



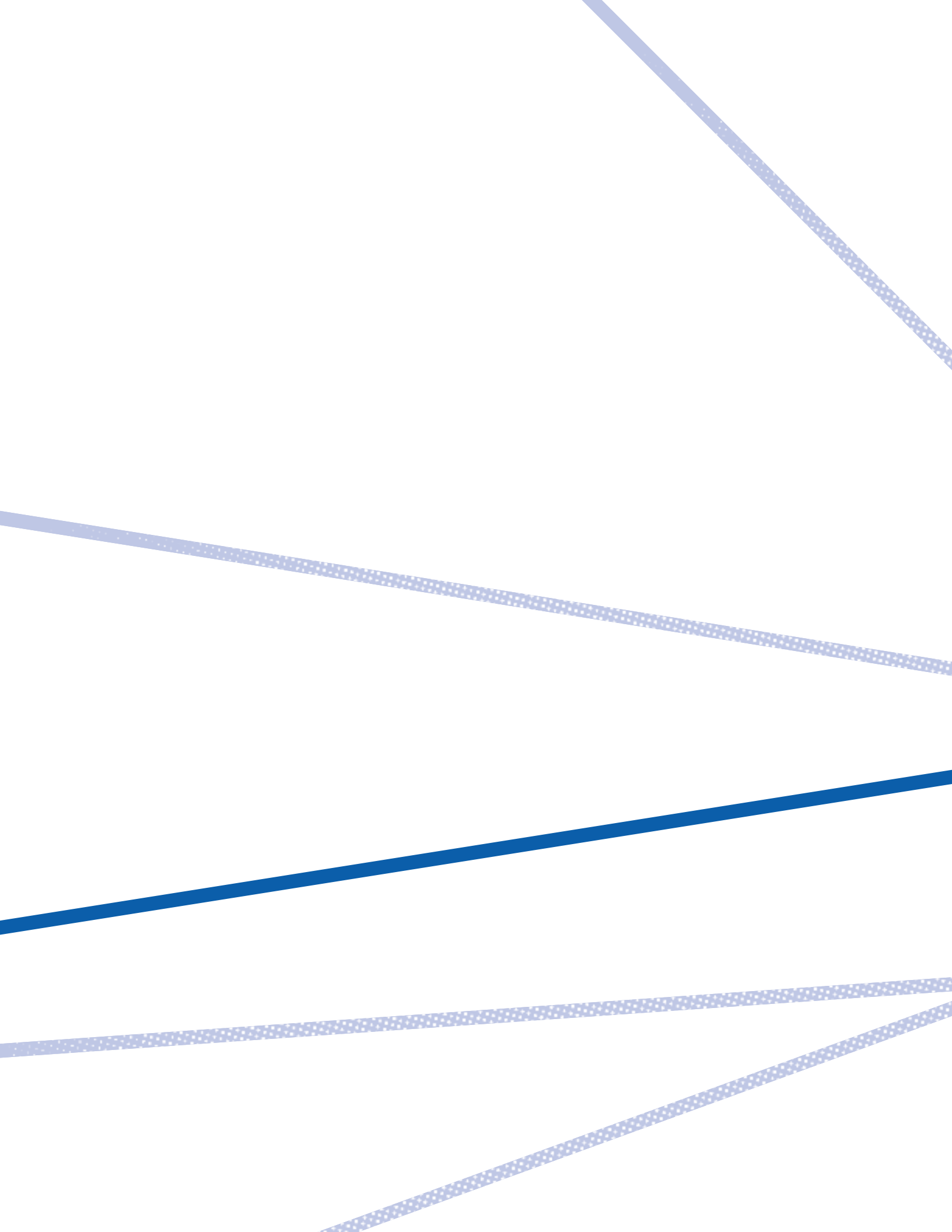
**Internews**

Center for Innovation & Learning

# REPORTING ON HUMANITARIAN CRISES

*A Manual for  
Trainers & Journalists  
and an Introduction  
for Humanitarian  
Workers*

**MANUAL FOR TRAINERS**



*“People need information as much as water, food, medicine or shelter.”*

**THE INTERNATIONAL FEDERATION OF THE RED CROSS  
AND RED CRESCENT SOCIETIES 2005 WORLD DISASTER REPORT**

The background features several overlapping lines. One prominent line is a solid dark blue diagonal line running from the top-left towards the bottom-right. Other lines are light blue with a white dotted pattern, crisscrossing the solid line and each other. The overall effect is a dynamic, geometric composition.

# ABOUT INTERNEWS

Internews is an international non-profit organization whose mission is to empower local media worldwide to give people the news and information they need, the ability to connect, and the means to make their voices heard.

Internews provides communities the resources to produce local news and information with integrity and independence. With global expertise and reach, we train both media professionals and citizen journalists, introduce innovative media solutions, increase coverage of vital issues and help establish policies needed for open access to information.

Formed in 1982, Internews is a 501(c)(3) organization headquartered in California. Internews has worked in more than 70 countries, and currently has offices in Africa, Asia, Europe, the Middle East, and North America.

Internews Europe, Internews' sister organization, was created in Paris in 1995 to help developing countries establish and strengthen independent media organizations in order to support freedom of expression and freedom of access to information.

Both Internews and Internews Europe share an objective to save lives and reduce suffering of disaster-affected communities. Working in partnership with local media and aid providers, Internews and Internews Europe aim to fulfill people's right to access information, ask questions, and participate in their own recovery.

This manual was written by Jacobo Quintanilla, Jesse Hardman, Matt Abud, Alison Campbell and Deborah Ensor. Thanks for production assistance to Laura Stein Linda mood and Michael a McGill.

All photographs on this manual were taken or commissioned by Internet staff.

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# *When disaster strikes: information saves lives*

**T**he Internews Humanitarian Media Unit is a global leader in working with humanitarian organizations and local media in emergencies to develop cutting edge tools and strategies for improving communication flows between humanitarian organizations, local media and the people affected by the crisis. In most areas, local media

A close-up photograph of two men in a refugee community in Liberia. The man in the foreground is wearing a colorful, patterned headwrap and a striped shirt. He is holding a black portable radio with a silver antenna. The man behind him is wearing a black hat and looking towards the camera. The background is slightly blurred, showing green foliage.

Men listen to the radio in the refugee community of Janzon (Liberia).

are a logical partner for organizations looking for ways to connect with disaster-affected communities. Yet the relationship between aid organizations and local media is often characterized by mistrust, miscommunication and misunderstanding.

Media has a key role to play in a humanitarian crisis situation, one that goes beyond the simple documentation of a disaster. When populations are struggling for basic needs and rights, media can provide a basic crucial resource, INFORMATION. During a humanitarian crisis local journalists can provide a better understanding of what is happening, what is help is available, and how people can better take care of their families. With the help of reliable, relevant, targeted INFORMATION, people can better survive a major humanitarian crisis and eventually begin to rebuild their lives hazards, and warnings that people can use to help themselves and their families.

Standard coverage of humanitarian situations often reflects the immediacy of modern media, only focusing on the crisis at hand, and not considering a more expansive scenario. But solid reporting on a major incident should include a variety of information,

including history, analysis, educational outreach, personal research, and first-hand accounts. This information should come from a variety of sources and stakeholders, including government, international NGOs, UN agencies, local aid organizations, affected communities and more.

This manual presents a combination of standard, professional reporting techniques for journalists covering humanitarian response scenarios, plus a basic education in and understanding of the humanitarian sector, its architecture, mandates and modus operandi. The goal of the manual and the handouts section is to prepare journalists to cover natural and manmade disasters in a more informed, balanced way, and to show how a utilitarian approach to information content and dissemination can an effective life saver. It is intended to function as both an educational guide that journalists can read and learn from, and as an outline for a workshop focusing on the training of local reporters.

It is Internews hope that this manual will be widely downloaded and prove useful in humanitarian response scenarios around the world, as well as in universities and training institutions.



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## INTRODUCTION



Radio Voix de Ouaddai  
journalist Issaka  
Allafouza interviews  
Halam Hari, a disabled  
artesian in downtown  
Abeche, Chad.



Ali Abdi, a journalist who underwent training with Internews, interviews people for a story he is working on to do with Road Traffic Accidents, in Isiolo, Kenya on the 11th May, 2012.

## Manual Goal

Information and communication are key tools for saving lives in an emergency response<sup>1</sup>. They help communities in crisis by allowing them to know what's going on around them, to organise, to coordinate, and to identify sources of support and assistance. Information and communication are also vital for aid organisations in assessing what people need and where, and to tell people how they can best access urgent assistance. Equally important, information and communication function to give communities a say in the events affecting them, to express their needs, to say what is working, and to make suggestions as to how an emergency response can be improved.

Local media play a critical role in bringing important information to communities affected by disaster. Local media outlets are known and trusted by the communities they serve; local journalists in turn understand the needs of their own communities and know where to go – and whom to talk to – to find out what is going on. They can also ensure that community voices are raised on critical concerns.

However, reporting on an emergency response is not like ordinary reporting. Time is short; the situation is urgent and often chaotic. Local media organisations and journalists themselves may well be affected by the disaster, looking for relatives and friends and seeking help.

Emergency responses often involve large international and national aid organisations and government agencies with their own operational and communication systems with which local media are unfamiliar. This is an enormous challenge that often creates serious obstacles to good information and communication, and can make it much harder for an emergency response to be as effective as possible. Information and communication save lives; poor information or ineffective communication put those lives at risk.

The roles of local media and international media in an emergency response, while they overlap in some areas, are for the most part radically different. International media serve international awareness, telling audiences across the world what has happened and what the impact has been on the local population. Pictures and testimonies from the ground thus help aid organisations to raise the profile of the crisis and to garner funding for the response effort. There are

<sup>1</sup> See 'Case Studies', under '7. Humanitarian Response Reporting – Overview and Summary', for examples of this in action.



many studies and commentaries on how well, or how poorly, international media fulfil this role.

Local media, in contrast, must meet the immediate, detailed information needs of local audiences – the very people who have been affected by the emergency, including neighbouring communities close enough to deliver immediate help. Where local media perform this role effectively, they can save lives and help local recovery take place much faster.

Internews' *Humanitarian Reporting Manual* targets the need for timely and effective local reporting in crisis and response scenarios. The manual provides a ready-made training program through which journalism trainers can get local reporters up to speed on key humanitarian issues and support the critical roles they must play for their communities.

This manual also outlines and explores common systems involved in humanitarian response efforts and provides the tools and references needed to research local variations in those systems. Plus it provides key reference documents and questions to help local media do their jobs and support their communities in the best way they can.

## Manual Structure

The manual is divided into three parts:

- ▶ **Section I: Information Saves Lives – Defining Humanitarian Response Reporting** looks at the roles and challenges facing local journalists in a humanitarian response. It emphasises placing affected communities at the centre of reporting on a crisis.
- ▶ **Section II: What Happens in a Humanitarian Response?** includes overviews of international humanitarian systems and mandates and national humanitarian responses. This section gives journalists the frameworks and definitions needed to cover an emergency response. These technical aspects require some adaptation to the appropriate level for training participants; additional introductory notes in this section suggest ways of achieving this.
- ▶ **Section III: In the Field** brings together a range of practical skills and strategies for journalists, including basic journalism skills, strategies for impact, dealing with trauma (affecting both communities and journalists), and journalist safety and security.

Sections I and II are designed to be delivered in totality. The topics in Part III can be delivered individually depending on trainees' needs, local context, and other overlapping training programs that may be taking place.

Each section includes trainer notes and class materials, for use by the trainer; and *Manual Handouts*, for use by trainees and other practising journalists. See below for details on how this material is intended for use.

## How to Use This Manual

Humanitarian crises and emergency responses take place in a vast range of contexts: in media-rich locations and in those with extremely limited media and communication infrastructure; in poor societies and rich ones; in capital cities and isolated rural areas. This means that from one emergency to another, both information and communication needs will vary widely; and so will the skills and support needs of local media.

Humanitarian reporting training will also occur in widely differing circumstances. Local media personnel may include experienced reporters who need little more than a better understanding of humanitarian principles and aid delivery systems, or inexperienced journalists who still need to improve basic reporting practice. Training may take place away from the immediate disaster zone, for example in a capital city with good communications and resources, or it may need delivery inside the disaster-hit area itself, where access to electricity and other resources could be difficult.

For these reasons, Internews' *Humanitarian Reporting Module* aims to be as flexible as possible. It is not a rigid course to be implemented in uniform sequence regardless of context. Instead, it is a *structured resource template*, covering key issues, core knowledge, and essential themes. The manual has been developed through extensive work in several emergency disaster responses, and it is designed primarily *to be adapted to local circumstances*.

Internews does not envisage that every single class exercise will be delivered in every training session or that all reference material will be relevant in all cases.



Rather, this manual relies upon skilled trainers who are familiar with the needs and issues of reporters on the ground, and with humanitarian principles and systems, and who will be able to adapt the material as needed. This means the trainer may omit exercises or reference materials if they are not relevant, or add others if necessary.

## Notes to Trainers

Each section includes trainer notes and class materials, for use by the trainer in course delivery. These include a rundown of key issues and concepts to highlight, a repertoire of class exercises to choose from (or adapt), and a selection of support materials to deliver with some of these exercises.

Each section also includes *Manual Handouts*, which correspond to the trainer notes and are distributed to participants.

Each section is divided into delivery modules. Each module deals with a particular issue that journalists need to understand and engage with for effective humanitarian reporting practice. Each module leads



with a summary of the key points the training needs to teach participants.

Each module provides a selection of class exercises to deliver this material. These exercises are a repertoire, not a requirement. The trainer will choose which exercise(s) deliver the material most effectively to the participants. If needed, the trainer can adapt an exercise or introduce his own material.

Each exercise includes an outline of material or equipment needed for its delivery. This allows trainers to quickly check whether the equipment is accessible or not, and so help support efficient exercise selection and preparation. For example, an exercise that requires a projector is inappropriate for training that takes place in a location with poor electricity.

Some exercises employ *Class Materials* specific for their delivery (for example photos or scenarios for use in role-plays). These are included at the end of their respective module and can be adapted or changed as the trainer sees fit.

As noted, the issues and facts taught in each module correspond to specific *Manual Handouts*, which are

the essential content of the *Humanitarian Reporting Manual*. The handouts are distributed to participants at the end of each training session, providing a complete permanent reference on the issues, concepts, and facts covered in the training. The manual suggests distributing handouts at the end of an exercise, not at the beginning, in order to support more effective learning outcomes. Without prior access to reference material, participants must engage with the questions and issues outlined in each module based on their own experiences. This allows participants to test their assumptions, make mistakes, teach one another, and engage with the issues at hand. Crucially, this approach avoids participants accessing reference material ahead of time to learn concepts or facts by rote and repeat 'what the trainer wants to hear'.

While the *Manual Handouts* are designed to be as broad and accessible as possible, they cannot cover the full range of emergency response contexts. Yet rewriting an entire volume for local contexts is impractical. Distributing this material as handouts means trainers can adapt, include, or omit individual handouts to meet the needs of specific trainings by editing them in soft copy before printing. *However, this does not mean that core issues can be skipped; the content goals of each*

*module still need to be delivered.* The handout method simply provides a way to do this as effectively and flexibly as possible.

The *Manual Handouts* can also be used to generate further discussion in class and for homework, as consolidation reading or to answer test questions.

Complementary training resources that support or overlap with those in this manual, particularly for Part III, are listed in the Appendix (page 160).

In summary, three points need emphasis:

- ▶ *The exercises provided here are a repertoire, not a program.* It is neither possible nor desirable to deliver all the exercises below. Internews has provided *a number of exercises to choose from to fit each context*, recognizing the range of circumstances under which this manual will be delivered. Trainers are encouraged to use and develop their own exercises if they can meet manual goals more effectively in any given context.
- ▶ Trainers should therefore *use this manual as a resource to design the best program possible for a given context*, taking into account both the needs of the affected communities and the skill levels of the training participants. A training program may also need to be calibrated for scheduling (e.g., a morning session may cover material from Section II, and an afternoon session may include a field trip from Section III).
- ▶ While there is necessary flexibility in this approach, *the substance of the manual must always be delivered to training participants.* The substance for each module is outlined at the beginning in 'Key Points'. Where appropriate, this substance may be simplified, for example for beginner journalists, but the key points must still be delivered.

Radio Sila journalist Madjihinguem Nguinabe, 29, interviews a doctor at a free clinic in Gouroukoun IDP camp, near Goz Beida, Chad. "I love being a journalist, it's the best job in the world", says Nguinabe, "I will give everything I have, from the training and knowledge, to all my energy and spirit to keep this station running".



## How to Use This Manual: Journalists

Ideally, journalists will encounter this manual through direct training. However, it is generally not possible to deliver training to all local journalists covering an emergency response. Journalists not attending training can access the *Manual Handouts* already compiled in a single volume (i.e., not as individual handouts). While this means they will not be able to explore the issues and needs of humanitarian response reporting in the same critical, interactive way as a training event provides, it does provide them with essential facts and concepts that can support their work.



## *How to Use This Manual: Humanitarian Aid Workers*

In an emergency response, lifesaving information and communication are not just the responsibility of local media. Humanitarian aid organisations can use the manual to better understand the importance of a collaborative approach that involves both local media and humanitarian organizations in efforts to provide affected communities with the information they need to cope in crisis situations.

The humanitarian aid sector is slowly gaining better awareness and practice in this area, but there is still room for great improvement. This includes better awareness of the role of information and communication itself, an understanding of the critical importance of local media in supporting this role, and an appreciation of the constraints and challenges faced by local media in reporting on crisis.

The relationship between humanitarian aid organisations and local media varies widely in different scenarios, from close collaboration on shared mandates (in rare cases), to mutual ignorance or misunderstanding of each other's work (which is more common), to outright hostility and suspicion, particularly in locations where disasters take place within a political conflict.

In many cases where collaboration or sharing do not take place, it is simply because media personnel and humanitarian workers simply do not understand each other's work and imperatives and do not have established channels through which they can communicate. Several exercises in this manual seek to actively bridge this gap by providing sessions for humanitarian organisations to meet and exchange with journalists. Aid organisations that participate in these sessions are actively supporting the role of local media in a disaster response, and so supporting better information and communication that can save lives.

Beyond participating in training sessions, the material contained in this manual, with its overview of humanitarian reporting, provides humanitarian workers with a baseline understanding of the issues local media confront in order to encourage collaboration between humanitarian and local media actors.

# Notes on Training Methodologies

The manual is built upon a range of activities and methodologies that have proven effective in a variety of different contexts. While every trainer has her own approach and will adapt activities and materials to match individual styles, Internews encourages the following approaches as key to effective practice:



## Put Participants at the Centre

The key 'resource' of any training is *the participants themselves* – they bring a wealth of local knowledge and insights, as well as assumptions and sometimes prejudices. Many exercises in the early part of the manual are designed not to *deliver facts* but rather to *gather and demonstrate what participants already know*. Participants are therefore able to teach one another, and teach the trainer at the same time. This is the basis of effective pedagogy.

Exercises that draw on participants' skills, knowledge, experiences, and understanding types have four broad goals within the course:

1. To support a dynamic of positive collaboration, essential for both effective learning and for subsequent effective reporting
2. To generate authentic critical engagement with course materials, not 'learning by rote'
3. To ensure participants share their knowledge among themselves
4. To ensure that the trainer can identify the skills and insights participants already have, and so determine how best to tailor training to fill any gaps that may exist, including any adaptations to manual material



## Hands-On Fieldwork

Practical fieldwork is almost always the best way to develop skills. Trainers are encouraged to incorporate mentored coverage of humanitarian response needs in the participants' own country, including field trips.

In some cases, for example where security is a prime concern, this may not be practical. The manual therefore includes role-plays through which participants can at least partially apply hands-on reporting skills in a classroom setting. (As outlined in the modules, role-plays may also be used for other purposes beyond 'substituting' for fieldwork.)



## Collaborative Group Work

Internews encourages effective use of diverse small-group work. This approach may include ensuring that participants who come from different media outlets, different regions of the country, or different social and ethnic groups are brought together rather than simply forming groups with those they already know. Trainers should be sure to keep an eye on the dynamics between participants in different small groups.

To facilitate this, Internews encourages simple seating arrangements that put participants in groups in a circular setting, allowing both small-group and whole-class activities.



