensure food security for for the communities around the forest
- fruits, honey, nuts, seeds, tubers, roots, leaves (often boiled fresh in stews)
- durians, mangoes, mangosteens, petai, kedondong, jambu, figs, tubers, (are we counting wildlife eaten by indigineous people covered by traditional hunting rights? - insects, small mammals, fish, big mammals sometimes, fish, etc)
- Vegetable, meat, water, honey
- Water Vegetables Traditional Medicine
- Leafy Veggies? fruits, herbs
- honey, some kind of tree leave,
- fruits (mango, oranges, apples, pomelo, etc), herbs, vegetables, berries, nuts, root crops
- nuts, roots, leaves

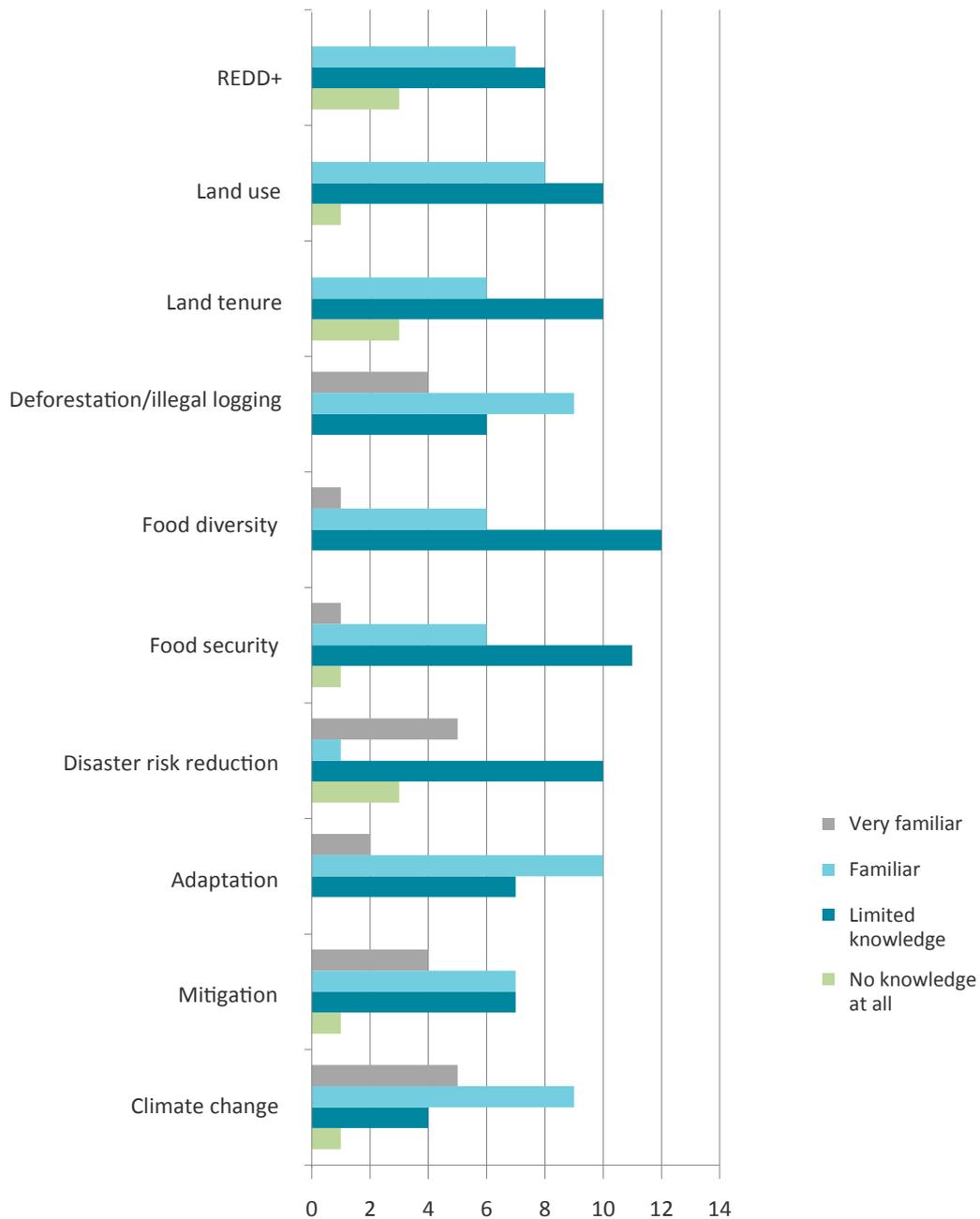
8. Which of the below statements are true? (Correct answers circled)



9. How would you explain “land use planning” to your readers/listeners/viewers?

- Land use planning is very important because whatever you do with it, it will impact the entire world. So please make sure that what you do has benefits not only just for you, but for our mother earth too
- Land use planning is a process of distribution land according to how it can sustain a population living there, taking in social and economic needs.
- I don't familiar with this term.. Maybe i'll try describe it as forest planning
- Land use planning good for you future in the economy aspect,your needs and your area
- Land-use planning involves cooperation with all stakeholders - government, local communities, the private sector and other relevant individuals - to ensure that the land use sustainably, avoiding the negative impact or the threat of environmental degradation and forest loss while ensuring that social considerations and economy of all the users considered.
- The term land use planning is used as government's public policy covering multi-disciplines that quest to regulate land use in effective ways to hamper land-use conflicts. The government executes plan for the needs of the community while at the same time maintaining natural resources.
- The delineation of different development zones: for example, land gazetted for development as housing, commercial uses, agriculture, reserves. These may already be used for these purposes, or be standing forests/ other types of land where future development in those specific categories is allowed.
- In my perception, “land use planning” means that local people could be distributed land from government, and they have rights to use natural resources from these land but they also have the responsibility to protect and reserve these natural resources
- I do want to explain it clearly without technical terms and jargon.
- the distribution and sustainable use of a space for maximum productivity (for a community)
- Land use planning as farming, planting cassava, bean.
- Categorizing parcels of land into specific uses so that the local government unit/human community can better manage resources and reduce dangers from hazards
- land use planning is a negotiation between stakeholders to create a sustainable use of community land field from initiation to the monitoring of the implementation.

10. How familiar are you with these forestry topics?



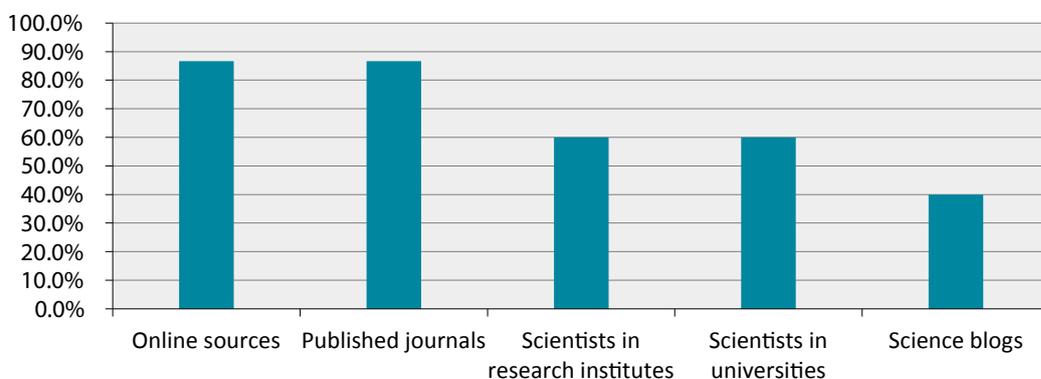
Part 2: Skill assessment

1. List at least three problems/challenges you have encountered when dealing with scientists or writing science stories.

- Reliable sources
- Finding the easy-to-understand-language
- People interest to the issue
- Explanation or their language used is too technical
- Accessing and knowing where to get relevant scientific materials
- Replies can be long-winded and slow.

- Understanding the science phenomena
- Using popular words or easy term to describe science process
- My limit on environment knowledge
- Understanding of the substance of the research
- research methodology
- extracting sources from a paper
- Finding a relatable angle that will interest and be appealing to my readers
- Making sure I understand and don't misinterpret the picture when dealing with technical information / complex issues
- Worrying about whether the conclusions I am drawing / angle I am taking will scare-monger / be inaccurate / mislead the public into misunderstanding a complex issue (because many tend to just glance through headlines which are often sensationalized to sell the story , and fail to read the article in its entirety)
- Difficulties to understand the data provided by scientists
- Difficulties to understand the science terminology
- Difficulties in arranging time for informal discussion with scientist to have in-depth understanding of the topic
- technical terms
- have no experiences of dealing with scientists before
- finding story idea and writing process
- environmental jargon is sometimes beyond a business audience
- links which may seem obvious to a scientist may seem disputable or controversial to the layman
- lack of transparency and access from either the Govt or coordinating ministries
- Wring about illegal logging very difficult to get comment from company, government officer and take picture. and also got threatening from logger.
- Scientists are usually not able to distill which information is most useful/important to regular people.
- In my country at least, there is limited baseline data on environmental statistics/natural resources.
- Many environment stories happen in remote areas, far from my organization's office, so it can be challenging to report on them from where I am.
- Deadlines. While i have to find out the stories, but in a same time, i have to catch the scientists
- lack of knowledge about the stories
- Imbalance between pro and contra scientists