## Participants as Researchers

The manual is designed in the context of international humanitarian response, and many of the issues and principles it covers are broad. It has more information on international humanitarian responses because such responses are relatively uniform and somewhat standardised across different contexts, whereas national responses vary much more in different country contexts.



Radio Absoun journalist Mahamad Zen Hassan conducts a live radio show in Iriba, in eastern Chad.

## Working with Interpreters

There are three ways in which this manual training can be delivered:

1. By a senior national trainer with the same language and background as training participants
2. By an international trainer who speaks the language
3. By an international trainer who has the skills but not the language and who will work with an interpreter to do the training

In the case where an interpreter must be used, a few additional steps are needed to ensure that the training is as effective as possible:

- ▶ Before the course begins, the trainer should go through the material with the interpreter to discuss his understanding and perspective of the issues and key points. An interpreter who hasn't developed his own understanding of the material will be working at a great disadvantage, which will affect his ability to relay crucial material to trainees.
- ▶ During the training sessions, the trainer should deliver presentations and answer questions in in short sentences without jargon, in a few sentences at a time, pausing after two or three sentences to allow the interpreter to do his job.
- ▶ After each day, the trainer and interpreter should review the delivery of the course together, discuss any issues that may have arisen, and run through the material to be delivered the next day.

Training on national response scenarios remains vitally important, however. Therefore, several exercises encourage participants to research and develop locally relevant material themselves. These might include overviews of national non-governmental organizations (NGOs); identifying local contacts in crisis areas; or sourcing relevant reports, data, and other available materials. The trainer may add or adapt further research activities as appropriate.

The goal of such activities is for participants to learn and organise their knowledge and to at least start to produce nationally relevant material that can be distributed to other journalists, whether they attend the training or not.



Radio Voix de Ouaddai journalist, Abdel-Bagui Mahamat, interviews a street market vendor while working on a story about rising food prices in downtown Abeche, Chad.

Trainers should be aware that participants *do not understand* what they are saying, so the more trainer talk there is, the more time participants experience ‘white noise’. Sessions must be delivered so that *as little time as possible includes the trainer talking*. This may appear counterintuitive, but a few simple techniques with careful preparation can help; for example:

- ▶ **Interpreter presentations.** Trainer and interpreter prepare a presentation together before the class. Rather than the trainer presenting and the interpreter repeating points in the local language, the interpreter may then present on his own, with backup from the trainer. This approach treats the interpreter as a co-trainer, allowing some rehearsal, but it does require good presentation skills and confidence on the part of the interpreter.
- ▶ **Break the class into small discussion groups** to talk through detailed or involved issues. At the end

of the discussion, each group reports back. This allows everyone to participate in a discussion, but it also means that only a few people need to ‘report back’ through the interpreter, which saves time. In order to avoid the interpreter having to relay each point back to the trainer, the interpreter should note down all the main points and then give the trainer a summary at the end. This is especially effective if the ‘report-back’ takes place just before a class break: The interpreter can provide the summary after participants have left, and the trainer can pick up on the issues raised when they come back from their break – all of which reduces the amount of time participants sit through ‘white noise’ waiting for interpretation to go back and forth.

- ▶ **Create explicit structured outcomes for class conversations.** This may include, for example, asking participants to discuss and rank the most important issues confronting disaster-affected



Hundreds of people came to have their goats vaccinated during an event sponsored by CARE in a refugee camp near Iriba, in eastern Chad.

communities in their area, arranged in a list of priorities (many other structures beyond lists are also possible). A conversation centred around a structure such as this doesn't require constant translation for the trainer, as the participants come up with lists by discussing among themselves. Again, it allows the interpreter to provide a summary at the end, after which the trainer can give feedback.

- ▶ **Ask small groups to select examples of classwork.** It is not possible to have each individual example of classwork (for example, a radio news script) interpreted in turn. Instead, course participants can present their work to one another in small groups. Each group then selects the example they agree is the best and presents it to the class, with interpretation for the trainer.
- ▶ **Shared observation.** When the class is working on an exercise – individually, in pairs, or in small

groups – the interpreter can circulate and provide the trainer with observations and comments so that the two can discuss how the exercise is progressing.

It is impossible for training through interpretation to be as effective as training delivered well in participants' own language. However, a few simple measures and techniques such as these can help enhance the effectiveness of interpreted training. This approach relies on close teamwork between the trainer and the interpreter and requires an interpreter who not only has good language skills and who understands the basic principles of the material delivered, but who also has confidence and respect from participants. Not all of these approaches will always be possible; the trainer may also add other options. However, done effectively, they can help overcome some of the inevitable limitations of training through interpretation.

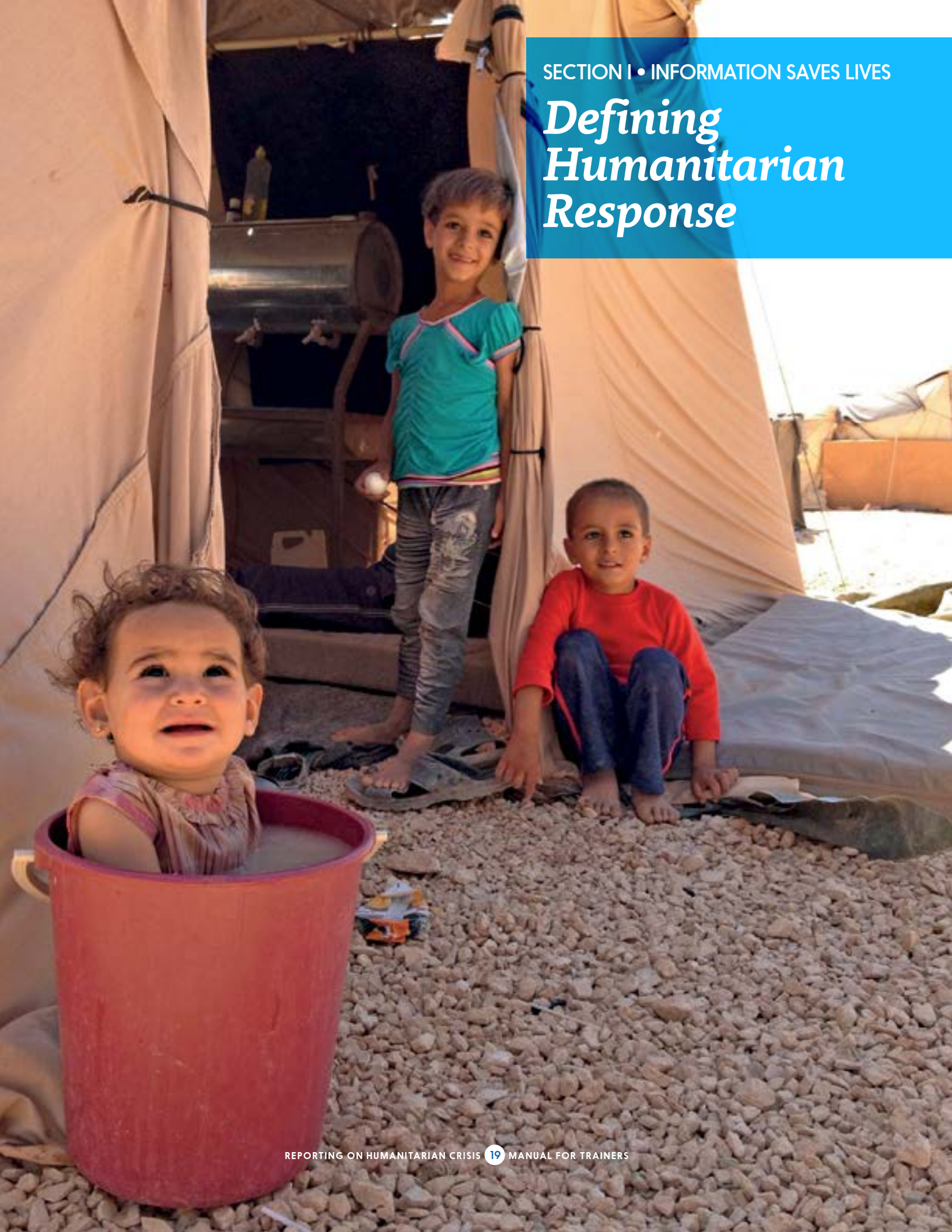
## *Course Assessment*

The goal of the trainings in this manual is to improve participants' practical skills and knowledge of humanitarian response systems and issues. Formal assessment can help heighten participant commitment to the material delivered and enhance the credibility of the training. Assessment needs to be designed according to context and can include marks for fieldwork and/or practical exercises, in which assessment criteria are provided beforehand. It can also include tests based on the handouts that have been provided.

## *Internews Request for Feedback*

The notes provided in this manual are not a set of directions. They aim to offer the minimum tools needed to deliver good training in circumstances where it often isn't possible to develop locally relevant courses from scratch. For all trainers who use this manual, your feedback is important to Internews and is critical for improving this resource. Please do send comments, observations, and recommendations on working with interpreters, extra training exercises, further reference material, and anything else to: [jquintanilla@internews.org](mailto:jquintanilla@internews.org)

# Defining Humanitarian Response



## 1

# Information Saves Lives

Ali Hussein Mohamed poses for a portrait in the Ifo extension camp in Dadaab, Kenya. Mohamed and his family arrived to the camp 30 days ago from Somalia. He decided to bring his family here after hearing on the BBC's radio program that food was available for Somali refugees.

**MATERIAL:** Table of Contents, cover page, Foreword, Introduction.

**MANUAL HANDOUT: TAKEAWAY 1** Course Outline (developed by the Trainer)

**SUGGESTED DURATION:**  
30-50 min

## KEYPOINTS

- Introduce the trainer, interpreter, and participants. Participants should get to know one another's names and general backgrounds.
- Establish a clear understanding of participants' expectations.
- Review house rules, including elements like punctuality, breaks, meals, and courtesy.
- Outline the course program. If practical exercises or formal assessment are part of the course, that should be noted from the beginning.

As the manual anticipates that the trainer will adapt and change the flow of the course depending on circumstances and participant needs, Takeaway 1 is the trainer's own revamped course outline of topics and activities organised for each day of the training program. The trainer should distribute this (in the form of the Table of Contents) first for discussion and overview.

There are a great number of introduction and warm-up training exercises available in a wide range of training programs; this manual assumes that trainers already have their preferred activities. Examples are provided in the extra resources listed in the Appendix. Exercises and discussion also need to cover participants' expectations and house rules.

At the end of the introduction, the trainer also distributes the Cover Pages, Foreword, and Introduction, which participants can go through at their leisure.

2

## Disaster-Affected Communities

Radio Voix de Ouaddai journalist Issaka Allafouza, 29, interviews a woman that had taken her baby to a free clinic in Abougoudam, a village of Chadian Arab nomads in a remote area of Eastern Chad several hours away from Abeche.



### KEYPOINTS

- **Disaster-affected communities are at the centre** of our understanding of humanitarian crisis response. We need to focus on them and what they say about their own responses, needs, and solutions, not only on what aid is being delivered.
- **Information is crucial for disaster-affected communities.** This is true before the crisis takes place, so that people know how to best try to prepare for a potential disaster; during the crisis, so that they can make the best decisions for the safety and wellbeing of themselves and their families; and when the initial crisis passes, so that they can find out how to rebuild their lives and communities.
- **Communities need to tell their own stories** to say what they need and what they think, in their own voice. This affirms the dignity of those affected, promotes accountability for aid efforts on the ground, and can mobilise effective support from audiences outside the crisis area.
- **Local journalists** have a crucial role in all of these processes. To fulfil this role, journalists need to understand the following:
  - ▶ Who and where the communities affected by the humanitarian crisis are.
  - ▶ How communities are responding to the crisis themselves.
  - ▶ What help communities are getting from outside, and from whom they are getting it. This includes help from neighbouring communities, from the government, and from national and international organisations.
  - ▶ How well the media (local and international) are covering this issue.

The manual starts here to emphasise the need to put affected communities on centre stage. On occasion it can become too easy to get caught up in the problems confronting journalists or aid workers themselves. Starting with community needs helps ground the ‘first principles’ of humanitarian reporting.

This section aims to map and begin exploring affected communities in the area of coverage. It is open-ended by design and relies on interaction between the trainer and participants.

Some key understandings inform this approach:

- ▶ **Communities are *always* the first ones to respond to a disaster**, helping one another to survive and finding solutions before any international or national response can begin. This is important to affirm, and the strength of a community's own resilience is a major factor in how effective any later humanitarian response will be. Understanding local dynamics is therefore key. Furthermore, for journalists, some of the best stories are those of community resilience.
- ▶ **Journalists participating in training are almost always members of the communities they are covering**. Exploring their perspectives and understanding is a strong starting point to establish shared understanding of what is taking place, both among participants themselves and between participants and the trainer. This helps lay the foundation for the rest of the course. If participants are not members of those communities – for example, if they are based in the capital and far away from where the disaster has taken place – it is even more valuable to explore what understanding they already have, accurate or misconceived, of the affected communities.

There may be other activities, material, or exercises relevant to local context that can be used to open the training, such as local media coverage, local testimonies, and so on. However, these will necessarily be context specific, and so cannot be anticipated in the manual's general structure. Trainers should seek and adapt whatever local material or activities are most appropriate; the options below are just that – options – and a thematic starting point.

## CLASS EXERCISE OPTIONS

Four possible exercises for Module 2 are presented below. Internews anticipates that one or at most two of these exercises will be sufficient to communicate and explore the key points outlined above. The trainer chooses which exercises are most appropriate and adapts them if necessary.



### EXERCISE 2.1: COLLABORATIVE MAPS



**MATERIALS:** Large blank paper sheets/ large blank map (A5 or above); coloured markers; adhesive tape (to attach the map(s) to classroom walls, or to attach additional elements to the map(s)); and/ or adhesive coloured paper. Optional: large local map (for reference)



**SUGGESTED DURATION:** 30-120 minutes (depending on the detail of the information shared and discussed)



**PARTICIPANTS:**  
Work in small groups

Collaborative maps provide a way for participants to pool their knowledge and for the trainer to learn what they know, including identifying any gaps. The goal of this activity is to therefore share participants' existing knowledge, with the map primarily a vehicle, not an outcome.

Training participants draw a simple map of all or part of the disaster-affected area on large flipchart paper sheets. The map should include key towns and political and natural features (national administrative and international borders, lakes, mountains, forests. etc.). A reference map can support this where necessary.



Alternatively, the trainer/interpreter can print or draw a large map (A5 or above) prior to the class.

The trainer asks participants to fill in the map according to a specific question or task. A map can explore one question or combine several questions together. Depending on the scale of the map, the whole class can contribute to one map, or different groups can make their own maps.

As participants fill in the map, they discuss and debate the different issues involved. If two or more participants disagree on an aspect of the map, they discuss and resolve it; if they can't resolve it, they can put a question mark on the relevant point.

At the end of the collaboration, a representative from the group presents the map and outlines the information it represents.

A number of possible questions or tasks are given as examples below. The trainer may use one or more of these, or come up with a different question or task.

- I. **IMPACT MAP.** Participants discuss where the disaster has hit hardest and indicate this on the map. This can include estimates of destroyed buildings or damaged agricultural fields. Participants can also include infrastructure that has survived, such as hospitals, schools, community centres, ministries and government buildings, and so on.
- II. **'WHO'S HELPING?' MAP.** Participants discuss and mark areas where aid is being received, whether from government or from international, national, or local NGOs (including UN agencies and so forth). Business charities or foundations, religious charities, national multilateral organisations, or even militant organisations can be included here.

III. **COOPERATION MAP.** Participants discuss and mark areas where communities have collaborated especially well in helping one another survive. This can include communities that have received help from outside the disaster zone, e.g., from citizens in the capital city; anecdotes of communities that have overcome serious obstacles (e.g., repairing a bridge washed away by flood; providing shelter for a large number of displaced). This is a means to generate anecdotes and, possibly, locate some potential stories; it cannot, of course, 'map' all aspects of cooperation taking place on the ground.

IV. **CONFLICT MAP<sup>5</sup>.** Participants map where conflict is taking place, fill in any details they know about the conflict dynamics, compare notes on their understanding of the action taking place, and talk about what kinds of precautions need to be taken operating in or near these areas.

Keeping the map on display throughout the rest of the course can provide a useful reference for other exercises. The trainer should also access the OCHA website page for the relevant humanitarian response, which will often have maps showing much of this information gathered through assessment. These can be displayed or distributed *after* the collaborative map exercise, for participants to compare and add to the information they have already shared.

5 This can provide very useful information, but it can also be highly sensitive, especially if it is written down. There are many contexts where this map would be an ill-advised exercise; however, in some places it may be useful. It is listed here as one possible option.



## EXERCISE 2.2: COMMUNITY DISASTER RESPONSE ROLE-PLAY



**MATERIALS:** Class Material, Exercise 2.2: Character Role-Play<sup>3</sup>. Cards to be handed out to individual participants  
Flip chart with scenario events



**SUGGESTED DURATION:** 90 min – half-day session, depending on detail of scenarios and discussion.



**PARTICIPANTS:**  
This is a whole class exercise.

The role-play aims to encourage participants to explore issues from the perspective of affected communities and again places communities at the core of humanitarian response reporting. It is recommended only when the trainer speaks the same language as the participants *or* when the interpreter also has strong facilitation skills.

The role-play can be used as a stand-alone activity; alternatively, characters in the role-play can form part of exercises in later modules (for example on interview techniques). As mentioned this may be useful in training situations where hands-on fieldwork is impractical.

The trainer distributes character role-play cards, with enough cards reproduced to include every participant (the cards are under Class Material, Exercise 2.2). On a flip chart, the trainer presents the following *scenario* (adapted from the 2010 floods in Pakistan):

- ▶ Your town is a few miles from the country's largest river, around a hundred kilometres from the ocean, surrounded by agricultural fields. Most of the town's economy relies on agriculture and trade in basic household goods. Heavy rains in the mountains have caused flooding along the river further upstream, but the floods are far away, and it is unclear whether they will affect your town as they flow downstream.
- ▶ The national government says that it is monitoring the situation and assures everyone that emergency plans are in place. Most residents are unwilling to leave early because of the risks posed by abandoning livestock or households. Some have very young children or family members who are old or unwell.
- ▶ Your town has no media of its own, but it can access several national TV and radio stations, and some newspapers are sold in the town. A larger town, around 100 kilometres upstream, has its own radio station, which you can also listen to.

In their assigned roles, participants begin their day as normal, as farmers going to their fields, merchants in their shops, etc. As the activity plays out, the trainer provides information on new scenario events on the flipchart (see Class Materials, Exercise 2.2, for further suggested scenarios). Participants discuss their reactions, including how they balance different concerns and unknowns, and play them out.

The trainer may decide to use only a few scenarios, and can also add improvised additions, remind participants of issues that they may have not taken into account, or ask participants themselves what happens next and adopt their suggestions for developing the next scenario stage.

As dilemmas emerge, the trainer can interrupt events and ask participants to reflect on their decisions and

3 Provided at the end of the module.

the issues they confront. The role-play can also form the basis for more extensive reflection and discussion after the scenarios have been ‘completed’.

The following are crucial points to explore throughout the role-play:

- **What information do people need at each point?** This can include information on access to aid services, weather forecast, disaster preparedness, disaster response, and so on.
- **How do people find and share information?** This can be via word of mouth, telephones, media outlets, official sources, and so on. If participants are not pursuing these options – for example, if no one tunes into the radio station or calls business or government colleagues elsewhere – the key question for the trainer to ask at the end of a scenario activity is why these sources are not accessed. (Perhaps the radio station has no credibility or is known only for playing music; perhaps the government is not trusted to tell the truth; and so on.)

Other general areas that can be explored may include the following:

- *Who takes the lead and why? Are there any problems, tensions, or local politics involved in that?*
- *What resources does the community already have?*
- *Where does the community get aid? (Some aid may come from local institutions, whether religious, business, or government. Much is likely to come from neighbours, or neighbouring communities, and family. International and national responses are almost never fast enough in such a situation and are sometimes months behind.)*



- *What are the roles and limitations of humanitarian actors – the government, the army, charities, international organisations, and so on?*

Other possible questions specific to each scenario event are noted under the Class Materials for this exercise. In exploring all of these possible issues, participants should connect their observations to the reality on the ground in the local emergency response.