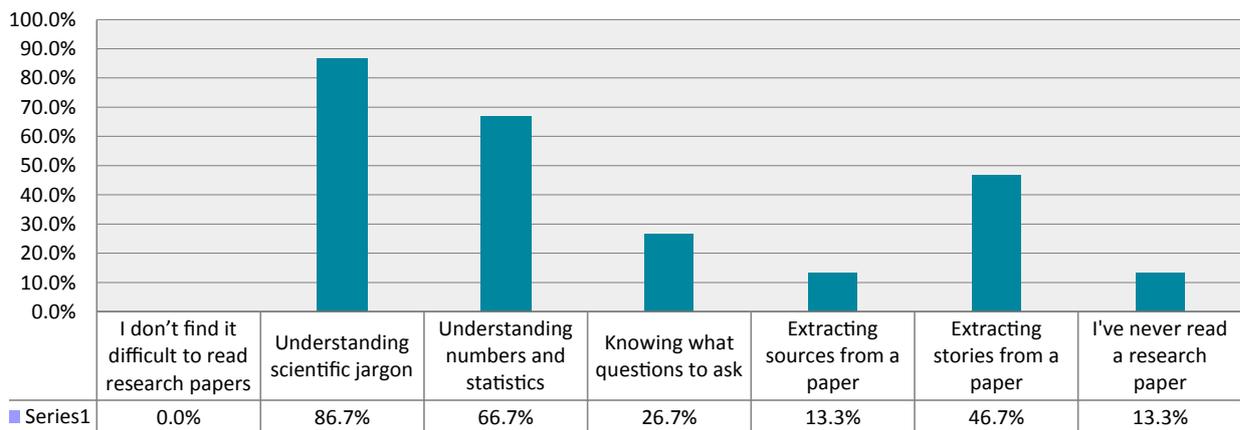
2. What sources do you look for when writing a science story? (check all that apply)



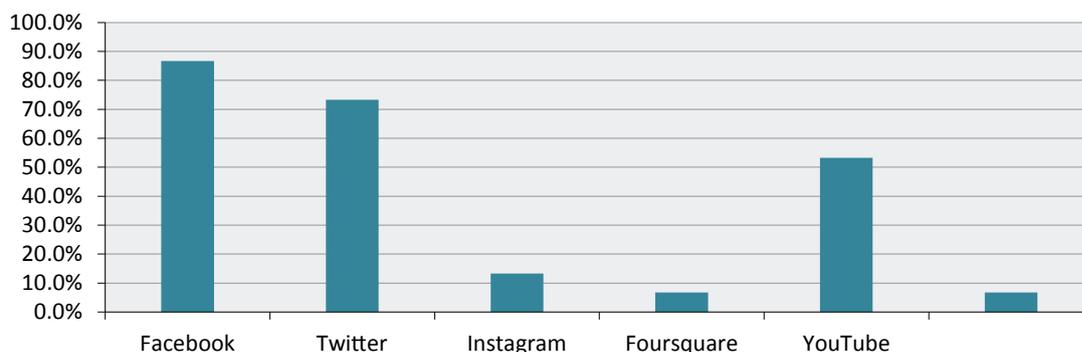
3. What online sources do you usually go to?

- News channels
- Archives of past news and commentaries by scientists.
- Kompas.com, national geographic
- Google
- university and research institute website
- Look for academic articles online, look for articles published by other journalists on and around the subject matter, seek out resources from relevant people / interview subjects / look for statistics (government/ institutions etc) that may be relevant / look for background reports on socio-economic/ events that may be relevant to provide context
- Webpage of research institute
- UN organizations' websites. World Wildlife Fund - <http://worldwildlife.org/> Wildlife conservation organization - <http://www.wcs.org/>
- JSTOR, Springer
- from the ministry of agriculture and go through to forestry administration department.
- Sciencemag.org
- kompas.com, detik.com, antaranews.com, nationalgeographyindonesia.com, mongabay.co.id

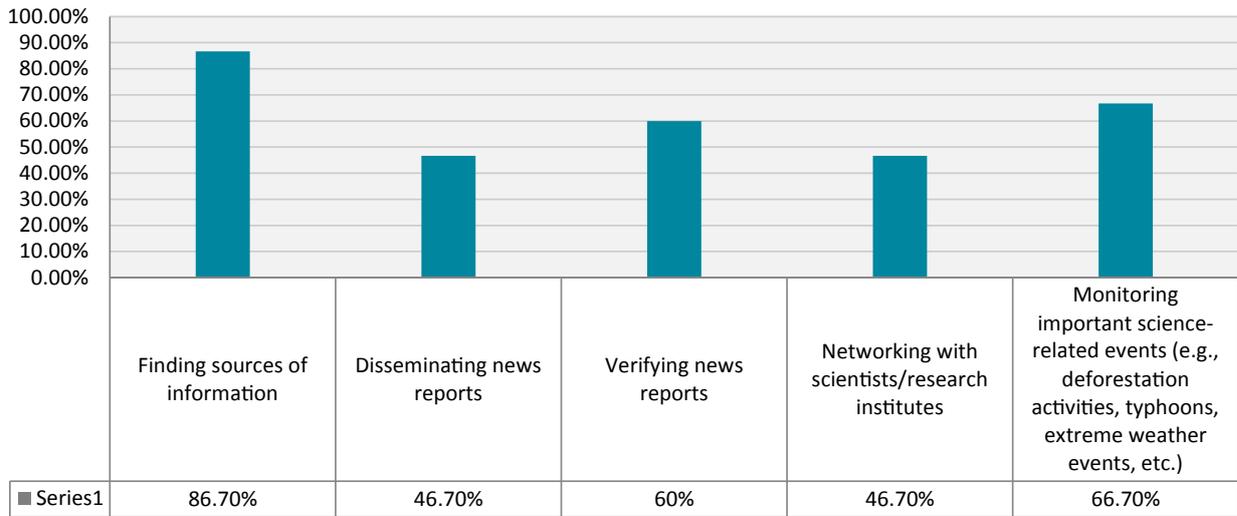
4. What are the biggest challenges or difficulties you face when reading research papers? (Check all that apply.)



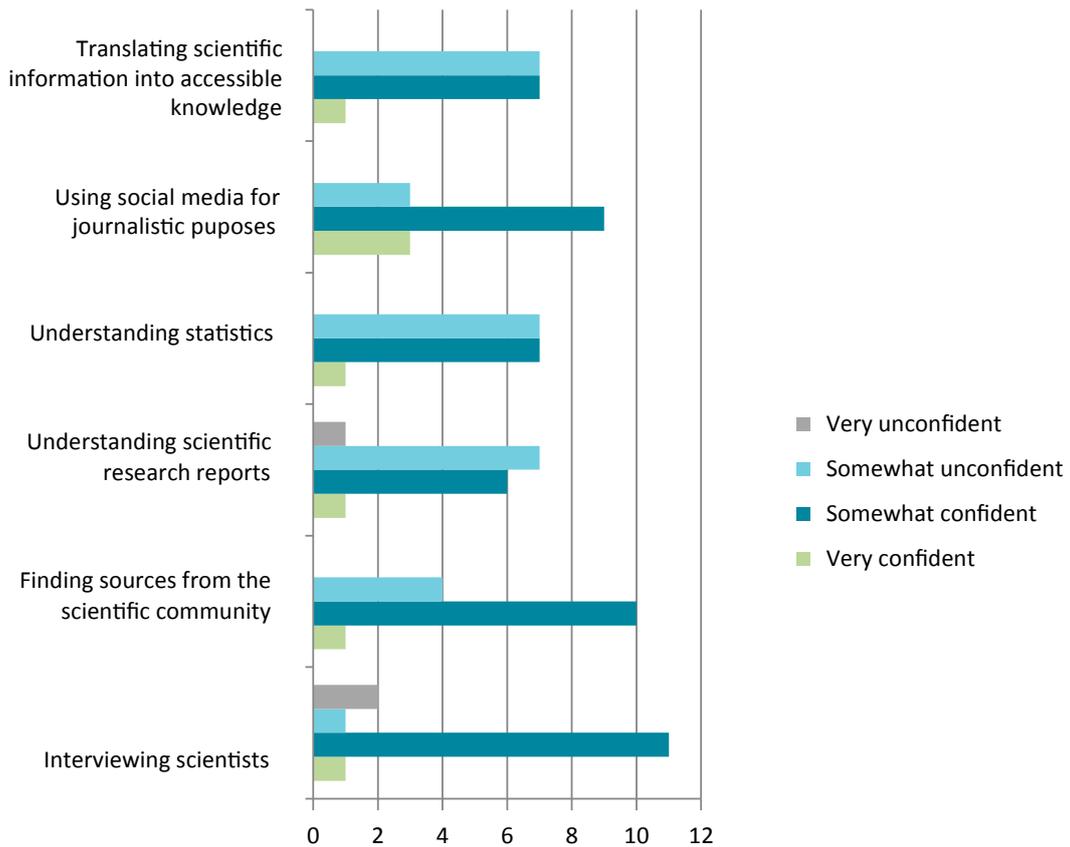
5. What social media platforms do you regularly use in your work as a journalist?