The core function of the role-play is to explore broad community dynamics, needs, and dilemmas, to place them at the centre of the training course; it does not aim to come up with ‘answers’ to every dilemma or to represent the full complexity of current disaster response events.

As mentioned, this role-play is very loosely based on Pakistan’s 2010 floods. Other role-plays can be developed based on other contexts, with different sequences. A possible example can be a role-play based on Haiti’s 2010 earthquake, with sequences including immediately after the earthquake, during search and rescue efforts; prior to or immediately following aftershocks; after some time when food and clean water become scarce; a few weeks later as camps are established and security issues, particularly for women and girls, become paramount; and so on.



## EXERCISE 2.3: COMMUNITY DISASTER RESPONSE WORK-GROUP



**MATERIALS:** Characters and scenarios (using the same Class Material as exercise 2.2<sup>4</sup>)

Flip-chart paper and markers  
(for small group work)

Whiteboard

Adhesive (for wall display)



**SUGGESTED DURATION:**  
30-60 minutes

This is a simplified means of engaging with many of the same questions in the role-play (a faster exercise, but also less thorough). Participants form small groups. The trainer distributes characters from Exercise 2.2 above.

The trainer explains the first scenario from Exercise 2.2. For each character, participant groups must decide what information they need and how they can get it. What decisions would the participants make if they were the character in this situation?

Participant groups then start a timeline on flip-chart paper, beginning with event one, and note down who needs what information and why. The trainer can demonstrate the layout of this timeline on the whiteboard or flip chart.

The trainer explains the second scenario, and the process repeats. Participants add notes for the second event on the timeline.

<sup>4</sup> Provided at the end of the module.



At the end of the activity, or at the end of each scenario, depending on trainer preference, participant groups explain the information they believe each character needs and why. This can support a discussion of their roles as journalists in this context.



## EXERCISE 2.4: TELLING YOUR COMMUNITY'S STORY



**MATERIALS:**

Flip-chart paper

Whiteboard markers



**SUGGESTED DURATION:**  
40-120 minutes

This activity recognises that local journalists often come from affected communities and are perfectly placed to relate from their own experience to the issues explored in the role-play. This can be particularly effective when participants come from different

locations; although the general story of the disaster may be the same, individual locations will have many different experiences. The trainer should first consider whether such an activity is appropriate or whether it runs the risk of re-traumatising participants or incurring other complications.

In small groups, participants develop a timeline on flip-chart paper to tell the story of their particular community. If possible, participants from the same location work together to compile a shared timeline of their area, which will involve a reorganisation of participant small groups.

The trainer can direct the timeline to emphasise specific themes as appropriate: For example, the timeline can chart stories of rescue, how people escaped, how and when aid arrived, or other themes that emphasise community response rather than the sheer scale of suffering. Key questions to explore when developing the timeline may include the following:

- *What are the main difficulties affected communities are currently facing?*
- *What solutions are communities finding? From among themselves and their neighbours? From outside supporters?*
- *What are the roles of the journalists in these situations? What are journalists, in general, doing right, and what are they doing wrong?*

The timeline may be by the day for the period immediately after a disaster has occurred, with many events packed into a short timeframe, and then may extend to days or weeks as the humanitarian response begins.

Once a group's timeline is ready, participants relate the story of events to the rest of the class. The timelines may remain as a display throughout the rest of the training.



## EXERCISE 2.5: COMMUNITY GUEST SPEAKER



### MATERIALS:

As required by the guest speaker



### SUGGESTED DURATION:

60-90 minutes

A presentation by a strong guest speaker from the affected community can be a powerful and direct way of placing community needs at the center of training activities. This does not necessarily substitute for role-plays – which aim to put participants ‘in the shoes’ of affected communities and think about their needs and reactions – but it can allow for a substantial exploration of what is happening in the affected area.



*At the end of the optional exercises, the trainer distributes ‘Takeaway 2: Disaster-Affected Communities’, in the Manual Handouts (page 19).*

## CLASS MATERIALS



### EXERCISE 2.2: COMMUNITY DISASTER RESPONSE ROLE-PLAY

Note on distribution of characters among participants:

- ▶ As agriculture is the main source of the town's income, there should be several farmers in the role-play, with slightly varying circumstances as noted here, to allow for different decisions by individual participants.
- ▶ There may be several housewives in the role-play, with slightly varying circumstances as noted here. ('Housewives' may not be the best term in a given context and can be changed if needed.)
- ▶ Two or three merchants can be in the role-play to allow for different decisions by individual participants.
- ▶ At least two or three small traders can be in the role-play.
- ▶ At least two or three journalists can be in the role-play.

Other role-play characters can be added if needed. They may include: Grandparent, Patient, Doctor, NGO worker, and so on. Each can be used to explore certain issues. However, too many individual characters can make for overly complex or confusing scenarios.



Radio Sila journalist Moubarak Issakha, conducts a live radio show at the radio station's headquarters in Goz Beida, Chad.

## SUGGESTED SCENARIO EVENTS

### SCENARIO EVENT 1

News has arrived by SMS on the journalist's mobile phone that the river has overflowed its banks at the town some 50 kilometres upstream. It's unclear whether the town is flooded at this point.

#### POINTS TO EXPLORE:

- *How does the journalist share this information? How long does it take to reach the different groups? How do the villagers organise their response?*
- *The trainer may remind participants of certain points, including improvising details as appropriate. For example: 'Farmer X has taken his goats to graze several kilometres away. Do the other farmers go to find him, return to their families, or try to save their own livestock?' 'Your youngest child is very ill, and you are afraid to move him. How do you try to find out information and decide what to do?'*



A refugee shows her UNHCR wristband. "This is not life. No homes. No water. No toilet...nothing. Only a wristband...and that is not a life" said Abdi Hassan Isaack, a Muslim religious leader organizing aid distribution refugees living in the overflow areas of Hagadera refugee camp.



Hundreds of people fleeing drought, famine and a civil war in Somalia wait in line at dawn to register at Ifo refugee camp in Dadaab, Kenya. According to the United Nations, 3.7 million Somalis are in crisis.

## SCENARIO EVENT 2

The merchant gets information that most of the town upstream is under water. Some people are fleeing to higher ground, others are on the roofs of their houses, but no one knows how high the water will reach.

Some boats are on the other side of the river about two miles away, but the owners are away. There is higher ground another ten kilometres further downstream.

### POINTS TO EXPLORE:

- Who decides to go; who decides to stay? What about the old and the ill? What happens with livestock, with household and commercial goods? Which people take the lead?
- Again, the trainer may remind participants of certain concerns or add in details, for example by noting, 'A farmer has returned from his fields just outside the town, and he says that water has started spreading over the low fields. There is not enough time to get everyone on the boats. Who stays, and who goes, and how do the villagers decide?'

## SCENARIO EVENT 3

More than half of the village has reached higher ground downstream, but now they are surrounded by floodwaters. There is enough food for only a few days, and most people have no shelter, not even plastic sheets or tarpaulins. Some people are still in the village, sitting on the roofs of their houses to escape the water.

### POINTS TO EXPLORE:

- How do the villagers try to improve their situation? How do they maintain contact with the people still in the town?

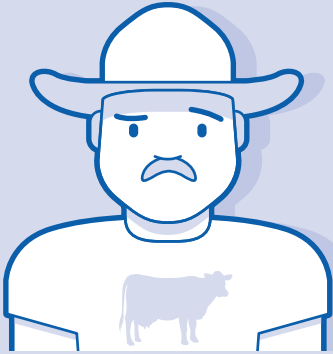
## SCENARIO EVENT 4

After five or six days, when food is almost finished and some people are becoming sick because of dirty water and exposure, some aid organisations arrive by boat. They include a humanitarian assessment team, the national military, and national and international journalists.

### POINTS TO EXPLORE:

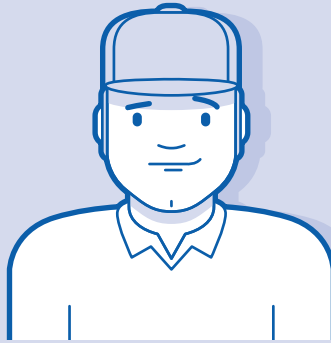
- What do the villagers ask? What can they expect? Do they try to organise anything else around these visits? Do they understand what each visitor is trying to achieve, and what she can and can't do?

## • Farmer 1



You have a couple of cows and some sheep in the fields to the north of the village, towards the river. You have a mobile phone.

## • Farmer 2



You have some sheep in the fields to the north of the village, towards the river. You have no phone or radio.

## • Farmer 3



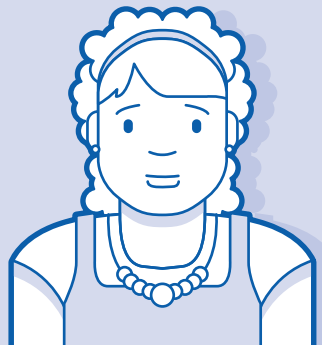
You have a couple of goats, but your main income is from crops. You do not own your land but rather lease it and need a good harvest to pay your debts. Your brother has a mobile phone.

## • Housewife 1



You have four children, ranging from 4 to 13 years old. The youngest is very ill.

## • Housewife 2



You have three children, ranging from 8 to 15 years old. You also care for your grandmother, who is quite weak.

## • Housewife 3



You have four children, ranging from 7 to 15 years old.



• Small trader



You have a small kiosk on which your family depends for more than half of its income. You have just restocked with goods from the city, which means your finances are low until you are able to sell your new stock.

• Merchant



You make your living trading agricultural produce, especially grain, in the town to the north, or in the large city further south. You also run a shop selling household goods and cloth. Your grain stores are high, and you were preparing to take them to market in the next couple of weeks. You have access to mobile phone, radio, and television.

• Schoolchild



You are 13 years old. Your father is working in the city, and you are responsible for helping your mother run the family.

• Local government official



You have received the same general warnings as the rest of the community but have received no specific instructions from your superiors, who are in the town upstream. You have access to mobile phone and radio.

• Religious leader



You run the main religious institution in the centre of the village. You have access to mobile phone and radio.

• Journalist



You work as both a teacher and as a freelance journalist, like several of your colleagues. Sometimes you or your colleagues file stories to national radio or newspapers, and sometimes to the radio station in the larger town upstream. You have good contacts in the town, either directly or through your colleagues in the radio station there. You have access to a mobile phone but not much credit.

## 3

## Key Concepts in Humanitarian Response

### KEYPOINTS

- **Humanitarian crises are defined by the size and scale of human suffering they involve.** Deciding what is and what isn't a humanitarian crisis can be complicated. It's important to understand how this works in order to understand how humanitarian relief efforts operate and are structured.
- The international humanitarian sector identifies **two main types of crisis: natural disaster and complex emergency.** However other situations that can be described as a crisis do not always easily fit into these definitions.
- A natural disaster is a natural event that impacts on communities' vulnerability. A complex emergency is a crisis linked to violent conflict – civil war, ethnic cleansing, and genocide.
- Humanitarian crises are usually perceived to be sudden events or problems that suddenly reach a critical 'tipping point'. But long-term issues almost always contribute to the suffering involved by making communities more vulnerable to the events that cause the crisis. The relationship between immediate 'crises' and long-term 'development' and 'social' issues needs to be understood.
- **Not every humanitarian crisis triggers a humanitarian emergency response.** A response includes a range of aid efforts, principles, and systems. This training focuses on reporting humanitarian response, not on humanitarian crisis reporting. This does not mean crisis reporting is less important. The training's focus is limited by how much can be covered in a short time. However, the training also includes references to crisis reporting that can be useful resources.

## CLASS EXERCISE OPTIONS



### EXERCISE 3.1: DEFINING HUMANITARIAN CRISIS



#### MATERIALS:

Flip-chart paper

*Manual Handouts:* 'Definition of Humanitarian Crisis and Humanitarian Response' (page 20); 'Key Definitions: Natural Disasters' (page 21); 'Key Definitions: Complex Emergencies' (page 22); 'Key Definitions: Other Types of Humanitarian Crisis' (page 24); 'Definitions, Limitations, and This Manual' (page 25); 'Crisis, Vulnerability, and Long-Term Causes' (page 26); 'Connecting Humanitarian and Development Needs' (page 27)



#### SUGGESTED DURATION:

15-40 minutes, depending on the required level of discussion.

This is a whole-class exercise that quickly explores participants' current perceptions and understandings of a humanitarian crisis.

#### 1. WHAT IS A HUMANITARIAN CRISIS?

The trainer asks participants to list as many humanitarian crises as they can; the names of each are listed on the whiteboard. Participants start with crises in their own country, then their region, then the world.

The list should include a variety of 'crisis types', including examples that qualify as natural disasters and complex emergencies. The trainer may prompt or ask questions (e.g., 'What about Haiti's earthquake/Pakistan's flood/Somalia's famine, etc.'). to ensure that a varied list is generated.

On the whiteboard, the trainer provides definitions of humanitarian crisis, drawn from the *Manual Handouts*. The participants use these definitions to increase or reduce the list.

- ▶ **HUMANITARIAN CRISIS:** *A sudden event that includes high levels of suffering that puts basic human welfare in danger on a large scale.*

The discussion should be very open in order for the trainer to see what perceptions and understandings participants already have of the issue. For example, some participants may include poverty, underdevelopment, or long-term public health issues.

Possible discussion question:

- *What is a humanitarian crisis? What do we mean by 'humanitarian'? What do we mean by 'crisis'?*

#### 2. WHAT TYPES OF HUMANITARIAN CRISES ARE THERE?

The trainer asks participants to come up with categories for humanitarian crises, which can cover the examples already listed. Again, this should be a very open discussion.

On the whiteboard, the trainer provides the following definitions (adapted from the *Manual Handouts*):

- ▶ **'NATURAL DISASTER:** *A sudden natural event that seriously impacts a community and causes damage that a community cannot cope with on its own'. (ISDR<sup>5</sup>)*
- ▶ **'COMPLEX EMERGENCY:** *A humanitarian crisis that includes considerable breakdown of authority resulting from internal or external conflict'. (OCHA<sup>6</sup>)*

5 See [www.unisdr.org/we/inform/terminology#letter-d](http://www.unisdr.org/we/inform/terminology#letter-d).

6 See <http://ochaonline.un.org/OchaLinkClick.aspx?link=ocha&DocId=100572>

The trainer leads the discussion to cover the main points in the handout, paying special attention to the following points:

- *The concept of vulnerability.*
- *Complex emergencies can combine with natural disasters.*
- *Natural disasters and complex emergencies are used as frameworks to guide a humanitarian response. They do not necessarily imply that other situations – poverty, public health needs, and so on – outside of these definitions do not cause similar levels of humanitarian suffering. But the definitions of natural disaster and complex emergency help explain why the response is taking place the way it is.*
- *The above considerations indicate that not all humanitarian crises lead to a humanitarian response.*

Possible discussion questions:

- *What kind of crisis is happening in your country right now? What are the causes?*
- *From the examples listed, which crises are natural disasters? Which ones are complex emergencies?*
- *Which examples don't fit either category? What category should they be in?*
- *Why do some crises lead to an emergency response and others don't?*
- *What do we mean by 'vulnerability'?*
- *What are the links between a humanitarian crisis and development/poverty?*

The discussion draws on the experiences and knowledge of participants.

The trainer summarises the discussion and points out that the training is on *humanitarian response reporting*, not on the much broader area of humanitarian crisis

reporting, which can include poverty, public health, and other related urgent needs.

The trainer distributes *Manual Handouts* noted at the start of this module. These can be distributed progressively through different activities or at the end. The trainer may also decide to distribute these handouts after the Module 3 exercises below, if they are implemented. Any or all of these handouts may be adapted as appropriate for the level of the class. They are not intended as material for discussion during class, but rather for reading and consolidation of the material covered outside of class, including for possible homework and/or assessment tests.



## EXERCISE 3.2: CRISIS COVERAGE



### MATERIALS:

Newspapers/newspaper articles



### SUGGESTED DURATION:

20-60 minutes, depending on the range of material

This exercise can run in small groups or in pairs. The trainer distributes a number of newspapers in the participants' language, whether national, regional, or global. Participants go through the papers and identify different types of crises.



### EXERCISE 3.3: COMMUNITY CHALLENGES



**MATERIALS:**  
Whiteboard, markers



**SUGGESTED DURATION:**  
10-30 minutes

The trainer asks participants in small groups to come up with a list of the challenges faced by communities in some or all of the crises listed in Exercise 3.1. This can be as a class or as small-group work. Participants include lists of what affected communities need.



### EXERCISE 3.4: COMPLEX NEEDS



**MATERIALS:**  
None



**SUGGESTED DURATION:**  
10-30 minutes

In small groups or pairs, the trainer asks participants to discuss some of the difficulties faced in a local complex emergency. How can humanitarian organisations try to deal with these issues? This is a simple open class discussion. More material on this issue is included under Section II, Module II.



*At the end of the optional exercises, the trainer distributes 'Takeaway 3: Definitions in a Humanitarian Crisis Response', in the Manual Handouts (page 28).*

## 4

## What is Humanitarian Response Reporting?

### KEYPOINTS

- **Timely, accurate, and well-targeted information saves lives**, reduces suffering, and can improve the quality and accountability of aid efforts. Bad or late information can lead to lives being lost or suffering increasing.
- This gives **local media a crucial mandate** to serve communities during a humanitarian response. It means placing great importance on the basic skills of reporting – accuracy, clarity, sources, attribution, and speed.
- A humanitarian crisis response includes many **challenges for journalists**. The situation changes quickly; there is less time for research; communities often lack access to media; dangerous rumours often circulate; and important sources like international organisations are crucial but unfamiliar to local media. Journalists need to try and find ways to manage or solve all of these problems.
- One notable issue is the **frequent lack of trust between humanitarian organisations and local media**, especially where international organisations are concerned. That relationship needs to be built and nurtured over time to ensure that local media have timely access to information from humanitarian spokespersons and that humanitarian organisations value local reporting as having a credible and vital role to play in the response.



Temporary homes are pouring into the overflow area of the Ifo Extension camp in Dadaab, Kenya. Dadaab is the largest refugee camp in the world, the United Nations reports that over 440,000 people reside in the camp. It was originally built to capacitate only 90,000.

## CLASS EXERCISE OPTIONS

### **i** EXERCISE 4.1: MEDIA IN HUMANITARIAN RESPONSE



#### **MATERIALS:**

Whiteboard and markers (optional)



#### **SUGGESTED DURATION:**

15-40 minutes.

Participants discuss the role of media in a humanitarian response and develop bullet points.

This is an open discussion, either as a whole class or in small groups. This allows the trainer to evaluate participants' existing understanding and prompt specific points as necessary. Points can include cover

stories that tell people where to get aid, cover stories that tell the government what people need, and so on.

As appropriate, the trainer can also raise other (possibly more controversial) issues, such as making sure commercial ratings are high, asking for direct donations from the public, highlighting political disagreements over aid delivery, and so on.

*Possible discussion questions* (to elicit participants' existing ideas, not to generate a comprehensive definition early in the exercise):

- *What is a humanitarian crisis response story?*
- *What are the roles of the journalist and media outlet in reporting a humanitarian crisis?*
- *What are some example stories, good and bad, on humanitarian reporting that you have seen?*
- *What makes a good humanitarian crisis response story? What makes a bad one?*



## EXERCISE 4.2: ENDK-HAITI TIME VIDEO



### MATERIALS:

ENDK Time video, available at:  
[www.youtube.com/watch?v=pEwYzerPB08](http://www.youtube.com/watch?v=pEwYzerPB08)  
Projector



### SUGGESTED DURATION:

15-40 minutes.



This video is a powerful and clear demonstration of humanitarian response reporting in action. If video presentation is available, and if participants speak sufficient English, there are few better straightforward introductions to some of the roles of humanitarian response reporting on the ground.

If participants do not speak sufficient English, two alternatives exist: a *transcript* can be translated ahead of time and distributed (this would be a time-consuming option for the trainer) or the trainer can play the video in stages and allow the interpreter to relate, from the transcript, what is taking place. Both options are significant presentation compromises, which the

trainer may choose not to use. However, the clarity of the video's presentation of fundamental humanitarian reporting roles means they should be considered.