6. How do these social media sites help you in your work? (check all that apply)



7. How confident do you feel about these skills?



Part 3: Training goals and approaches

Please answer the following questions as comprehensively as you can:

1. What do you expect to learn from this training?

- To know how to understand knowledges from scientific sources and make it simpler so everyone would understand easily
- To know where to look for forestry data, to understand more about the environment and forestry issues and to be able to spark more story ideas for features, but most of all, to learn.
- 1. Getting more knowledge about The forest and nature science 2. How to report on the forest 3. Get some new friends
- I can know more about the forest, the environment
- Increase knowledge about journalism
- 1. Improve skills in environmental reporting 2. Acquire an understanding of how scientific research help shape policies and practices 3. Learn more about the forestry issues in Southeast Asia
- How to get better and finding stories based on scientific literature, getting better at finding relatable and appealing angles and styles of writing that translate important scientific findings and show how they are relevant to my readers and the population at large, how to be confident about statistics, and know whether I am misusing facts / be more confident about not taking things out of context / be able to write in an engaging manner without sensationalizing something too much/ inappropriately.
- 1) Gather more knowledge on climate change, forests etc... 2) Learning and exchanging experiences with international journalists, and have a sense on the different ways to telling stories, and how to make my stories more interesting and accessible to wider audience
- - Forestry science - How to write a good environmental story. - What are the great challenges for forests in SEA. - How can we push to stop illegal logging
- skills for interviewing, understanding environmental jargons and the complexities of env stories.
- I hope that I will got more knowledge and experience from trainer to do my work better.
- How to explain climate change, deforestation, conservation and food security from many angles and through a variety of lens. Meet scientists who I can use in the future as sources for future stories.
- knowledges about southeast asia's forest through interviewing scientists to gain a specific datas and networking with others

2. What style of teaching helps you learn best? (e.g. lectures with Q+A, interactive, activities, demonstrations etc?)

- Activities
- I learn best through hands on approach/ interactive activities and through being able to ask questions after a briefing.
- Mixing all the style
- Interactive activities and demonstrations
- Teaching style will greatly help the understanding of the material provided, so that the need for a combination of theory and practice in training
- 1. Demonstration 2. Activities
- All the above.
- Working on an exercise on how to tell a story, and then have discussion with other colleges and scientists
- Demonstrations Group analysis Activities
- lectures w Q&A, activities
- Lectures with Q + A and activities.

- lectures with Q and A, demonstrations, interactive
- activities and demonstrations.

3. How do you intend to use the lessons learned from this training in your work?

- I will apply it to work better in scientific fields and make people more aware
- I would like to gather more contacts, network and spark more ideas for features.
- 1. Get a new and creative story angle of forest and nature 2. Apply the experience and skill from training..when capturing moment in the woods/forest
- I can tell the cause and the effect to the audience about the good and bad environment
- The results of the training will be very helpful in carrying out the work as the managing editor of the Forest Research and Development Agency Website
- By sharing all knowledge gained from the training through the media and society
- Incorporate new skills and hopefully, the confidence I will build (the confidence is the most important thing, I think, for me) to expand my pool of leads, make me better aware of how to approach and export different resources and contacts, whilst knowing what the etiquette is, get better at asking the right questions.
- I hope that I will have a more flexible approach in my work from this training
- My country have many environmental stories to write but I don't have knowledge how to remark technically on it. Hope lessons from this training would help me. Hope I could produce many stories about Myanmar forests after this training.
- to develop a neck for asking the right questions when it comes to environmental issues.
- I will take the knowledge I have learned to do with my job, especially the story about logging.
- I will use them as material for future stories.
- i want to create an sustainably educational radio programmes about Indonesian forest.