The trainer plays the video to the whole class, and participants discuss.

- *How significant is this kind of reporting? Have you seen examples like this before?*
- *What other situations or needs can you think of where this reporting is needed?*
- *How do you think this compares to what is needed in the crisis here? Can you do the same kind of reporting? Do you need to change the approach? If so, how?*



## EXERCISE 4.3: SIMULATION – 'INSIDE THE HAITI EARTHQUAKE'



### MATERIALS:

Online access to 'Inside the Haiti Earthquake'  
<http://insidedisaster.com/haiti/experience>



### SUGGESTED DURATION:

Approximately 45 minutes.

This is a documentary project about the 2010 Haiti earthquake and the humanitarian relief effort. Together with the resource website and on-the-ground simulation, it provides an interactive learning resource. For the purposes of this manual, it is viable only if participants have a high level of English and good Internet access in training.

In pairs or possibly groups of three, participants engage in the simulation and discuss the decisions they would make as an earthquake survivor, aid worker, or journalist in Haiti after the earthquake.





## EXERCISE 4.4: WHAT ARE HUMANITARIAN RESPONSE REPORTING SKILLS?



**MATERIALS:**

Manual Handouts: 'Reporting Skills and Principles' (page 29)



**SUGGESTED DURATION:**

10-30 minutes.

As a whole-class exercise, the trainer asks, 'What are critical humanitarian response reporting skills?' For open discussion and as appropriate (depending on the skill level of participants), the trainer uses this discussion to reemphasise the basics: accuracy, clarity, sourcing and attribution, newsworthiness/relevance, the 5Ws + H (Who, What, When, Where, Why, and How), and codes of ethics.

The trainer distributes *Manual Handouts: 'Reporting Skills and Principles'*, with further discussion as appropriate.



## EXERCISE 4.5: INFORMATION SAVES LIVES



**MATERIALS:**

Class Materials, Exercise 4.5: Needs and Responses<sup>7</sup>



**SUGGESTED DURATION:**

Approximately 15 minutes, including discussion

The trainer recalls the characters in the role-play in Exercises 2.2/2.3 (if participants undertook one of these exercises) and distributes summaries of the needs of different characters in those exercises and responses to those needs. Each participant receives either one 'need' or one 'response'.

For example, one need is 'You are a mother with a sick child who needs medicine'.

One response is 'You are a doctor who specialises in children'.

Participants circulate to try and match their needs and responses. The trainer limits the time to match needs and responses to just a few minutes and stops it before all of them have been matched. The subsequent discussion highlights the urgency of finding crucial information quickly.

*Possible discussion questions:*

- If this class were in a crisis situation, what happens if you can't get information quickly enough?

<sup>7</sup> Provided at the end of the module.



- *If this were a community or village, what would be the best way of getting the information to those who need it? (The trainer ensures that this question is properly explored; e.g., 'radio' cannot be the only answer, as it is not appropriate to every situation in the needs and responses distributed.)*

This exercise can be adapted in many ways, for example by forming teams to see who can find their responses the fastest; by deliberately not distributing all the responses to match all the needs and using this to point out that providers need to know what aid to give; and so on.

## EXERCISE 4.6: ROLE-PLAY REPORTING



### **MATERIALS:**

From Exercise 2.2



### **SUGGESTED DURATION:**

60-180 minutes, depending on how far the activity is pursued. This exercise can be 'split' across various days.

The trainer recalls the characters of Module 2's role-play and selects a scenario.

The trainer asks participants to imagine what information those in the photos need, and where they would most likely be able to find it – from the media,

from family and friends, from organisations, and so on. Participants develop a detailed list of information needs and potential sources. This can be a written or an oral list. The objective is simply to get participants to focus on the role of information.

Participants form small groups or pairs. Each group or pair is given one generic character. This may be a farmer trying to find food, a child separated from parents, a mother with a sick child or elderly relative, and so on.

Participants decide what information the character in this situation needs and develop a plan for the character to get the information. This includes identifying the main points to be covered, the information sources needed, how to best access those sources, initial research (whether online or over the phone), and so on.

The plan is presented to the class or the trainer individually for feedback; any necessary adjustments are made.

Participants then plan interview questions for one or more sources. Interview questions are presented to the class or the trainer individually for feedback and adjustment.

Participants role-play the interview in front of the class, with one taking on the role of the selected character. The trainer or the class give feedback on interview techniques.

(\*Note: If guest speakers have already been arranged for subsequent class exercises, a relevant speaker's visit can provide occasion for the interview to be 'actual', not role-played. See the Guest Speaker exercises in Modules 9 and 10.)



## EXERCISE 4.7: JOURNALIST CHALLENGES



### MATERIALS:

*Manual Handouts:* 'Humanitarian Response Reporting and Journalist Challenges,' (page 31)



### SUGGESTED DURATION:

Approximately 20 minutes

Drawing on the previous exercises, the trainer leads further discussion with the whole class to explore the specific challenges posed by humanitarian response reporting. This can again refer to the Exercise 2.2 role-play. Points to note can include the following:

- *Speed of events unfolding, plus urgent needs. If information isn't covered and shared quickly, it can greatly increase suffering, which means there is not much time to conduct research.*
- *The consequences of getting something wrong. If information is incorrect – for example, if it says that flood waters won't reach a town and they do, or if it gives an incorrect location for food distribution – this can also increase suffering.*
- *Rapidly changing situations, which make it difficult to stay up to date.*
- *The dangers of rumours, which can create panic and fear.*
- *Lack of communities' access to media and other information sources, which are often worsened by damaged infrastructure from the disaster.*
- *Lack of access to information sources needed for good reporting, including those in isolated communities, international actors, and so on.*

- *Lack of familiarity and contacts with humanitarian actors, especially newly arrived foreigners who are working in different languages and have operational systems that are unfamiliar to local journalists.*

Following the discussion, the trainer distributes *Manual Handouts*: ‘Humanitarian Response Reporting and Journalist Challenges.’



## EXERCISE 4.8: A QUESTION OF TRUST



### MATERIALS:

*Manual Handouts*: ‘A Question of “Trust” ’ (page 32)



### SUGGESTED DURATION:

20-30 minutes

The trainer introduces the discussion topic to the whole class, covering the following (which is also included in the *Manual Handouts*):

Local media and humanitarian organisations – especially international organisations – frequently know very little about one another. Partly as a result of this, there is often a lack of trust between them. This theme is explored and developed throughout the course, including by inviting speakers from humanitarian organisations, conducting mentored field visits, and so on. This early discussion aims to help lay the groundwork for this improved interaction. The discussion should be framed by the following observations:

Humanitarian agencies frequently do not approach local media to seek collaboration. In sensitive situations where media coverage could provoke controversy, humanitarian agencies may even view local media as a threat. Local

media, on the other hand, frequently do not understand the mandates, roles, operational procedures, and limitations of humanitarian organisations. They may be suspicious of the motives and efficacy of organizations involved in response efforts, and sometimes attribute cynical or political motives to their activity.

As a result, local journalists are often greatly underutilized in a humanitarian response. This results in a missed opportunity for collaboration between humanitarians and local media in pushing out timely and potentially life-saving information to affected populations.

Local media need to be given the support and respect they need to become fundamental players in humanitarian response, reconstruction, and community development.

### Possible discussion questions:

- *How would you describe the humanitarian organisations operating in your country? Which ones do you know? What are they doing?*
- *How many of you have contacts with humanitarian organisations? Which ones?*
- *How would you describe media relationships with humanitarian organisations? Does this need to be improved? Why?*

The trainer distributes the *Manual Handouts*. Further discussion follows as appropriate, including participants’ responses to the Central African Republic (CAR) case study in the handout.



*At the end of the optional exercises, the trainer distributes ‘Takeaway 4: Humanitarian Response Reporting’ in the Manual Handouts (page 34).*

## CLASS MATERIALS



### EXERCISE 4.5: INFORMATION SAVES LIVES

Needs...and Responses. Cut up these sentences into separate strips and distribute them among the class. Each participant should receive only one, either a need or a response.

#### NEEDS

You are a mother with a young child who is very sick.

You are a child, and you can't find your parents.

Your family is taking shelter under trees, and you are worried they will get sick.

You have tried to register to take shelter in a nearby camp for displaced people, but the guard says you cannot come in.

You haven't eaten for three days.

You can't sleep and are having nightmares about what happened.

You are a parent with five children who are all very upset about what happened. You have to look after them, but you need to go out to find food and other assistance.

#### RESPONSES

*You work for an NGO that specialises in children's health.*

*You are promoting tracing services for separated families.*

*You are providing emergency shelter.*

*You work for the agency responsible for camp management and camp registration.*

*You are helping to organise an emergency food distribution later this afternoon.*

*You are providing counselling support.*

*You work for a child-friendly space where children can stay for several hours a day.*

## 5

## Who Is the Journalist's Audience?



### KEYPOINTS

- **Affected communities are the ones in most urgent need of information.** Much of the crucial information will be relevant to everyone in affected communities. But there are many different audiences in a single community, who may have different needs: men, women, children, the elderly, the disabled, the sick, and different social groups.
- **Audiences outside the affected area also require information** to help resolve the crisis, including the general public, decision makers, and humanitarian organisations. Local journalists play a vital role in informing them about what is happening. These audiences can be local, national, or international.
- To fulfil their role, **journalists must be clear on their target audience** and meet their information needs. **This is the first step** in deciding what humanitarian response story to cover, and how to cover it.

### CLASS EXERCISE OPTIONS

#### EXERCISE 5.1: IMPACT CIRCLES



##### MATERIALS:

Manual Handouts: 'Know Your Audience' (page 35)

Whiteboard and markers



##### SUGGESTED DURATION:

20-30 minutes, depending on discussion

This exercise follows the different categories of audience outlined in the *Manual Handouts*.

The trainer draws a circle in the middle of the whiteboard (see Class Materials 5.1 for an example layout). Participants suggest what information the affected community needs to know (this can follow

from the previous exercise). The trainer prompts them to suggest different audiences within the affected community – men, women, children, the disabled; other social or ethnic groups that may exist; and so on. The trainer adds both the specific audiences and the information they need in the circle.

The trainer draws a second circle outside the first and labels that as ‘National Audiences’. They are one step away from the strongest impact. Participants suggest what this audience needs to know, highlighting differences. The trainer adds these details within the second circle.

The trainer draws a third circle, labels it ‘International Audiences’, and adds one example – an international government, or the UN, for example. The process repeats, with further audiences added to this circle, including national NGOs, international NGOs; donor governments, and so on. The class discusses what each audience needs – how are they the same, how are they different?

The intention of this exercise is to identify what critical audiences exist for crisis coverage and how the information each of them needs is different. Participants can also discuss audiences that may not easily fit into this scheme (for example, are ‘diasporas’ an international audience or an extension of national audiences when thinking about the information they need?). The key point is for journalists to clearly identify an audience, and the audience needs, both when planning and when producing a story. (Inexperienced journalists will frequently conflate international and local audiences as their targets, when in fact it is extremely rare that single stories will serve the needs of both.)

The trainer can run this exercise in small groups, in pairs, or with the whole class. At the end of the exercise the trainer distributes *Manual Handouts*: ‘Know Your Audience’.



## EXERCISE 5.2: STORY TARGET



### MATERIALS:

Local factoids



### SUGGESTED DURATION:

20-30 minutes, depending on discussion

The trainer develops a short list of single-sentence facts (‘factoids’), which are drawn from local coverage of the crisis in the participants’ own country. This can include details including how many people are affected and where, or who is involved in the response; for example:

- 20,000 people displaced by floods.
- An estimated 2,000 killed.
- 50% of all crops destroyed.
- Largest group of displaced in the south.
- Hundreds of people cut off from all supplies in the north.
- Emergency food and water a priority.
- US military providing logistical support.

In small groups, participants select and gather factoids for separate stories to target three different audiences, as nominated by the trainer from the previous exercise. If factoids are not appropriate or there is not enough time to produce them, then participants can develop a list of story ideas on the current disaster that target at least three different audience categories. Again, the trainer can run this exercise in small groups, in pairs, or with the whole class.



*At the end of the optional exercises, the trainer distributes ‘Takeaway 5: Who Is Your Audience?’ in the Manual Handouts (page 38).*

## CLASS MATERIALS



### EXERCISE 5.1: IMPACT CIRCLES

#### **AFFECTED COMMUNITIES**

Men; women;  
children;  
disabled; etc.

#### **NATIONAL AUDIENCES**

Local government; capital city  
residents (if the capital is not part  
of the disaster); local businesses;  
religious groups; local NGOs;  
Government Ministries; etc.

#### **INTERNATIONAL AUDIENCES**

United Nations; International Donors;  
International NGOs;  
neighbouring countries;  
possibly diaspora, etc.





## 6

## Covering Causes – Development Issues in Crisis Response Reporting

### KEYPOINTS

- *Media coverage of a crisis usually focuses on the immediate situation. It's important to include longer-term causes to help understand why the crisis has happened and how something similar can be avoided or prepared for in the future. This means including development and vulnerability issues in crisis coverage.*
- *In media coverage, the most common or 'dominant' perspectives often only look at the immediate event and see the goal of recovery as going back to the way things were before, but a return to the status quo might in fact leave communities vulnerable to future crises, if underlying causes are not addressed. Despite slogans such as 'build back better' that try to encourage a different view, this is rarely incorporated into ongoing media coverage.*
- *Broader or 'alternative' perspectives look at longer-term causes and explore the possibilities that recovery can become a chance to improve the situation in the future.*
- *A crucial factor between these two approaches in media coverage is whether communities are portrayed as participants in their own recovery, or whether they are presented only as victims who need help.*



## CLASS EXERCISE OPTIONS

The next three exercises look at both general quality of coverage and specifically at the inclusion of background/development issues, or longer-term vulnerability, in crisis coverage.



### EXERCISE 6.1: DEVELOPMENT AND CRISIS: FLOOD REPORTING PART I



#### MATERIALS:

Class Material, Exercise 6.1:  
Sri Lanka flood factoids<sup>8</sup>



#### SUGGESTED DURATION:

40-60 minutes

Participants break into small groups. The trainer distributes the Sri Lanka flood factoids and tells them that they are to write a news story based on this material.

Participants discuss the material, with these instructions:

- Decide **who the audience is** for this story (e.g., affected communities, national audience, international audience) and who among those broad categories (e.g., government decision-makers).
- Choose which material you will include in your news report (the report should be between seven and ten paragraphs).
- Write your first paragraph (**lead** paragraph).

- Arrange the rest of the material for your story in order (you do not need to write the rest of the story; just show what material you would put in each of the remaining paragraphs).
- Indicate if there is any further information you believe this story needs and what sources you would ask. Can you write this report with **only** this information?

The groups work on their articles and then present the results to the rest of the class.

The emphasis of this exercise is on evaluating participants' practical understanding and skill levels *before* initiating more theoretical or abstract discussions. The exercise allows the trainer to judge the journalistic skill levels of participants – i.e., whether they construct material in an effective way, whether they are realistic in the amount of material they can include for a news story, and whether the story outlines they produce reflect an understanding of what makes a good humanitarian response story.



### EXERCISE 6.2: DEVELOPMENT AND CRISIS: FLOOD REPORTING PART II



#### MATERIALS:

Manual Handouts: 'A Tale of  
Two Articles' (page 39)



#### SUGGESTED DURATION:

30 minutes

The trainer hands out the two articles from which the factoids were originally drawn. Either as a whole class or in small groups, the class reads and discusses.

8 Provided at the end of the module.



Refugees fleeing drought, famine and a civil war in Somalia wait for bus transportation to Dagaahaley camp in Dadaab, Kenya.

The problems shown by the first article include a) a lack of coverage of long-term causes, but also a simple lack of verified facts (different from the inclusion or exclusion of long-term causes) and b) an apparent lack of field-based reporting to acquire firsthand information and perspective from affected communities. These points should be made to participants. The trainer's objective is to broaden the awareness of what makes good humanitarian response reporting to include developmental causes. This can be most simply conveyed by having trainees focus on the "why" of the story. Frequently, but not always, the "why" will turn out to be some sort of longer-term developmental/vulnerability issue.

This discussion continues in the next exercise.

*Discussion questions:*

- What are the main differences between the two articles?
- How do they treat immediate facts?
- How do they treat long-term causes of vulnerability?
- What is the difference in **attitude**?
- What differences do you note, if any, in the sources that these articles refer to in their version of events?
- Which is the better article and why?
- How do the media in your country **usually** report on disasters? Are facts sourced, verified, and attributed? Do media stories just look at the immediate situation, or do they also look at the background?



Children fill jerry cans from a water tap in a new arrivals section of Hagadera camp on August 12, 2011. Forty percent of newly arrived refugees surveyed by Internews said they need more information about how to access water.

## EXERCISE 6.3: DEVELOPMENT AND CRISIS: DOMINANT AND ALTERNATIVE PERSPECTIVES



### MATERIALS:

Manual Handouts: 'Disaster Reporting Perspectives' (page 43)

Flip chart or PowerPoint



### SUGGESTED DURATION:

30-60 minutes

The trainer presents a list of 'Dominant Perspectives' and 'Alternative Perspectives' (as in the *Manual Handouts*, developed from Practical Action's *Disaster Communication: A Resource Kit for Media*, 2002).

The list can be presented as a PowerPoint, prepared on a flip chart, or as a handout. However, a central presentation (PowerPoint or flip-chart) can help in focusing class discussion.

Following the presentation to the whole class, participants divide into small groups to go through

the matrix and discuss the points it highlights. This should include reflecting on the degree to which media reports in their own country match characteristics of either and identifying where the different elements from the previous example stories fit under this matrix.

Discussion questions:

- *Is the matrix a useful way to look at media coverage of disasters?*
- *What specific approaches do trainees take away as being helpful to them in their own reporting?*
- *What does it demonstrate about reporting on crisis problems and development problems? Should **all** reporting include this? When is it useful/necessary; when is it not useful/unnecessary?*



*At the end of the optional exercises, the trainer distributes 'Takeaway 6: Covering Causes in Crisis Response' in Manual Handouts (page 45).*

## CLASS MATERIALS



### EXERCISE 6.1: DEVELOPMENT AND CRISIS: FLOOD REPORTING PART I

#### Sri Lanka Flood Factoids

- Six districts affected by floods this week in three provinces, Western, North Western and Southern.
- At least four deaths.
- Aid has been passed to local government representatives (government agents).
- 6.3 million rupees in aid for the current floods.
- 300,000 rupees in aid for Kalutara District, Western province.
- 2 million rupees in aid for Gampaha District, Western province.
- 1 million rupees in aid for Matara District, Southern province.
- 1 million rupees in aid for Galle District, Southern province.
- 2 million rupees in aid for Puttalam District, North Western province.
- 145 families, 542 people, affected in Kalutara.
- 14,105 families, 61,095 people, affected in Gampaha.
- 389 families, 1,360 people, affected in Matara.
- 690 families, 2,790 people, affected in Galle.
- Major floods occurred last December, last March, last June, and now.
- June floods in the west affected 418,000 people and left 23 dead.
- Disaster Relief Services Centre statistics: Floods in the last 12 months affected at least 488,000 people, killed 20 people, and damaged 9,800 homes.
- Disaster Relief Services Centre: 159 million rupees have been spent on flood relief and reconstruction in the last year.
- Resettlement and Disaster Relief Services Minister Mr. Rishad Bathiudeen
- Irrigation Department Senior Deputy Director, in charge of flood protection, Mr. B. K. Jayasundera
- Deputy Director of the Department of Meteorology, Mr. S. R. Jayasekara
- Mr. Jayasundera: 'My house was flooded this week because when someone built the main road, they blocked the storm drain'.
- Mr. Jayasundera on relief money: 'This is money that we could spend on development if we had proper flood protection systems'.
- Mr. Jayasundera: 'We know the causes and the answers, but what we need is the will to put these plans to work'.
- Mr. Bathiudeen says relief arrangements have been made for victims.
- Mr. Bathiudeen: 'As a result of the rainy weather followed by floods, 16 houses have been completely damaged and 68 houses partially damaged'.
- Mr. Bathiudeen: 'The Disaster Relief Centre is monitoring the situation and is operational round the clock and is on standby to provide emergency relief'.
- Mr. Bathiudeen instructed local government agents to clear inundated areas from low-lying areas.
- Mr. Jayasekara: 'Because we have either blocked the channels for rainwater or filled them, even 50 mm of rain in a single day means a city like Colombo [the capital] can be hit by flash floods'.
- Mr. Jayasekara: 'People think these floods are caused by heavier-than-usual rains, but this is not the case'.
- Mr. Jayasekara: 'There is no increase in rain that we can see, but what we do know is a lot of low-lying land has been filled in, in urban areas'.