4. Do you have other questions or issues that you hope will be answered or addressed during this training?

- What are the basic techniques of journalistic writing in online media?
- I read the schedule and it looks amazing, exactly what I want.
- I want to explore how to tell "sensitive" stories (e.g.illegal logging...) in a smooth way?
- Hopefully the training can help us prepare for ASEAN integration. What issues should we ASEAN journalists write about? How can we help each other understand these issues from our own unique perspectives?

Annex 4: Evaluation (n = 10)

Evaluation forms were handed out at the completion of the training. Unfortunately not all participants returned their completed forms. Responses have not been edited.

Workshop participants were asked to rate the following on a scale of 1-5:

Question	Average
Q1: Content was relevant and useful for my job	4.56 (Agree)
Q2: Met my expectations	4.5 (Agree)
Q3: Adequate opportunity to participate	4.13 (Agree)
Q4: Structure was suitable	4.06 (Agree)
Q5: Presenter well prepared/knowledgeable	4.44 (Agree)
Q6: Gained high level of knowledge from the science sessions	4.28 (Agree)
Q6: Gained high level of knowledge from the skill sessions	4.31 (Agree)
Q7: Will be able to use what was learnt	4.75 (Agree)

What were the most valuable aspects of the workshop/training?

- knowledge on environmental issues and science
- soft skills about journalism from skill session and also the sharing session with other journalist
- understanding the nuances/perspectives of scientific issues/arguments and learning to write about them for mass media
- the exchange of ideas and experiences among journalists were always insightful and inspiring even
- New lenses on how to report science statistics in a way that readers can relate to
- Just hearing the stories of the other fellows showed me other aspects of journalism and how the industry works in other countries and cultures. the sessions set many issues straight for me. Friendships formed and experiences shared rekindled a passion for the profession.
- Get more understanding about environmental impact
- I can understand science information and improve skill on science reporting
- Make network journalists and share more experience
- Becoming familiar with the ecosystem of science and environmental journalism. Previously, I've just winged it so it's a huge exercise in confidence building to be able to see how others operate/sort of topics covered/how sources of info are sought/used and how angles are chosen. Also very valuable are the content of science presentations to help me become familiar with a variety of issues. Their background knowledge will make me a better journalist - to know what questions to ask and what angles to tackle.
- Exchange and sharing the professional experiences among journalists from a variety of countries and concentrations.
- I think it was "pitch of telling story"

What were the least valuable aspects of this workshop/training?

- everything is valuable! Even every icebreaker :-)
- none, really. content wise, I thought all of it was well thought through and found them all pretty useful.
- I think the session on REDD+ should've delved deeper. I found the discussion interesting but a bit on the surface. I didn't really get a clear picture of the mechanism. There was limited time for questions.

- Everything is great
- We get really really lack of relax or just take some rest. We need more practices/balance between theory and practices.
- The second last session, where we were at CIFOR and came up with story ideas in a group, wrote the titles and opened up the floor for suggestions was not an efficient use of time. Reason being that titles alone cannot communicate a story idea. I understand there are constraints but suggest to improve give everyone three minutes to present their story angle and then give 1 minute for feedback. May take longer but the previous models ends up with empty silence (no idea of stories so not possible to come up with interesting suggestions).
- Basic ways to do a journalist's job. How to journalist's work properly. It should already be practiced and recognized for the journalists well chosen
- Anything could be learnt easily anywhere, for example the social media part
- Game of landscape because i don't like it. I think the game was bored

What ways could we improve this workshop for next time?

- More time for each speaker/trainer
- More activities that are connected to the lesson. I mean like we're talking about reforestation so why don't we go and plant a tree together?
- the workshop's setting was nice but it did get a little warm in the afternoons/late mornings. I found it tough to concentrate on the content then.
- A little more information on what to pack (e.g. no sleeveless for village, something for the waterfall visit etc)
- Use recycled paper for the notes/documents
- Training more skill (writing, making video etc)
- More activity for participants
- Give us more time to relax after the session. Finish/just manage the total session e.g. each day there are only 4 sessions
- A more detailed session on statistics. Maybe going into more depth e.g. talking about incidences where stats are twisted and journalists should be wary ala Steve Jay Gold's examples of batting averages not necessarily implying a lot of skills in baseball players. Specific examples which help journalists understand the nuances of statistical terms and how to use them in a story.
- Focus on the aim, to encourage journalists to have more eyes in science and the environment. Not to swing it to the journalism class. Field village trip has to be more prepared
- Add practice journalist
- How to good writing to telling story

Do you have any suggestions or further comments?