## 7

## Humanitarian Response Reporting – Overview and Summary



### KEYPOINTS

- Journalists need to be aware of all other reporting on the crisis that they are covering – and they need to critically evaluate it to see how effective and thorough it is according to the points already examined and discussed.
- Journalists also need to stay up to date with other examples of media innovation and humanitarian media projects. These can show other ways to conduct research, develop stories, and reach audiences.
- All journalists should have a clear understanding of their role in the humanitarian response effort.

### CLASS EXERCISE OPTIONS



#### EXERCISE 7.1: MEDIA EXAM



#### MATERIALS:


Local newspaper articles



#### SUGGESTED DURATION:

40-80 minutes, depending on available material

The trainer asks participants, as a whole class or in small groups, to list the interests and values that media outlets demonstrate in the way they cover the crisis. These may include giving affected communities



Deeqo Abdo watches as women build a stick shelter in the Ifo extension camp for new arrivals on August 7, 2011.

information, gaining ratings, getting sensational stories, holding government to account, and so on.

The trainer distributes local newspaper articles (or radio or TV transcripts, if they're available) covering the crisis. In small groups, participants rank the articles out of 10 for their quality of coverage of the humanitarian crisis response and explain the marks they give. Discussion can include an assessment of the articles' demonstration of good basic journalistic practice, of humanitarian response reporting themes, of reference to voices from the local community, and of longer-term development issues. A common feature in coverage is the difference between 'blame-game' coverage, often part of political contests, and 'fact-based' assessment of what's happening in the disaster. The trainer should draw this out as much as possible, highlighting the fact that as journalists,

evidence should come first and be used to hold those in authority to account – including political leaders who may be engaging in blame games for their own interests.

The discussion can also assess the audiences that the articles were produced for and how effective the coverage was in terms of catering to the need and perspective of the audience. Not all the stories will be for affected communities, and will also target the broader public, policy makers, etc.

See with a discussion about baseless "blame-games" vs. fact-based accountability of aid efforts.



## EXERCISE 7.2: MEDIA IN HUMANITARIAN ACTION



### MATERIALS:

Manual Handouts: 'Humanitarian Response Reporting in Action' (page 46)



### SUGGESTED DURATION:

Approximately 30 minutes

Participants may work in small groups, in pairs, or as individuals. The trainer distributes handouts to participants. This can be one at a time, or a different handout may be distributed to different small groups, pairs, or individuals. Participants read the handout and present the example in their handout to the rest of the class.

### Discussion questions:

- What are the strengths of each example?
- Does anything surprise you about any of the examples? Was anything new or different from your own experiences?
- Which of these examples of media in humanitarian response might work in the crisis in your own country?
- What other roles for media might work in your own country?



## EXERCISE 7.3: INTERVIEW WITH MARK FROHARDT



### MATERIALS:

Manual Handouts: 'Interview with Mark Frohardt' (Internews) (page 53)



### SUGGESTED DURATION:

20-30 minutes

Participants read the interview with Mark Frohardt and discuss.




At the end of the optional exercises, the trainer distributes 'Takeaway 7: Humanitarian Response Reporting – in Three Sentences', in the Manual Handouts (page 54).



# *What Happens in a Humanitarian Crisis Response?*

An Internews team set out to understand the complexity of Dadaab, the world's largest refugee camp complex, in August of 2011 by surveying residents about their access to information, media, and their communication needs. Internews chose to conduct this survey using smart phones as part of a program that utilizes technology to improve upon traditional methods, and gather precise information about the needs of residents as timely and efficiently as possible.

# Introduction



Shiekh Bashir Ahmed, 80, listens to his radio at Ifo refugee camp in Dadaab, Kenya. Ahmed told Internews that he takes his radio with him everywhere, and especially likes to listen to the prayer broadcasts.

While Section I focused on the realities that confront communities in crisis, Section II looks at the technical areas of how humanitarian responses are implemented and the role and mandates of the actors involved.

Material in this section needs to be adapted to different levels to be most effective. More advanced participant groups will benefit from greater detail. Novice participant groups will benefit from a more simplified overview. This poses some challenges. The *Manual Handouts* include a reasonably high level of technical detail, to ensure that advanced groups are catered for. Novice groups may not benefit from this degree of detail, as they use the training course to prioritise other skills development. Instead, the final ‘Takeaway’ handouts at the end of each section, which include a summary of key points, may be enough for them.

## Class Presentations

Section II will ideally include presentations by representatives from key humanitarian response organisations, including relevant national government departments, UN agencies, national and international non-government organisations, and national and international journalists specialised in reporting on humanitarian responses. This can help target material appropriately so that relevant information can be introduced by the trainer, explored through presentations that directly relate to participants’ skill levels, and be consolidated with question-and-answer sessions and relevant handouts (even if these are limited to ‘Takeaway’ summaries).

This is Internews’ recommended approach and is incorporated in several exercises below. However, the availability of presenters will vary. Further optional class exercises are therefore provided to be used when ‘from the field’ presentations cannot fill training needs. As always, the trainer will include, adapt, or drop exercises depending on what is appropriate. If more presenters are accessible, fewer exercises will be needed.

### Class Research

The emphasis on technical knowledge may warrant further approaches, including group research assignments and presentations, and end-of-class tests that measure whether participants are in command of the required material. Again, these are indicated in the Optional Exercises.

This is particularly relevant when dealing with national humanitarian responses. One of the biggest factors in a crisis response is the role, capacity, and approach of the national government or, in the case of refugee crises, the host government (throughout these notes the term ‘national government’ is used for simplicity’s sake). Given the range of contexts in which this manual will likely be used, it is impossible to prepare material that deals with this issue. Significantly more material is therefore provided on the international humanitarian system.

However, this holds a danger of the international system becoming ‘over-emphasised’ within the training. ‘Module 9. Key National Actors,’ attempts to deal with this through strong representation of national-level speakers and through class research projects that cover this area. Whatever the techniques used, the trainer needs to ensure that national actors and systems are given appropriate emphasis in the course.<sup>8</sup>

Finally, as well as this introduction, individual modules in Section II also include further notes to outline potentially useful means of implementation.

<sup>8</sup> In a situation where the national government is unable to play a strong role in a response, for example if its own capacity has been severely compromised by the crisis so that international organisations are the main way through which communities can receive any aid, a stronger emphasis on the international system may be less of a distortion. However, even in this scenario, the role of national institutions will remain crucial – even if mostly through their limitations or reduced capacity – and needs appropriate emphasis.



## How Does a Humanitarian Response Start?

### KEYPOINTS

Several definitions and concepts, outlined in the *Manual Handouts*, need to be explored and unpacked by the trainer through this module:

- What are essential national and international humanitarian crisis response systems and policies?
- Identify humanitarian crisis response phases: relief, recovery, and rehabilitation, what happens in each, and how journalists can use their understanding of the phases to support better reporting.
- Using needs assessments: what they are and how they are useful for journalists.
- The critical media role of providing information that communities access and how this dovetails with other information sources.

## CLASS EXERCISE OPTIONS



### EXERCISE 8.1: CRISIS AND RESPONSE



#### MATERIALS:

Whiteboard, markers

*Manual Handouts:* 'Policies and Systems in a Humanitarian Crisis Response' (page XX); 'International Humanitarian Response Phases' (page 56)



#### SUGGESTED DURATION:

20-30 minutes

This is a whole-class exercise. The trainer outlines three columns on the whiteboard:

- I. First days and weeks
- II. First weeks and months
- III. First months and years

Participants suggest what is needed in each timeframe to respond to the crisis. The trainer may prompt several areas, including, for example, family reunification, search and rescue, food, water, emergency health care, schools, jobs, and so on. The trainer facilitates the discussion on which activities should be in each column and why, including suggesting key activities that participants may omit and acknowledging the ambiguities of dividing lines.


At the end of the discussion, the trainer replaces the headings at the top of the columns with 'Relief Phase',



'Recovery Phase', and 'Rehabilitation Phase'.<sup>9</sup> The trainer explains how these are commonly<sup>10</sup> used to structure a humanitarian response.<sup>11</sup> The trainer also should acknowledge the terms 'Early Recovery' (often located between 'Relief' and 'Recovery') and 'Reconstruction' (which can differ from Rehabilitation but is often used instead). However, although these are noted in the handout, they are not the prime framework for this manual's presentation of humanitarian response phases.

Following the discussion, the trainer distributes the *Manual Handouts*.<sup>12</sup>

- 9 The advantage of focusing on activities first, rather than labelling the columns as phases from the beginning, is that it avoids jargon and looks towards concrete needs and actions. It also recognises that frameworks and jargon are a byproduct of systems that aim to have these needs as their core rationale from the beginning.
- 10 Some governments may not use them; the host nation's approach is worth checking to see whether it is consistent with this framework.
- 11 Some governments may not use these same terms. The trainer should check the host nation's approach to see whether it is consistent with this framework. However, participants still need to be aware that these phases are commonly used in international humanitarian response efforts.
- 12 As outlined in the introduction to Section 2, some manual handouts may not be of great value for particular participant groups. In Exercise 8.1, the trainer may elect not to distribute the manual handouts.



A herd of goats is driven through Ifo refugee camp at dawn on August 8, 2011. Many families interviewed by Internews said they fled to Dadaab after all of their livestock died because of the drought in Somalia. The dirt road from Garissa to Dadaab is littered with cow and goat skeletons.



## EXERCISE 8.2: NEEDS IN ACTION



### MATERIALS:

Whiteboard, markers;

*Manual Handouts:* 'Response Phases and Journalist Coverage' (page 57); 'Needs Assessments' (page 61); 'Needs Assessments and Journalist Reporting' (page 64); 'Assessing Local Information Ecologies' (page 65)  
Suggested time: 20-50 minutes. This exercise includes three class discussions or exchanges



### SUGGESTED DURATION:

They should be quite short, no more than around 10 minutes in each case.

## ALTERNATIVE EXERCISE:



### MATERIALS:

Activity labels,  
whiteboard adhesive

The trainer distributes labels of humanitarian response activities, ranging from emergency food to rebuilding roads. Each participant places his or her activity in the whiteboard column, labelled according to timeframe or phase, and explains why it should be placed there.

The trainer poses the following question:

*'What do you need to know, to get aid to affected communities?'*

The trainer leads discussion on this question and steers it by playing devil's advocate where necessary; e.g., if a participant suggests a fleet of trucks to transport food to mountain villages, the trainer may posit that if the roads are damaged, or the villagers have left, what happens then?

The trainer ensures that the need for accurate information is emphasised throughout and may add an impromptu list of some examples on the whiteboard.

### Information Sources

After the discussion, the trainer breaks participants into small groups to do the following:

- *List what knowledge humanitarian organisations need to get aid to affected communities in their country's crisis*

A nurse prepares medication for a child at the MSF clinic in Dagahaley refugee camp in Dadaab, Kenya. The United Nations has reported that tens of thousands of children have died because of the drought and famine plaguing Somalia. The under-five mortality rates range from four to 13 per 10,000/day according to the UN.

- List ways in which humanitarian organisations can get and confirm that information, fast

This discussion aims to test participants' awareness of potential sources of information and their understanding of *processes needed to confirm the accuracy of information*. It will help the trainer to gauge whether participants have a broad understanding of what information sources may exist.

It will also help ascertain whether participants have a broad sense of sources available (not necessarily the case for relatively inexperienced journalists), for example not only relying on government spokespeople. Sources can also include the following examples:

- *online networks (including crowd-sourced platforms as relevant, e.g., Twitter)*
- *satellite photos*

- *telecommunications providers (for potential access to subscribers in a given location) specific databases (e.g., census population figures, land title databases) These are just a few examples. The list should also include more conventional sources, such as the following:*
- *professional associations (such as doctors)*
- *local community leaders (whom participants should be able to name)*
- *sports and youth clubs and so on*

Participants should try to offer *every relevant source of information* for the crisis response.

The discussion will also help ascertain whether participants are aware of *humanitarian needs assessments* as a critical means by which humanitarian responders gain *verified* information. If a participant offers this as a source, the trainer should ensure that it is highlighted. If no one suggests this as a source, the trainer raises needs assessments and ascertains whether any participants are aware of, have worked on,



or have ever used assessments themselves, including as a possible story source.

### Needs Assessments

Following this discussion, the trainer writes the names of common assessment surveys on the whiteboard (see *Manual Handouts: 'Needs Assessments'*). If the participants are less experienced, the trainer may need to outline the basic concepts of surveys, including the need for standardized questions and distribution of samples. The trainer briefly describes what information is gathered in these surveys.

In the final exchange for this exercise, participants discuss how needs assessments can be useful for their own reporting, both as sources of information and data, and as a framework to understand the humanitarian response plans. If they have already planned some humanitarian response stories as a class exercise (for example Exercise 4.6), they will also need to discuss how to access assessments conducted by humanitarian agencies.

## ALTERNATIVE EXERCISES: 1. INTERNATIONAL NEEDS ASSESSMENTS OVERVIEW



### MATERIALS:

As required by the guest speaker

Module 10 includes presentations by external speakers from international organisations. If appropriate, one guest speaker, most likely from UNOCHA, can include within her presentation an outline of the needs assessment process, including what stage this is at in the current crisis. This is preferably a trainer-led discussion on the same issue, but this will not always be possible.

## 2. WHO NEEDS A NEEDS ASSESSMENT?



### MATERIALS:

Large photograph, whiteboard, markers, adhesive

The trainer presents a photograph of a surveyor asking questions within a community. He then leads a discussion, with questions that can include the following: What is going on here? Why is this important? What are community reactions to this process? This discussion is especially relevant if several assessments have already taken place and participants are aware of communities who are confused or frustrated by the process, something that is not uncommon.

Following the discussion, the trainer lists common needs assessments on the whiteboard, as noted in the *Manual Handouts: 'Needs Assessments and Journalist Reporting'*, and notes both their purpose and which organisations are responsible for a given assessment.



Radio Absoun station manager, Mahamad Daoussa, works as a tech during a live radio show in Iriba, in eastern Chad.

### 3. NATIONAL NEEDS ASSESSMENTS OVERVIEW #1



#### MATERIALS:

Whiteboard, markers

The trainer opens a discussion on the national government's own assessment process. Participants outline to what degree they are aware of the process and which departments and personnel are involved. This is a 'nationalised' version of Exercise 8.2. The trainer should be certain that either she, or several among the participants, or both, have sufficient knowledge to make such a class-generated discussion worthwhile.

### 4. NATIONAL NEEDS ASSESSMENTS OVERVIEW #2



#### MATERIALS:

As required by the speaker

A national government representative outlines official needs assessments efforts as part of a class presentation, as per Alternative Exercise i with UNOCHA above. This can follow on from iii above, or substitute for it.

## 5. NEEDS ASSESSMENT RESEARCH PROJECT

If the trainer believes it valuable, she may assign one or more training participants to conduct research into available needs assessments for the current crisis. This may be in combination with other research tasks assigned to other individual participants or groups, as outlined in Module 9.

### 6. ANALYSING NEEDS ASSESSMENTS



#### MATERIALS:

Needs assessment documents

The trainer provides information<sup>13</sup> from a current needs assessment and asks participants to identify what the greatest emergency needs are. These should be broken down by region and demographic group (men, women, boys, girls, elderly, disabled, etc.), as rendered possible by the disaggregation of the assessment data itself. Participants should also ensure that they are clear on the assessment methodology used. This is appropriate only for an advanced group with high levels of English.



*At the end of the optional exercises, the trainer distributes 'Takeaway 8: What Happens in a Humanitarian Response' in the Manual Handouts (page 67).*

<sup>13</sup> Organisations conducting assessments frequently generate summaries or PowerPoints to present their findings, which are often online at [www.humanitarianresponse.info/crises](http://www.humanitarianresponse.info/crises).



9

## Key National Actors

### KEYPOINTS

This module should result in an overview of relevant national humanitarian actors, including the following:

- *Key national ministries; national and local government agencies; the national military (if relevant); humanitarian NGOs; human rights NGOs; charities; business foundations; religious organisations; others as relevant (e.g., lawyers' associations if legal or human rights issues are significant)*
- *National humanitarian response policies and plans*
- *Key contacts*
- *National humanitarian response funding*

The nature of any agreements for national collaboration with international humanitarian involvement should also be covered.

As outlined in the introduction to Section II, it is not possible to produce material on the wide range of national systems in operation. This means such material must be generated in-country as much as practical.

The most time-effective way to introduce this material is likely to be presentations by speakers from relevant national institutions. If possible, class assignments are also a positive option, in particular because this will produce resources useful for later reference, such as contact lists or organisational databases. If relevant material has already been prepared by national agencies or UNOCHA,<sup>14</sup> this can also form the basis for class material.

For those reasons, the exercises for Module 9 should be considered as suggested options. This section depends on the trainer's own approach and the availability of resources, including external speakers.

<sup>14</sup> See [www.humanitarianresponse.info](http://www.humanitarianresponse.info) for possible material.

## CLASS EXERCISE OPTIONS



### EXERCISE 9.1: KEY NATIONAL HUMANITARIAN ACTORS



#### MATERIALS:

Whiteboard, markers, paper (for small-group note taking)



#### SUGGESTED DURATION:

60-120 minutes

As journalists, participants should have at least fair general knowledge of relevant institutions and officials involved in the humanitarian response. The exception is if participants are novices, in which case the trainer should use alternative exercises.

The class divides into small groups. The trainer writes headings for key national humanitarian actors on the whiteboard, including the following:

- *National government. This may include the military, or if the military has extensive activities and structures of its own, it may merit a separate heading for the purposes of clear presentation. If particular national government departments have extensive and involved roles in aspects of the response, they may also merit separate headings.*
- *Local government.*
- *Charities, businesses, religious groups, and non-government organisations.*

- *Again, if any of these sectors include a large number of organisations involved in the response, they can be broken into separate headings.*

Each heading includes three columns: one for the organisation and its role in the humanitarian response; one for key names or positions; and one for contact details of those names or positions.

In their groups, participants copy the same columns and pool their knowledge in order to fill out as many of the details as possible in bullet-point form under each heading. Participants should use a separate sheet of paper for each heading for clarity.

The class then reconvenes, and the groups outline the details they have gathered. (It can be time-consuming and repetitive for each group to outline every piece of information one after another. Instead, one group can outline the details they have, and subsequent groups can offer anything they have that is additional or different.)

This exercise should indicate where relevant structures are located within government, whether at the national level or closer to the ground at provincial or district level. Participants should also indicate how the government's humanitarian response relates to international efforts – for example, is there a donor liaison through the Foreign Affairs ministry? Any national NGO coordination bodies should also be indicated, including for human rights organisations.

The class discusses the main activities and issues for sectors involved in the response. If appropriate, the trainer can add bullet points on these issues under each heading on the whiteboard.

This exercise gains greater value if it produces at least an initial rundown of organisations and key contacts to be shared (assuming this is not already available). Finally, the trainer assigns groups to compile all the details in each category into single documents – one group will compile all information on national government, another on local government, and so on. This allows ‘brainstormed’ material to be gathered as initial reference documents for all participants.

## ALTERNATIVE EXERCISES

One possible way to begin filling gaps in information on national and local humanitarian actors is to assign research projects to training participants. This will be practical only if certain conditions are in place: Participants must have the required skill level to conduct such research (i.e., novices are less likely to have the research skills needed); even though not already compiled, the information must be relatively accessible (for example via websites or a government media office); and time allowed for the training must be sufficient to complete at least a short research project.

With a relatively experienced class and accessible information, one full day is likely a minimum period required for small groups or pairs to complete a small research project.

There are therefore several challenges to following this exercise in a short-term training event. The advantages include both gathering and sharing national-level material that otherwise would not be accessible and beginning to compile information resources that can then be shared by training participants and by other journalists whose work would also benefit from this.

## 1. RESEARCH PROJECTS TO SMALL GROUPS



**MATERIALS:** Research sources (potentially relevant websites, media liaison offices, reports), Internet connection, phone access (as appropriate)

The trainer assigns different research projects to small groups. For example, one group may research national government structures in the humanitarian response; another, local government; another, leading national NGOs; and so on.

These should go beyond a simple list of organisations and contact points, as outlined in Exercise 9.1, and include more details on a range of issues selected by the trainer.

Issues may include main program activities and geographic focus of response efforts, mandates and any relevant legislation or agreements, key partnerships, funding sources, and so on. Participants write up their research projects in a format that can be shared with the rest of the group as references.

## 2. CLASS PRESENTATIONS



**MATERIALS:** As required for presentations (possibly PowerPoint, flip charts, etc.)

Following research projects under Option 1, groups prepare class presentations on their assigned areas.



## EXERCISE 9.2: NATIONAL HUMANITARIAN ACTORS GUEST SPEAKERS



### **MATERIALS:**

As required for each guest speaker



### **SUGGESTED DURATION:**

Approximately 60 minutes per speaker

Presentations by a guest speaker from each national humanitarian actor is often the best way for participants to get a clear understanding of the organisations involved in the response. Possible speakers include representatives from national

government; the national Red Cross; local government; leading NGOs; business foundations, if relevant; or religious organisations, if relevant.

The number of speakers invited will depend on time available for the training and speakers' availability. Some speakers need an extended lead time, both to organise and to get approval for their presentations. The trainer needs to confirm a practical lead time and work to this.

While Exercise 9.1 draws on participants' own knowledge, speakers will be able to provide more detail. If several speakers are available, then a shortened version of Exercise 9.1 can act as a precursor to their presentations by outlining key points and identifying gaps in participants' knowledge. If speakers for several

areas are not available, then an extended version of Exercise 9.1 can help deal with this lack.

The trainer will need to clearly brief each speaker prior to her presentation, in order to ensure she covers key issues relevant to the course. This includes the points outlined in the previous exercise:

- *Key issues, events, problems, and solutions.*
- *Organisational structure.*
- *Mandate and activities. This can include a brief history of the organisation if relevant, e.g., for a particular NGO or a business foundation.*
- *Key officials.*
- *Contact details for media queries.*

If **human rights** or **legal issues** are significant in the response, then at least one human-rights activist or an appropriate lawyer should be included as a speaker, focusing more on the issues at hand rather than their own organizations and mandates. This includes an examination of how issues in the response relate to national laws and the constitution; potential avenues of restitution or accountability; and so on.

Participants take notes from the presentation and use the opportunity to ask questions. The trainer can discuss these questions with participants before the presentation. The speaker can also distribute any publicity or educational material as appropriate. Presentation material can also be used in test questions at the end of the course.

## ALTERNATIVE EXERCISES: 1. DEVELOPING QUESTIONS



### MATERIALS:

Materials: relevant interview equipment (field recorder for radio, notebooks otherwise)

1. Participants working on group assignments under Exercise 9.1 develop questions for specific guest speakers and add this information to their assignments.
2. Following a speaker's presentation, one or two participants conduct an interview with the speaker on his area of work. This naturally depends on the speaker's own readiness to participate. This both practises core journalism skills and gathers information. Interviews may add further data to research projects under Exercise 9.1 or run as stand-alone activities.



*At the end of the optional exercises, the trainer distributes 'Takeaway 9: Key National Actors' in the Manual Handouts (page 69).*

## Key International Actors

Over 440,000 people have fled to the refugee camps in Dadaab, Kenya. The camp was built 20 years ago with a capacity for only 90,000.

### KEYPOINTS

This module should result in an overview of relevant international humanitarian actors, including the following:

- Key international humanitarian organisations and their mandates: the UN and its agencies; ICRC and IFRC; IOM; key INGOs
- Key international-level UN humanitarian structures, including the role of the IASC and ERC
- Key national-level UN humanitarian structures, including the humanitarian coordinator (or equivalent)
- The cluster system, including its role, its international structure, its national structure and how it's deployed in a single country [www.globalhumanitarianassistance.org/data-guides/defining-humanitarian-aid](http://www.globalhumanitarianassistance.org/data-guides/defining-humanitarian-aid)
- The role of UNOCHA and its importance for journalists

This section includes significant detail on the structures and roles in an international humanitarian response. Using the flexibility of the *Manual Handouts* is key here: Much of the complete material will be appropriate only for advanced training groups, while novice groups will likely benefit from receiving only select handouts (such as organisational profiles) along with the summary 'Takeaway'. The trainer needs to determine which handouts are appropriate for a given group of participants and whether any further adaptation of that material is needed.

Along with the exercise options outlined below, *Manual Handouts* can also be set as homework after a training session, or as material for end-of-training assessment tests, to help drive the 'uptake' by participants of the information they contain.

## CLASS EXERCISE OPTIONS

### EXERCISE 9.2: WHOSE LOGO?



#### MATERIALS:

Logo printouts (see Class Material 10.1), adhesive (for display); alternatively logo displays in PowerPoint

*Manual Handouts:* 'International Humanitarian Response: Who's Involved?' (page 70); 'The UN in Humanitarian Crisis Response' (page 72); 'Red Cross and Red Crescent (RC) Movement' (page 77); 'What Is an International Non-Government Organisation (INGO)?' (page 78); 'Profiles of Selected INGOs' (page 80)



#### SUGGESTED DURATION:

20-40 minutes

The trainer displays unlabelled humanitarian organisation logo printouts. These may be on a table around which participants are gathered, stuck at random over the whiteboard, or screened through a projector.

Participants identify as many logos as they can, outlining as much as they can about the relevant organisation, including, for example, the following:

- *Where does the organisation come from?*
- *What are its main areas of work (e.g., health, education, food, shelter)?*
- *What are some examples of activities in which it is involved in the current crisis?*
- *Is it part of the UN? Is it an NGO? A religious charity? A business foundation? Is it an agency of another government?*
- *Where does it get its money?*

As participants identify each logo, they put it to one side of the display. These questions are prompts, not a series that must be answered. The goal is for participants to inform one another as much as possible on the organisations themselves. The trainer can adjust or add questions as the exercise progresses.

This exercise should help the trainer to identify the level of knowledge participants already have about international humanitarian organisations, and any gaps, which will inform the rest of this module. If awareness of relevant organisations is very low among participants, the trainer can use this exercise as a brief verbal introduction to some key organisations. Further discussion at the end of the exercise can include questions such as the following:

- *How well do affected communities recognise different organisations?*
- *How well do journalists recognise them?*
- *Do communities understand the different roles separate organisations have? If not, why not?*
- *Does the number of organisations sometimes cause confusion or frustration? Why?*

The trainer distributes the *Manual Handouts* at the end of the exercise. These can be distributed individually in sequence, with each one used for further discussion after they have been passed out; or they can be distributed all at once for participants to read outside of class. If the second option is followed, then the trainer can develop test questions for participants to answer the following day after they have gone through the material.

## ALTERNATIVE EXERCISES:

### 1. LOGOS AND ACRONYMS



#### MATERIALS:

Logos (see Class Material 10.1), acronyms

The trainer distributes a set of logos and a set of organisational acronyms to participants. Participants circulate until they match logos and acronyms, and then place them on display on the whiteboard.

### 2. GROUP PRESENTATIONS



#### MATERIALS:

Appropriate presentation materials (e.g., flip charts, PowerPoint)

*Manual Handouts:* 'International Humanitarian Response: Who's Involved?' (page 70); 'The UN in Humanitarian Crisis Response' (page 72); 'Red Cross and Red Crescent (RC) Movement' (page 77); 'What Is an International Non-Government Organisation (INGO)?' (page 78); 'Profiles of Selected INGOs' (page 80)

The trainer distributes *Manual Handouts* (see Materials, below) on international humanitarian actors to small groups, with each group receiving a handout on a particular topic. For example, one group receives the material on United Nations organisations, another on the Red Cross/Red Crescent Movement, and so on.

As the module is delivered, each group gives a short presentation to the class explaining the material in its handout. This makes presentation of key information more participatory and interactive than merely reading through printed materials, allows participants to ask questions, and helps the trainer gauge the level of understanding participants gain through these exercises.



### EXERCISE 10.2: INTERNATIONAL HUMANITARIAN ACTORS GUEST SPEAKERS



#### MATERIALS:

As necessary for guest speakers. If speakers themselves have materials – for example, a diagram of the cluster system in country – this would be valuable to copy and distribute as a locally specific handout.

*Manual Handouts:* 'Coordination in the Chaos: The Cluster System' (page 83); 'Cluster Deployment' (page 88); 'Why Is the Cluster System Important for Journalists?' (page 89); 'UNOCHA' (page 90)



#### SUGGESTED DURATION:

Approximately 60 minutes per speaker

Inviting guest speakers from a representative range of international humanitarian actors is ideal and, if possible, should include UNOCHA, one or more key





Aden Hassan Tarah, 24, a reporter for Kenya's Star FM radio station, interviews Ahmed Mohamed, 40, a recent arrival to Dadaab, about his experience being tortured by the Ethiopian military, and about life as a refugee at the Ifo Extension camp in Dadaab, Kenya on August 7, 2011. Tarah fled fighting in Mogadishu with his family when he was four years old, and has spent the majority of his life living at Dadaab, the world's largest refugee camp.

UN agencies; the ICRC/IFRC; a donor representative; and one or more leading INGOs, especially any with leading coordination or cluster-leading roles. Availability will decide to what degree this is feasible.

As with Module 9, the trainer should discuss with guest speakers the presentation areas most useful for course participants, which at a minimum will include introductions to their own organisations, mandates, and activities in country. However, some speakers may expand to other topics. Possibilities (and potential presenters) include the following:

- *The cluster system: UNOCHA*
- *Humanitarian funding: UNOCHA, or leading donor representative*
- *Geneva Conventions: ICRC*
- *Humanitarian principles: IFRC, UNOCHA, among others*
- *Protection principles: UNHCR and UNICEF, who have key roles in protection policies at the international level, among many others*
- *Early-recovery and recovery: UNDP*

- *Universal Declaration of Human Rights, Sphere standards, etc.*

While Module 10 focuses on guest speakers, the trainer needs to develop a guest speaker program that relates to the overall material in Section 2. For example, subsequent modules cover areas including the Universal Declaration of Human Rights, Sphere standards, and others. Organisations frequently hold in-house training or host specialist trainers in these areas. If possible, a presentation by such trainers as part of Section 10.2 can be effective in meeting the overall goals of Section II.

The trainer distributes the *Manual Handouts* after each guest speaker. The trainer can share this material with the speakers beforehand, both to ensure that the speakers are aware of key points to explore and so they can potentially adapt the material to incorporate any important local considerations.

As with Exercise 9.I, *Manual Handouts* can be used for further discussion or review after class as a basis for test questions.

## ALTERNATIVE EXERCISES:

### 1. GUEST QUESTIONS

In small groups, participants develop key questions ahead of time for guest speakers on specific areas (as for Module 9).

### 2. GUEST INTERVIEWS

Following a speaker's presentation, one or two participants conduct an interview with the speaker on her area of work (as for Module 9).

### 3. GROUP PRESENTATIONS



#### **MATERIALS:**

*Manual Handouts:* 'Coordination in the Chaos: The Cluster System' (page 83); 'Cluster Deployment' (page 88); 'Why Is the Cluster System Important for Journalists?' (page 89); 'UNOCHA' (page 90)

This covers material for which no Guest Speakers are available and follows the same method as Alternative Exercise 10.1.ii above.

The trainer distributes *Manual Handouts* (see 'Materials', below) to small groups, with each group receiving a handout on a particular topic. For example, one group receives the material on United Nations organisations, another on the Red Cross and Red Crescent Movement, and so on.

As the module is delivered, each group gives a short presentation to the class explaining the material

in its handout. This makes presentation of key information more participatory and interactive than merely reading through printed materials, and allows participants to ask questions, and the trainer to gauge the level of understanding participants gain through these exercises.

### 4. CLUSTER ORGANOGRAM



#### **MATERIALS:**

UNOCHA online country resources or equivalent hard-copy documents

Participants develop an organogram or organisational chart of the cluster system operating within the current crisis. This can include greater or lesser detail, for example identifying each cluster and sub-cluster; the organisation(s) leading each one; the makeup of the Humanitarian Country Team; relevant contacts and resources (including websites, key reports, and needs assessments).

This exercise is feasible only for participants with a high level of English, or where significant material has already been translated into an accessible national language.



*At the end of the optional exercises, the trainer distributes 'Takeaway 10: Key International Actors' in the Manual Handouts (page 91).*

CLASS MATERIALS

LOGOS



1



2



3



4



5



6



7



8



9



10



11



15



12



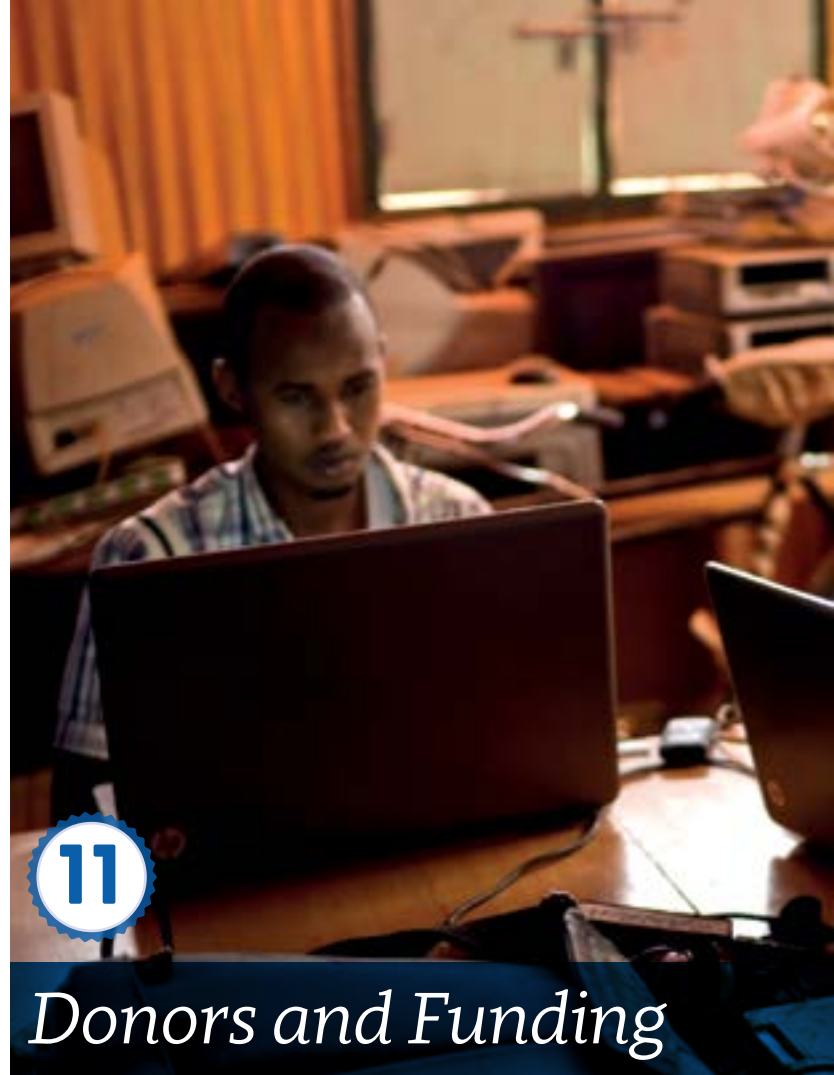
13



14

## NAMES AND ACRONYMS

1. CARE
2. SAVE THE CHILDREN
3. UN-HABITAT
4. CARITAS
5. WFP
6. OXFAM
7. UNICEF
8. MERLIN
9. MSF
10. IOM
11. OHCHR
12. UNHCR
13. WHO
14. IFRC
15. ISLAMIC RELIEF



## Donors and Funding

### KEYPOINTS

This module should result in an overview of key issues in international humanitarian funding, including the following:

- *Common sources for humanitarian funding*
- *Frequent funding mechanisms, including flash appeals, Common Humanitarian Fund, bilateral, multilateral, etc.*
- *Frequent international donors, including 'traditional' and 'nontraditional'*
- *Resources to track donor funding*
- *Understanding how this can inform humanitarian reporting*

As noted above, this module can also draw on the guest speaker program developed for Module 10.



Students work on homework at an internet café in Dagahaley refugee camp in Dadaab, Kenya. Over 10 percent of long-term refugees in Dadaab said they had access to information using the internet.

## CLASS EXERCISE OPTIONS



### EXERCISE 11.1: GUEST SPEAKER



#### MATERIALS:

As required by guest speaker  
*Manual Handouts*: 'Whose Money?' (page 98); 'Types of Funding: UN and Red Cross/Red Crescent' (page 93)



#### SUGGESTED DURATION:

Approximately 60 minutes

Likely sources for speakers on this area include UNOCHA, national government donor liaisons, or leading international donor representatives.

The trainer and the speaker should discuss what key information will most effectively meet participants' needs. This should include *Manual Handouts*: 'Types of Funding: UN and Red Cross/Red Crescent':

- *Common funding mechanisms (flash appeal, Common Humanitarian Fund, and so on)*
- *Common funding methods (bilateral, multilateral)*
- *Targeted funding by needs and phases (food, health, etc.; and emergency, recovery, and reconstruction phases)*
- *Prominent donors ('traditional' and 'nontraditional')*

As noted previously, if speakers have their own pre-produced information or presentations, these can be copied and distributed to participants.

The trainer distributes the *Manual Handouts* at the end of the presentation. As with previous modules, these may be used in succession for ongoing discussion; as the basis for class group presentations; or for review out of class, followed by test questions in class. The trainer may go through the detail in the *Manual Handouts* with the guest speaker before the presentation, both as an overview of presentation topics and to highlight any elements that may need adaptation to local context.



## EXERCISE 11.2: DONOR FUNDING GROUP RESEARCH



### MATERIALS:

Available funding documents, diagrams, etc.

*Manual Handouts:* 'Types of Funding: UN and Red Cross/Red Crescent' (page 93); 'International Humanitarian Donors' (page 96).



### SUGGESTED DURATION:

20–40 minutes

The trainer provides information on funding for the current local humanitarian response, available on the UNOCHA OneResponse and/or ReliefWeb portals.<sup>15</sup> The trainer prepares relevant questions; the participants find the answers in the documents.

This exercise is feasible only for participants with a high level of English, or where significant material has already been translated into an accessible national language.

The trainer distributes the *Manual Handouts* at the end of the exercise. As with previous modules, these may be used in succession for ongoing discussion, as the basis for class group presentations, or for review out of class followed by test questions in class.

<sup>15</sup> See [www.unocha.org](http://www.unocha.org) (or [www.humanitarianresponse.info](http://www.humanitarianresponse.info)) and <http://reliefweb.int>, respectively.

## ALTERNATIVE EXERCISES: 1. GUEST QUESTIONS



### MATERIALS:

*Manual Handouts:* 'International Humanitarian Donors' (page 96)

In small groups, participants develop key questions ahead of time for guest speakers on specific areas (as for Module 9).

The trainer defines key donor terms on the whiteboard, as contained in the diagram in *Manual Handouts:* 'Types of Funding: UN and Red Cross/Red Crescent' and 'International Humanitarian Donors'.

Key terms (see *Manual Handouts* for more detailed definitions):

- **DAC (and non-DAC):** 'traditional' (i.e., OECD Development Assistance Committee) donors and 'non-traditional' donors
- **FTS:** UNOCHA's Financial Tracking Service
- **CERF:** Consolidated Emergency Relief Fund (international)
- **CHF:** Common Humanitarian Fund (in-country)
- **ERF:** Emergency Response Fund
- **DREF:** Disaster Relief Emergency Fund

The trainer then distributes the *Manual Handouts* and accompanying question sheet. Participants find the answers collectively or individually and discuss any questions or issues that need clarification.

This exercise is feasible only for participants with a high level of English, or where significant material has already been translated into an accessible national language.