- Maybe instead of only doing this kind of workshop to like 10-20 journalists, CIFOR could make it with more participants. Or...more workshop with 10-20 people, but in batches.
- Thank you for the enriching and lovely experience overall. I thought everything was so well organized, both from a logistics point of view (like pick-up, transfer, trip to Sukagalih etc) and also from a content point of view. Only suggestion would be a cooler venue when afternoons get warm or a packlist which would prepare us for either the weather or activity.
- Thanks especially to Michelle for the lovely learning experience and our brilliant facilitators, Beaver and Philip who provided a great deal of training on how to be the best journalist I can be.
- Include more speakers from other parts of ASEAN. A lot of the case studies were from Indonesia because the expert is based in Indonesia Other ASEAN experts would be able to give statistics and examples from more countries, adding value to the workshop for everyone. But very well coordinated, well-facilitated and just plain fun! Thanks for the experience

- This is a great time for me. the workshop was very interesting and i hope every knowledge, which I learned will be useful for my job. Thank you so much!
- Big hands :-) for what you've done
- I am very grateful to come on this event. I got so many new experience. Thankful for Michelle, Budhy, Beaver, Philip and all of participants

Annex 5: Articles by journalists

Due to rapid developments in Indonesia and Thai politics in the weeks following the conference, half a dozen news stories were delayed. One feature is also currently under development. Published stories will be curated to www.forestsasia.org/journalist-training

Outlet	Country	Title	Link
Tempo Magazine	Indonesia	Map the World	http://en.tempco.co/read/news/2014/05/16/206578196/Map-the-World
Rappler	Philippines	Indonesia: Water springs eternal in Sukagalih village	http://www.rappler.com/science-nature/environment/57757-sukagalih-water-indonesia-southeast-asia-forests
Vietnam TV	Vietnam	7 ngày công nghệ	http://vtv.vn/video-clip/131/7-ngay-cong-nghe-09052014/video38467.vtv
The Straits Times	Singapore	Zero tolerance for illegal land burning, vows Yudhoyono	http://news.asiaone.com/news/asia/zero-tolerance-illegal-land-burning-vows-yudhoyono
The Star	Malaysia	Susilo wants green legacy preserved	http://www.thestar.com.my/News/Nation/2014/05/06/susilo-peatlands/
Kompas TV	Indonesia	SBY: Pelestarian Lingkungan & Pemberdayaan Ekonomi Perlu Diselaraskan	http://www.youtube.com/watch?v=T1lHp380Dm4 http://www.useetv.com/tvod/kompastv/1400770800/1400778000
Jakarta Globe	Indonesia	Indonesia Should Strike Balance in Protecting Environment: SBY	http://www.thejakartaglobe.com/news/indonesia-strike-balance-protecting-environment-yudhoyono/
Jakarta Globe	Indonesia	Peatland Fires Biggest Contributor to Carbon Emissions: Researcher	http://www.thejakartaglobe.com/news/peatland-fires-biggest-contributor-carbon-emissions-scientist/
Jakarta Globe	Indonesia	Philippines Reforestation to Reach 1 Million Hectare Milestone After Logging Ban	http://www.thejakartaglobe.com/international/philippines-reforestation-reach-1-million-hectare-milestone-logging-ban/
Rappler	Philippines	Summit calls for protection of Southeast Asian forests	http://www.rappler.com/science-nature/environment/57333-forests-asia-summit-southeast-asia-forests
89.2 FM Green Radio Jakarta	Indonesia	A Wonderful Sukagalih	www.greenradio.fm
REDD-Indonesia.org	Indonesia	Indonesia berkomitmen untuk melawan deforestasi dan degradasi lahan gambut	http://www.redd-indonesia.org/media/arsip-fokus-redd/1195-indonesia-berkomitmen-untuk-melawan-deforestasi-dan-degradasi-lahan-gambut
Rappler	Philippines	Illegal logging 'hotspots' down by 84% – DENR	http://www.rappler.com/science-nature/environment/57367-illegal-logging-hotspots-reduced
REDD-Indonesia.org	Indonesia	SVLK kurangi penebangan dan perdagangan ilegal	http://www.redd-indonesia.org/media/arsip-fokus-redd/1197-svlk-kurangi-penebangan-dan-perdagangan-illegal

Annex 6: Notes from the sessions

Session #1: **How can scientist and journalists better work together?**

Core science values

Truth

Accuracy

Evidence-based

Neutrality

Main points

- There are inherent similarities and differences between scientists and journalists
- Journalists face a number of challenges when writing environmental stories

From the journalists' POV

- Limited by having to express a general statement in the news report
- The limited focus, however, depends on the type of the report. Feature articles, for instance, have more liberty to go deeper into the subject matter.
- There has to be a clarification process between the scientist and journalist when writing/producing a story.
- Scientists should realize that journalists don't have specialized knowledge.
- Need to improve collaboration between scientist and journalist in developing a news angle

Session #2: **Understanding a research paper**

Components of a research paper

Abstract

Introduction (+ Literature Review)

Method

Results

Discussion

Conclusion (not always there)

Journalistic value of research paper components

Abstract

- Initial screening
- Should i write about it?