## EXERCISE 11.2: TRACKING DONOR MONEY



### MATERIALS:

*Manual Handouts:* 'Tracking International Humanitarian Funding' (page 98)



### SUGGESTED DURATION:

20-30 minutes

The trainer outlines existing online resources for tracking donor funding as noted in the *Manual Handouts: 'Tracking International Humanitarian Funding'*. If some organisation is already fulfilling this role in a national context – for example, a national branch of Transparency International – this should also be highlighted.<sup>16</sup>

The trainer distributes the *Manual Handouts: 'Tracking International Humanitarian Funding'*. As with previous exercises, this may be used for ongoing discussion or for review outside of class followed by test questions.



*At the end of the optional exercises, the trainer distributes 'Takeaway II: Donors and Funding' in the Manual Handouts (page 98).*

<sup>16</sup> No extensive exercise is presented here to engage participants with these tools. In many cases, the information contained here will be too general to apply in direct reporting on local community needs in a humanitarian response. However, the ability to pursue financial transparency within a crisis response is crucial. These tools can therefore be incorporated into any practical field reporting exercises in Part III, as appropriate.

## 12

# Walking the Talk: Principles and Declarations; Mandates and Conventions; Standards, Codes, and Guides

## KEYPOINTS

This module should result in an overview of key mandates, principles, and related issues that underpin the understanding and operation of humanitarian responses, including the following:

- *Understanding core humanitarian principles and exploring their application in practice*
- *Understanding the fundamental international covenants and declarations that frame humanitarian work: Universal Declaration of Human Rights, Geneva Conventions*
- *Understanding the purpose and process of Sphere standards*
- *Knowing where to look to find other similar relevant documents*
- *Exploring how these resources must inform, frame, and strengthen humanitarian reporting*

## CLASS EXERCISE OPTIONS



### EXERCISE 12.1: STANDARDS IN A CRISIS



#### MATERIALS:

Whiteboard/flip chart, markers

*Manual Handouts: 'Humanitarian Law, Principles, Standards – and Journalists' (page 99)*



#### SUGGESTED DURATION:

Approximately 30 minutes

The trainer lists the following on the whiteboard or a pre-prepared flip chart:

- *Humanitarian Principles*
- *Universal Declaration of Human Rights*
- *Geneva Conventions*
- *Sphere Standards*
- *Joint Standard Initiatives*





Participants discuss the following (example) questions:

- What are each of these? (Are they laws, treaties, agreements, aspirational goals?)
- What does each one do?
- Why are they important?
- When and why were they written?
- Why are they important **for journalists**?

The trainer may note down important points as they are volunteered. The purpose of this exercise is to start the discussion and to see participants' existing level of awareness.

Later in this module, the trainer may revisit these headings so that participants can expand on the points they raised and so consolidate any new material they have learned.

The trainer distributes *Manual Handouts: 'Humanitarian Law, Principles, Standards – and Journalists'* (page XX).



## EXERCISE 12.2: HUMANITARIAN PRINCIPLES IN PRACTICE



### MATERIALS:

Whiteboard, markers

Class Material 12.2. *Manual Handouts:*

'Universal Humanitarian Principles' (page 100)



### SUGGESTED DURATION:

30-50 minutes

Participants form small groups. The trainer verbally outlines the humanitarian principles in *Manual Handouts: 'Universal Humanitarian Principles'*, and then distributes the refugee camp scenario under 'Class Material 12.2'.

Participants discuss the following questions:

- Which of these organisations and individuals are following humanitarian principles?
- Which ones would you describe as 'humanitarian organisations' and which ones not? Why?
- How would you cover these activities in a humanitarian response report? What questions would you ask representatives from each organisation or activity?

After the discussion, each group relates its answers and reasons for those answers to the rest of the class. The trainer may expand and continue the discussion as appropriate.

The trainer distributes *Manual Handouts: 'Universal Humanitarian Principles'*, for use in ongoing discussion, reading out of class for subsequent test questions, or simply as material for participants' future reference.



## EXERCISE 12.3: GUEST SPEAKER



### MATERIALS:

As required by guest speaker

*Manual Handouts:* 'Universal Humanitarian Principles' (page XX); 'Universal Declaration of Human Rights and the Geneva Conventions' (page 101); 'Sphere Standards' (page 106); 'Other Guidelines and Principles' (page 108)



### SUGGESTED DURATION:

60 minutes

Again, guest speakers are often the best way to explore the importance and application of different principles, declarations, standards, and so on. The trainer will once again need to discuss with the speaker which points participants most need covered.

As mentioned, some organisations may have specialist trainers for these topics. For example:

- *Local human rights organisations may well have staff able to deliver presentations on both the Universal Declaration of Human Rights and on relevant national laws and principles. This is crucial for journalists.*
- *UNOCHA or the Red Cross/Red Crescent may have trainers for humanitarian principles.*
- *The ICRC may have trainers on the Geneva Conventions.*
- *Several organisations may host trainers in the Sphere standards.*

Any such trainers will likely have standard courses they can deliver, which will be of longer duration than is practical within this training – a full day's training in the UDHR, for example, cannot simply be added in to an already-crowded program. A condensed presentation





of the key points and their local application will be more practical. Again, if guest speakers have their own material that can be distributed to participants as handouts, this is a useful resource.<sup>17</sup>

The trainer distributes *Manual Handouts*: ‘Universal Humanitarian Principles’ (if this was not already distributed in the previous exercise) as well as ‘Declaration of Human Rights and the Geneva Conventions’, ‘Sphere Standards’, and ‘Other Guidelines and Principles’, for use in ongoing discussion, reading out of class for subsequent test questions, or simply as material for participants’ future reference.

## ALTERNATIVE EXERCISES: 1. SPEAKER QUESTIONS

As with previous modules in this section, the trainer assigns one group of participants to research and pose questions to a guest speaker on a given document or set of principles.

## 2. SPEAKER INTERVIEWS



### **MATERIALS:**

As required for interviews  
(notebooks, field recorders)

As with previous modules in this section, the trainer assigns one group of participants to conduct an interview with a guest speaker on a particular document.

<sup>17</sup> As elsewhere in the course, the trainer needs to decide how many guest speakers are desirable and check on who is available. It is impractical to have guest speakers on every possible topic. Nevertheless, speakers will be a great asset and mode of instruction on the principles, conventions, and so on covered in this section.



### 3. GROUP PRESENTATIONS



#### MATERIALS:

*Manual Handouts*: 'Universal Humanitarian Principles' (page 100); 'Universal Declaration of Human Rights and the Geneva Conventions' (page 101); 'Sphere Standards' (page 106); 'Other Guidelines and Principles' (page 108)

The trainer distributes *Manual Handouts* (see Materials, below) on international humanitarian actors to small groups, with each group receiving a handout on a particular topic. For example, one group receives the material on United Nations organisations, another on the Red Cross Red Crescent Movement, and so on. As the module is delivered, each group gives a short presentation to the class explaining the material in its handout. This makes presentation of key information more participatory and interactive than merely reading through printed materials and allows participants to ask questions and the trainer to gauge the level of understanding participants gain through these exercises.

### 4. SOURCE INTERVIEWS



#### MATERIALS:

As required for interviews (notebooks, field recorders, phones, and contact numbers)

The trainer assigns participant groups to interview external sources who specialise in a particular topic area. Groups first develop their questions and share them with the class and/or the trainer. They then organise and conduct their interviews (the trainer may help to facilitate this).

Following the interview, groups write up a transcript, summary, or report – whichever is most appropriate – and present this to the class. The class discusses the points and issues raised in the interview and uses them to further discuss how the document in question relates to their reporting in the field.

This exercise is less directed than guest speakers and may be less comprehensive. However, it has the



advantage of being more flexible – it does not require a guest speaker for every topic, allows participants to travel and meet the relevant experts in ways convenient to them, and allows each key document to be covered in a feasible time frame.

## 5. GROUP RESEARCH



### **MATERIALS:**

Copies or summaries of relevant documents, access to relevant online portals if practical (relevant portals are indicated in the footnotes of the respective *Manual Handouts*)

The trainer assigns small-group research projects. One group researches humanitarian principles; another, the UDHR; another, the Geneva Conventions; and another, Sphere standards. At the completion of their research, the groups present their results or conclusions to the class.

This goes beyond the ‘Source Interviews’ exercise above, as these documents can be complex. The trainer therefore needs to orient the research groups on the goals of this activity, targeting it to the appropriate level. For example, research groups may be given the following questions to answer:

- *What are the main goals of the assigned document?*
- *Please give a simple summary of the document contents.*
- *In what way is the assigned document relevant to the current crisis? Please give some actual or possible examples.*
- *How can a good understanding of the assigned document help support better reporting?*



*At the end of the optional exercises, the trainer distributes ‘Takeaway 12: Principles, Mandates, Conventions, and More’ in the Manual Handouts (page 108).*

## CLASS MATERIALS



### EXERCISE 12.2: HUMANITARIAN PRINCIPLES IN PRACTICE

In a large refugee camp, several different organisations are providing relief.

- ▶ An INGO and its NGO partner, coordinated by the cluster system, are providing emergency food.
- ▶ The local branch of a political party is distributing donations of food and clothing from a table with a banner that carries its political symbol and slogans for election.
- ▶ A local businessman who manufactures powdered milk has donated three hundred free tins, distributing them directly to individuals in the camp.
- ▶ Another businessman has donated two hundred tents on request from a local charity.
- ▶ A religious organisation is distributing notebooks and pens to children and holding educational classes; at the end of each class, it delivers religious messages for the children to take back to their parents.
- ▶ Journalists from a local radio station are reporting on the situation in the camp, and in their reports they are also asking for the audience to send donations to their station so that it can distribute them later.

Which of these organisations are following humanitarian principles? Which ones would you describe as 'humanitarian organisations', and which ones as not? Why?

# *Dealing with Trauma, Safety and Security*





## Introduction

Section III aims to support journalists as they cover a crisis response. Mentored reporting through field trips is the most important part of this section. If this is not possible, for example due to security factors or unavoidable distance from the field, the trainer can substitute role-plays and guest speakers as much as possible.

As part of this support, Section III focuses on issues that impact journalists as they report, including stress and trauma, and security. These modules are largely drawn from other material that focuses on such issues in depth. They are extensive subjects in their

own right and ideally should be delivered through their own dedicated training. However, recognising their importance, the manual provides at least an introduction to key elements and points both the trainer and participants to more extensive resources.

Although limited to an introduction, the *Manual Handouts* aim to provide a relatively detailed set of resources. They are appropriate in particular for more advanced groups. As with previous sections, the trainer can elect to edit down material for less advanced groups or access simplified versions from the resources indicated.



13

## Stress and Trauma

This module covers both journalists interacting with traumatised individuals and communities while reporting and journalists understanding and responding to the trauma and stress to which their own work can expose them.

This is a profound and critical area of crisis response reporting. It should be undertaken sensitively, recognising that in many situations in which this manual will be delivered, many participants and their communities could very well be experiencing some level of trauma. If a specialist speaker is available to lead this module, with material adapted accordingly, that is ideal although unlikely.

Notwithstanding the possible availability of specialists, it is not possible to deal with this topic fully within one

module. Recognising this, Module 13 outlines some key issues and dynamics of which participants simply must be aware, and some initial strategies and approaches that can support a positive response to the challenges stress and trauma present. It then points to more in-depth resources that can provide greater backup.

Ideally, separate training programs will be available for participants to explore this issue in greater depth, whether provided by the same organisation delivering the humanitarian response reporting training or another organisation working in partnership or coordination.

### KEYPOINTS

At the end of this module, participants will begin to do the following:

- *Recognise common symptoms of stress and trauma in affected communities and individuals*
- *Understand how positive reporting can help communities recover, just as poor or insensitive reporting can exacerbate the damage*
- *Be able to implement journalistic practices that respect community dignity, support recovery, and avoid inflicting secondary trauma*
- *Understand that trauma and stress of journalists themselves must be taken seriously and recognise likely causes*
- *Recognise common signs of trauma in themselves or in colleagues*
- *Understand strategies and processes that can help avoid trauma and stress or support recovery when it occurs, for both themselves and colleagues*
- *Understand concrete measures media outlets can take to better support their own staff when reporting on traumatic events and issues*

## CLASS EXERCISE OPTIONS



### EXERCISE 13.1: WHAT IS STRESS, WHAT IS TRAUMA?



#### MATERIALS:

Manual Handouts: 'What Is Stress, What Is Trauma?' (page 110)



#### SUGGESTED DURATION:

30-40 minutes

This exercise is an open discussion, with the intention of exploring and gauging participants' existing awareness of the issue.

The trainer opens the discussion by asking what the differences are among stress, sadness, and trauma. Points raised, either by participants or the trainer, include the following:<sup>18</sup>

- *Most people experience stress or trauma at some point in their lives. It's a natural reaction to difficult or tragic events. People cope in different ways. Most people recover normally.*
- *People can become traumatised if they experience a tragic or distressing event directly.*
- *People who do not experience an event directly can still become traumatised if they interact closely with others who have experienced it. This is secondary trauma.*



Radio Sila's camp correspondent, Usna Omar Arabi, (left) makes an interview in Djabal refugee camp.

- *Sometimes people find it very difficult to recover. Their reactions to trauma are more extreme. This can lead to post-traumatic stress disorder.*
- *Trauma needs to be understood, recognised, and respected. This is real suffering, just as a physical injury is real.*
- *There are measures that can help prevent trauma and measures that can help it heal.*

The discussion is informal and open. Participants may add details or examples to any of these points. If required, they should be discouraged from detailed descriptions of shocking events – instead, the trainer can emphasise that the exercise aims to look at how to treat and help trauma, not to retell traumatic stories.

<sup>18</sup> Adapted and (significantly) expanded from ICFJ, *Disaster and Crisis Coverage*. See *Manual Handouts* for references.

This exercise should take place after the trainer and participants have spent a few days together and have established some rapport. In particular, the trainer should have an initial understanding of participants' backgrounds and whether they are showing signs of trauma themselves, as outlined in Manual Handouts: 'What Is Stress, What Is Trauma?', and use this to calibrate both this exercise and the overall module.

After the discussion, the trainer distributes Manual Handouts: 'What Is Stress, What Is Trauma?' and indicates that the rest of this module will explore some ways to help deal positively with trauma both for communities and for journalists at work covering a crisis response.

The trainer asks, 'What does a community need after a traumatic event?'

This can be an open discussion; or, alternatively, key points can be listed on the board. They may include the following:

- *Respect and dignity*
- *To know what happened and why*
- *To know what happens next and what to expect*
- *To be listened to*
- *Patience*

And so on. The trainer may prompt some of these points and ask what participants think of them. Follow-up questions can be How important are these points? How can we support them as journalists? What do we mean by 'dignity', 'patience', and so on? The trainer guides the exploration of these points.

The trainer asks, 'What can damage a community?' Points may include the following:

- *Being treated like victims*
- *Stories of blame*
- *Photos of the dead*
- *Intrusion into grief*

Again, the trainer may prompt some of these points and ask participants their thoughts. Follow-up questions can be What do we mean by 'treated like victims' or 'stories of blame'? Should we show photos of the dead? What kinds of photos? The trainer guides the exploration of these points.

## EXERCISE 13.2: COMMUNITIES, MEDIA, AND TRAUMA



### **MATERIALS:**

Manual Handouts: 'Reporting for Recovery' (page 112)



### **SUGGESTED DURATION:**

30-40 minutes

The trainer opens discussion with the statement from *Manual Handouts*: 'Reporting for Recovery':

"The way journalists cover a story can have a profound effect on a community's reaction. It can help a community start to recover, or it can make the trauma worse."<sup>19</sup>

<sup>19</sup> Adapted from ICFJ and DART Center. See *Manual Handouts* for references.



The trainer distributes *Manual Handouts*: 'Reporting for Recovery'. (Page 112)



## EXERCISE 13.3: COMMUNITY SUPPORT STORIES



### MATERIALS:

*Manual Handouts: 'Reporting for Recovery'* (page 112); *'Reporting for Recovery – Victoria Bushfires'* (page 115)



**SUGGESTED DURATION:**  
20-30 minutes

The trainer distributes *Manual Handouts: 'Reporting for Recovery'* (or refers to it if it's already been distributed).

In small groups, participants identify and outline three positive stories that would be beneficial to communities affected by the crisis with whom they are familiar. After these stories have been identified, groups share them with the rest of the class and describe how they would be produced.

The trainer distributes *Manual Handouts: 'Reporting for Recovery – Victoria Bushfires'*. Participants discuss what's positive about the story and whether as a result of its example they want to add anything to their own story ideas.



## EXERCISE 13.4: THE RIGHT FRONT PAGE



### MATERIALS:

Select local newspaper reports  
Select local TV news reports video, projector



**SUGGESTED DURATION:**  
60 minutes

The trainer distributes a selection of stories from local media that cover community experiences in the current disaster. If possible, this can include playing one or more television reports on a projector.

In groups, participants discuss the different reports and list what they think is positive, and what is negative, in their treatment of community trauma. Participant groups then report back and outline their thoughts. Some may differ – for example, on the inclusion or exclusion on any photos of the dead – which can be discussed in more detail.

Participant groups then choose one story and design a front page around it, deciding what details to keep from existing reports, what to reject, and if they definitively know of other facts that should be included, adding these. They also choose an existing photo and a headline.



## EXERCISE 13.5: INTERVIEWING AND TRAUMA



### MATERIALS:

*Manual Handouts*: 'Interviewing and Trauma' (page 116)



### SUGGESTED DURATION:

30 minutes (or 60-80 minutes with role-play)

The trainer and participants discuss how to approach interviews with individuals who are or may be traumatised. The trainer distributes *Manual Handouts*: 'Interviewing and Trauma' and the discussion continues, including questions such as the following:

- Do you think journalists in this country approach crisis reporting in this way?
- Do you approach your own crisis reporting in this way?
- Is your practice something you are happy with or need to improve?
- How can you improve it?

For more advanced groups, alternative questions may include the following:<sup>20</sup>

- How should you decide whether to interview a person experiencing one of the situations described above? Briefly explain.
- If you do interview an individual who has experienced a traumatic reaction, how should you begin this process? How should you start the interview?
- If the person breaks down and starts to cry as you interview him, how exactly should you respond? What should you do?
- If the person asks if you know the condition of a loved one, and if you know the loved one has been seriously hurt or injured, how should you respond?

A role-play is an optional extension to this exercise. The trainer presents a scenario in which an individual has lost her house, and a close relative, in the current disaster (whether that be a flood, an earthquake, a conflict, etc.). Two participants volunteer to play the journalist in the role-play. Another volunteer plays the interviewee. This should be someone who *definitely has not recently undergone a traumatic experience*; it may be the trainer (or interpreter if one is present) or another participant.

The selected participants conduct two role-plays, and the class discusses what went well and what could be improved.

<sup>20</sup> From DART Center. See <http://www.dartcenter.org/content/simulated-trauma-2#.UKxzzePZ8bE>



## EXERCISE 13.6: JOURNALISTS AND TRAUMA

**MATERIALS:**

*Manual Handouts:* 'Journalists and Trauma' (page 119)

**SUGGESTED DURATION:**

40 minutes or as appropriate

The trainer asks the class whether trauma is a problem for journalists and whether journalists recognise that it is a problem. What can journalists do to deal with this as well as possible? What can media managers and editors do?

The trainer distributes *Manual Handouts:* 'Journalists and Trauma'. The discussion continues as needed. The trainer in particular emphasises any journalist support services, counselling services, or other provisions that exist in the participants' own country and distributes contact details for these.



## EXERCISE 13.7: WORDS OR ACTION

**MATERIALS:**

*Manual Handouts:* 'Words or Actions?' (page 122)

**SUGGESTED DURATION:**

40 minutes or as appropriate

The trainer opens the discussion on ethical challenges of journalists as first responders: should they report, or should they help out with direct aid? Is there a difference? Has anyone confronted this situation?

The trainer distributes *Manual Handouts:* 'Words or Actions?' This can include either one or both of the case studies provided.

The discussion continues as needed, including exploring possible options in particular situations. At all times the trainer needs to emphasise that journalists must follow their own consciences – reporting is essential to a crisis response, but we are all human beings with compassion.