Introduction

- Relevance as a story
- Find sources/contacts
- Inspiration for angles
- Sheds light on what's new

Methods

- Know more about research subjects
- Gauge credibility/representativeness
- Understand realities/challenges of data collection
- Is it a breakthrough?
- Seek the agenda of the authors

Results

- Contributes to the credibility of the articles

- Gives you something to question
- Used as background info

Discussion

- Leads you to the meat of the story
- How to phrase results
- Look for other story ideas
- Provides the explanations you need
- Ideas for further questions

Conclusion

- General statements about the study

Session #5: Discerning fact from fiction and opinion

Balance	False Balance
Accuracy	Misrepresenting source with agenda
Agenda	Misleading emphasis
Credibility	

Reporting plan

- “onerous”? Ask others...
- Ask WB: “4-8 percent”? (check)
- WG’s funding? Who did the research?
- Standards’ effect

**Session #7: Is it greenwashing? Assessing environmental claims
Sustainability commitment: a type of environmental claim**

Watch for:

- Dubious facts, figures, statistics
- What do other sources say?
- Who is paying the source?
- Is there evidence behind their claims?

Why make an environmental claim?

- Consumer demand
- Reputation
- Money (to sell products, to increase prices)
- More efficient (save \$\$\$)
- Regulations
- They care
- Deflect criticism
- Barrier for competitors
- Trend

Signs/tactics of greenwashing

- Not true
- Vagueness

- Exaggeration
- Disproportional
- CSR or CEO?

Reporting plan

- What are they doing beyond Indonesia?
- Credibility of the auditors?
- Check the assessments
- FSC?

Session #16: Ethics and challenges in science reporting

Group 1 (“Thou Shall be a Journalist”)

- Truth puts you at risk
- Emotionally affected versus feeling neutrality
- Lack of sources leading to unbalanced stories
- Familiarity with sources
- Cover something important vs popular?
- Libel laws vs freedom of right to reply
- Environmental advocacy vs objective reporting
- Safety vs golden opportunity (e.g., interview)

Group 2

- With online media, does the journalist have to be on the scene for breaking news?
- How do we keep up with the new trends in bribery? (e.g., scholarships, stocks, birthday gift, foreign trip)
- Plagiarism/IPR (text, photos) enhanced by online media
- Standing up for online journalists
- Privacy of photos online
- Conflicts of interest (i.e., keeping neutral if your media org has vested interests?)
- Do environmental journalists have to be environmentally-friendly?
- Respecting rites/source vs not accepting gifts/food for impartiality

Group 3

- Bribery attempt
- Pressure/threat from corporations/government
- Safety
- Organization’s interest/ownership
- Advertisers influencing the content
- Sources don’t want to be exposed
- Separation of personal and professional identities, esp. in social media

Story Pitches

- Thara: unsecure of land with MOU
- Audrey & Ardhy: Will “zero people” and “zero activity” implemented in Halimun National Park?
- Iriene: Food security system runs by local women in Ds. Sukagalih
- Tuti: Javanese leopard population in TNGHS
- Om: When games rule, how to create forestry awareness through it?
- Phu: One day in the village of Sukagalih
- Thiri: Comparison case: National Park in Myanmar and Indonesia
- Katrina: What would deforestation in Mt. Halimun affect Indonesia? (economy, environment, etc.)
- Vita: The dilemma of Sukagalih villagers agreeing to the MOU agreement

- Zub: Threat of deforestation due to villas' expansion in Bogor
- Farah: The REDD+: A Misfit in Indonesia
- Natalie: Peat swamp conversions to palm oil: Assessing Malaysia's arguments for peat conversions
- Yunan:
 - How Sukagalih's villagers see ecotourism? Is it really promising?
 - How climate change put soto lamongan in Jakarta?
- Pia
 - Comparing PH and Indonesian park management
 - NPA rebel turned forest ranger in Agusan
- National reforestation program update with Summit/global targets in context



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