## EXERCISE 13.8: JOURNALISTS AND TRAUMA GUEST SPEAKER

**MATERIALS:**

As required by guest speaker

**SUGGESTED DURATION:**

60 minutes or as appropriate

If support services exist in the participants' own country for journalists dealing with trauma, a representative should be invited as a guest speaker. This may include a specialist journalist organisation with trauma support capability, a counselling service, or others.

If a guest speaker is available and her area overlaps with the material covered in the exercises above, her presentation can substitute for those exercises. The trainer, however, still distributes the same *Manual Handouts*, either before or after the presentation as appropriate.



## EXERCISE 13.9: YOUR SUPPORT NETWORKS



### MATERIALS:

*Manual Handouts:* 'Your Support Networks' (page 126)



### SUGGESTED DURATION:

Out-of-class activity

The trainer distributes the *Manual Handouts:* 'Support Yourself, Support Your Colleagues: Your Support Networks' questionnaire and explains that this is an out-of-class activity. It aims to help participants think about their own behaviour and strategies, and which of their personal or professional networks can help support them in covering traumatic situations. If there are any gaps, this can help participants identify those gaps and work out how to resolve them.



## EXERCISE 13.10: MANAGEMENT SUPPORT AND TEAMWORK



### MATERIALS:

*Manual Handouts:* 'Supporting Staff' (page 126)



### SUGGESTED DURATION:

15 minutes

The trainer asks participants what measures their employers (or the outlets they regularly supply, if they are freelancers or stringers) have in place to support them in the field, and lists these on the board.

The trainer then distributes *Manual Handouts:* 'Supporting Staff' as a possible resource to prompt discussion within outlets on potential organizational measures to mitigate trauma.

Managers and editors have particular responsibilities towards staff and trauma in a crisis response. This manual is designed for reporters in the field. However *Manual Handouts:* 'Supporting Staff' includes some pointers for managers and editors, drawn from ICFJ (page 27-29). This serves for discussion within training, including for any individual editors who may take part. While it is beyond the scope of this manual, Internews encourages additional targeted training and support specific to staff with supervisory responsibilities.



*At the end of the optional exercises, the trainer distributes 'Takeaway 13: Stress and Trauma' in the Manual Handouts (page 129).*

## 14

## Part I Field Reporting

This is the most crucial module in the manual. However, it is possible that severe constraints, for example security, make mentored field reporting of groups impossible. For this reason, Module 14 is divided into Part I and Part II. Part II has the same exercises as Part I, adapted for a classroom-only setting. The training program will deliver either Part I or Part II.

If field trips are not possible, then heavy emphasis should be placed on compensating for this with other exercises, such as extended role-plays and expanding the guest speaker program to allow participants to conduct in-class interviews.

For Part I: The trainer selects one or two locations or communities for mentored field stories, based on input from participants, colleagues, and other networks. Each location or community must be accessible and demonstrate a range of issues, stories, and needs that require good coverage.

The trainer outlines how many days or hours are available for the field trip. If the target locations are far away, this will likely involve one full day. If they are close, the field trip will be more effective over two or more half-days, as this will allow for ongoing evaluation and feedback of how each story is progressing.



### KEYPOINTS

By the end of this module, participants will do the following:

- Finalise and commit to their own developed principles for effective and ethical humanitarian crisis response reporting
- Understand and implement steps required for an effective reporting field trip
- Understand and explore relevant and practical research tools, including online tools
- Review and begin implementing good journalist practice in developing sources
- Know how to effectively plan interviews
- Produce field stories that demonstrate these skills in practise





Radio Sila journalist Rachat Hassom Taha, 30, works as a tech during a live radio program in Goz Beida, Chad. In February, Hassom was awarded the 2011 prize of excellence in journalism in a national competition organized by the Chadian High Council of Communication (Haut Conseil de la Communication, HCC) to recognize the hard work of local journalists.

## CLASS (AND FIELD) EXERCISE OPTIONS



### EXERCISE 14.1: STAND ON PRINCIPLES



**MATERIALS:**  
Flip-chart paper,  
adhesive (for display)



**SUGGESTED DURATION:**  
40-60 minutes

In a maximum of four or five small groups, participants develop a class document, 'Humanitarian Response Principles: Our Commitment', on flip-chart paper. This outlines the critical practice, values, and purpose that must underpin effective reporting in a crisis

response. In bullet points or single sentences, it should include the following:

- *Service to affected communities*
- *Core journalist values*
- *Humanitarian principles*

The trainer affirms the need to include each of these areas and may prompt by asking relevant questions (such as, 'How do you include core humanitarian values in your commitment?' 'How do you make sure you respond to community needs?' and so on). This is a chance for participants to consolidate and share as a group their own understanding of their core role in crisis response reporting and affirm their commitment to it.

Once the groups have developed their own points, all the commitments are put on display. The trainer asks participants to nominate the points they think are essential and consolidates them into one list. This

remains on display throughout the rest of the training and can be referred to when developing field reporting plans, discussing how a field visit has gone, and so on.

Possible or likely points that the trainer should ensure are in the final declaration include the following:

- **Service to affected communities**
  - ▶ *Affected communities' needs will be at the centre of my reporting. I will produce reports that have information communities can use to improve their situation.*
  - ▶ *I will always promote affected communities' right to know all aspects of the humanitarian response.*
  - ▶ *I will respect the dignity of the communities I report about.*
- **Core journalist values**
  - ▶ *I will confirm that facts are accurate.*
  - ▶ *I will use reliable sources.*
  - ▶ *I will report fairly based on facts, not sensationalise or give my opinion.*
  - ▶ *I will always conduct background research.*
  - ▶ *I will always prepare thoroughly for any fieldwork.*  
*And elements from journalist codes of ethics, covered previously.*
- **Humanitarian principles**
  - ▶ *I will understand and abide by core humanitarian principles of humanity, impartiality, and independence.*
  - ▶ *I will understand and apply key declarations and standards to inform my reporting, including the Universal Declaration of Human Rights and Sphere standards.*

These are rough points and by no means comprehensive, provided only as an example. The goal is for participants to develop their own as a way to consolidate commitment to their role in the crisis response.

The trainer may elect to skip the small group work stage of this exercise and go directly to generating the commitment from the whole class. This saves time, but it also means that fewer participants will likely engage in the discussion to the same degree.



## EXERCISE 14.2: FIELD REPORT PREPARATION



### **MATERIALS:**

*Manual Handouts:* 'What Makes a Productive Field Trip' (page 130); 'Plan Your Trip' (page 132); 'Prepare for the Field' (page 133); 'Use Your Skills' (page 135)



### **SUGGESTED DURATION:**

Half-day

Participants form pairs or at maximum teams of four to cover stories in the field.

Participants conduct background research into the communities to be covered and identify an issue they will cover. (If participants are already familiar with the communities, they can simply nominate the story they will cover.) In some settings, the trainer may assign participants a particular beat and some key organizations that relate to that beat – for example, one team may be assigned 'health' and provided with key contacts and introductions to three leading health NGOs and INGOs. This can be an effective way to organise field trip activities, provide focus to participants, and through targeted preparatory work



Sharifo Moxamed, 45, poses for a portrait upon arriving at Ifo refugee camp in Dadaab, Kenya on August 8, 2011. To get to Dadaab, Moxamed walked for 33 days from Diinsoor, Somalia with her husband and three children. When asked how she stayed motivated to keep walking with little food and water, she just pointed to her young children.

ensure that selected NGOs and INGOs are ready to work with the participants in the field reporting activities.

As outlined in the *Manual Handouts*, stories must put community needs at the centre. They may be by theme – for example, following the cluster themes of health, shelter, food, and so on. Or they may be on a particular situation that impacts on communities, which combines elements of different themes. (For example, insecurity on the roads may impact on medicine and food supply to a community; waters left behind weeks after a flood may destroy pasture for livestock and increase the risk of disease.)

Participants develop a plan for their story area. This must be *practical*; the stories that are produced are

targeted for publication in participants' regular media outlets (whether participants work as staff or freelancers). This plan must include the following:

- Who is the target audience?
- What media outlet will carry the story?
- Is the story for the local community? For the national public? For policy makers or humanitarian responders? For an international audience?
- Research and preparation.
- What information already exists on a chosen story? Participants must check other media reports, needs assessments, call local contacts to find out what they can share.
- Who are the sources and contacts?
- This must include sources in the field, as well as relevant government departments, humanitarian organizations, possible experts, and others relevant to the story.

Plan your field trip. Some of the steps:

- Identifying and contacting sources in the field, including community contacts
- Organizing any transport needed (unless this is organised by the trainer)
- Organizing a local 'fixer' or 'guide' (unless this is organised by the trainer, or participants are already fully familiar with the community and location)

As teams develop their plans, the trainer progressively distributes the *Manual Handouts*, in each case discussing the points they raise to ensure they are taken into account in the field-trip plans.

Once finalised, teams may share one another's field trip plans to get further peer feedback and suggestions.



## EXERCISE 14.3: CONNECT YOUR RESEARCH



### MATERIALS:

Whiteboard, markers, *Manual Handouts*:  
'Research and Information Tools' (page 136)



### SUGGESTED DURATION:

30-40 minutes

This exercise prompts participants to review and update the tools they use to find information, to disseminate information, to stay connected and up to date, and to ensure that they know what's happening in the rest of the media environment and how other journalists and communities – audiences – are getting their information.

The trainer opens the discussion on tools participants use in their work and how information access and dissemination is changing in both their workplace and in society. Participants outline and share tools. These may include the following:

- *RSS feeds*
- *Email lists*
- *SMS lists*
- *Blogrolls*
- *Facebook pages*
- *And so on*

Participants who are familiar with these tools explain them to participants who are not. These explanations may be delivered to the whole class, or to small groups, with participants unfamiliar with certain tools rotating around the respective groups to gain an introduction to each one. Ideally these explanations will include the equipment needed to demonstrate the tool; for the examples above, primarily a connected computer.

The trainer distributes *Manual Handouts*: 'Research and Information Tools', which includes a number of different journalistic tools available to participants after the end of training.

Participants note on a sheet of paper all the sources that they access, including specific email lists, Facebook pages, and so on. The trainer compiles, copies, and distributes these to all participants, so all who can use these tools are able to do so. Participants incorporate the resources into their field research as appropriate.

Finally, participants discuss how *they* would most like to remain in touch with one another and share future material. This may be a class blog, a Facebook page, an email list, and so on; the appropriate forum will vary according to context.

Whichever forum the group chooses, the trainer nominates possible activities that can sustain it. The initial activity is to share all the stories produced through the field trips or other training activities, among the group. Additional activities may include continuing to share other strong examples of humanitarian response coverage, either generated by participants or by others, sharing coverage tips, providing collegial support for contacts, offering safety advice, and so on.



## EXERCISE 14.4: DEVELOP YOUR SOURCES



**MATERIALS:**  
*Manual Handouts: 'Develop your Sources' (page 137)*



**SUGGESTED DURATION:**  
30 minutes

The trainer asks participants to explain how they seek and develop sources. She then distributes *Manual Handouts: 'Develop Your Sources'*. Participants note which techniques they typically use and have employed in their field report preparation; and which are lacking.

Participants incorporate any measures that are lacking into their field report plan and follow-up.



## EXERCISE 14.5: PLAN YOUR INTERVIEWS



**MATERIALS:**  
None



**SUGGESTED DURATION:**  
30 minutes

Field trip teams nominate two or three key interviews they want to conduct and prepare a minimum of five questions for each. They share these questions with a neighbouring team and discuss any suggested improvements. After any improvements have been made, teams nominate the best questions for a source and share them with the class. The class suggests possible further improvements.



*At the end of the optional exercises, the trainer distributes 'Takeaway 14: Field Reporting' in the Manual Handouts (page 139).*

14

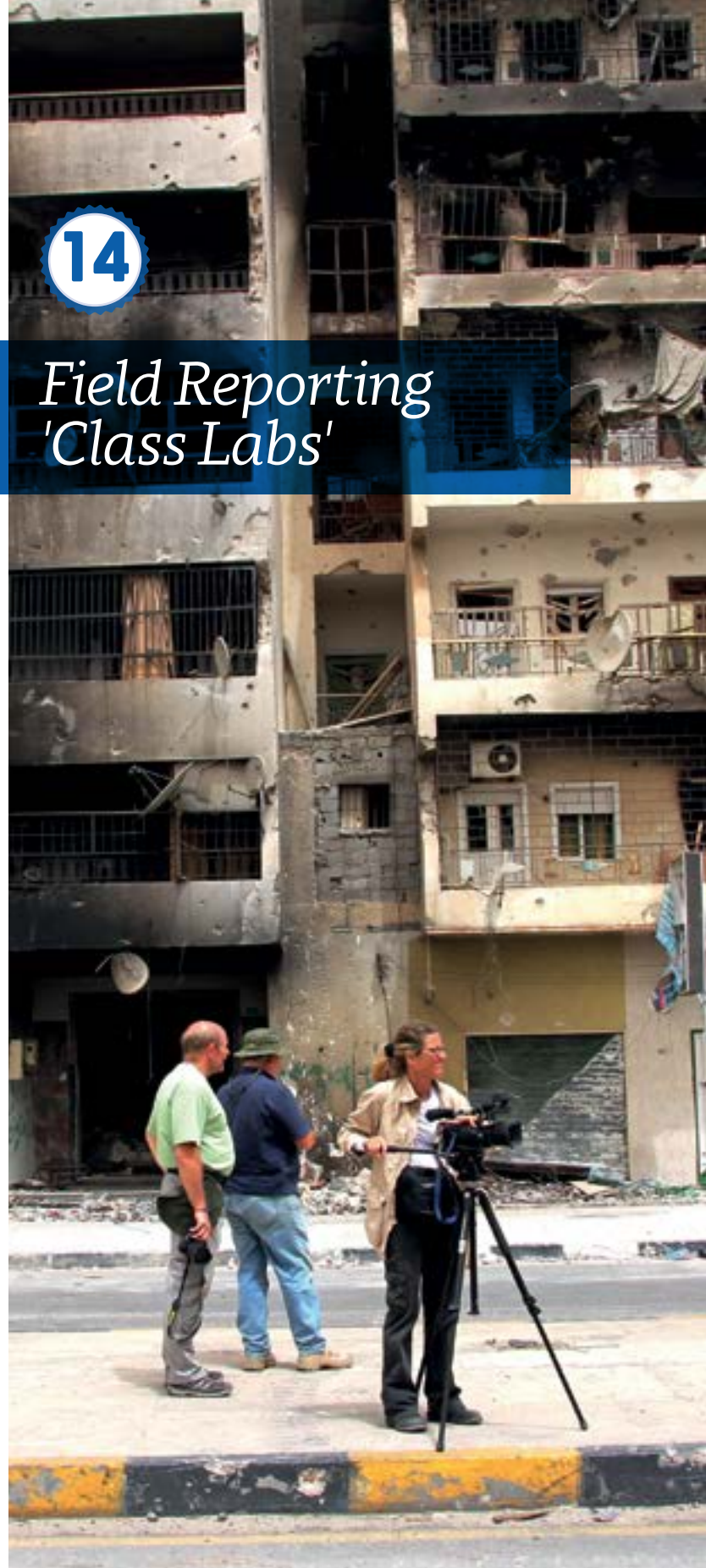
## Part II *Field Reporting 'Class Labs'*

The exercises below are alternatives if field trips under 'Module 14: Part I' are not possible.

Field trips by large groups may be impossible for several reasons. If security is a concern, large groups can create unwanted attention and become targets. If the trainer is clearly a foreigner, this may draw attention and become a security risk. In other circumstances, training may take place far away from the affected area, for example in a capital city, making field trips by the entire group logistically impractical.

If group-mentored field trips cannot take place, participants still need hands-on practice and support to apply the skills they learn from this course. The trainer must use all resources available to achieve this as far as possible. This module provides some in-class 'lab' measures to achieve this. It also requires combination with some of the activities in Section II, in particular by identifying guest speakers who can also act as sources to be interviewed by participants as part of producing a story. See the example in the Appendix on how to achieve this (page x?).

As a follow-up measure once participants return as individuals to the field, they can send through their first stories to the trainer for editorial and mentoring support. This is clearly a substitute for mentored support during the training itself and extends the time the trainer is engaged in the process. However, some immediate mentoring integrated into the skills delivered in the course is essential to maximise effectiveness. (Also see 'Module 16, Strategies for Long-Term Coverage', below.)



## CLASS EXERCISE OPTIONS



### EXERCISE 14.6: STAND ON PRINCIPLES

This is the same as Exercise 14.1, above.

### EXERCISE 14.7: 'STORY LAB' PLAN



**MATERIALS:**  
As with Exercise 14.2



**SUGGESTED DURATION:**  
Half-day

On the whiteboard, the trainer lists sources available in the area where the training is taking place. These may include government departments, the offices of humanitarian organisations, local community networks, and so on.

Participants form small groups or pairs to identify stories they can cover using these sources. They develop a story plan as a 'dry run', to be implemented on return. As with Exercise 14.2, the trainer distributes the *Manual Handouts* sequentially as the plan is developed, to provide greater discussion and input.



### EXERCISE 14.8: 'STORY LAB' RESEARCH



**MATERIALS:**  
As with Exercise 14.3 above, plus any other resources required for in-class research (online access, written reports, phone and contacts, etc.)



**SUGGESTED DURATION:**  
60-120 minutes, or as out-of-class homework

The trainer implements the same activities as those described under Exercise 14.3.

The trainer then allots a period of time for participants to conduct detailed background research on their chosen story. The type and method of research depends of course on the story, and may include online research, interviews with invited guest speakers, or visits to offices of those involved in the response.



### EXERCISE 14.9: PLAN YOUR INTERVIEWS

As with Exercise 14.5, above, but adapted for stories produced in a class rather than a field setting.



## EXERCISE 14.10: 'STORY LAB' PRODUCTION



### **MATERIALS:**

As required for story plans developed in Exercise 14.2. This will likely include online access, mobile phones and contact numbers, and possibly local transportation (if training is delivered in an area away from the crisis area, with access to humanitarian organisations' headquarters).



### **SUGGESTED DURATION:**

One day

Participants follow the plans they develop in Exercise 14.2, access available sources, conduct research and interviews, and develop reports with this material. The trainer must ensure that Story Lab production makes full use of any relevant guest speakers.



## EXERCISE 14.11: 'STORY LAB' GUEST SPEAKERS



### **MATERIALS:**

As required by guest speakers



### **SUGGESTED DURATION:**

60-90 minutes, as required by guest speakers

The trainer can also invite additional guest speakers to meet Story Lab production needs. Most importantly, *this can include community representatives from affected areas* (as already outlined in Section I) coming to the training to present their local needs and perspectives. Without this measure, these perspectives – the most important ones in humanitarian response reporting – will be absent from Story Lab production.



## EXERCISE 14.12: 'DRY RUN' PLAN



### **MATERIALS:**

As required by guest speakers



### **SUGGESTED DURATION:**

60-120 minutes

Participants form small groups or pairs to identify stories they can cover in their local area at the end of the training. For participants who are not based in the field, but rather work in their media outlet's head office or a similar location, this planning should include developing story ideas they can pitch to their editors to try to get approval and support for a field trip.

Individual participants develop a story plan for when they return to work following the course. They discuss their individual plans in pairs or small groups and make any improvements.

When participants return as individuals to the field once training is completed, they send through their first stories to the trainer for editorial and mentoring support. This is clearly a substitute for mentored support during the training itself, and extends the time the trainer is engaged in the process. However, some immediate mentoring integrated into the skills delivered in the course is essential to maximise effectiveness.



*At the end of the optional exercises, the trainer distributes 'Takeaway 14: Field Reporting' in the Manual Handouts (page 139).*



15

## Safety and Security

Humanitarian crises may often overlap with (or at worst are caused by) war and civil conflicts. However, there are many natural disasters where this is not the case. This module responds to contexts in which conflict and the security risks posed to journalists are a significant factor. It aims to introduce and explore key needs to support journalist safety and security, which the trainer should adapt as needed to local contexts. However, this module does not pretend to be comprehensive; as with stress and trauma considerations, this ideally requires a full training course of its own. Resources that can support further training and provide useful references for participants are indicated in *Manual Handouts*: 'Further Safety and Security Resources'.

### KEYPOINTS

- By the end of this module, participants will be able to do the following:
- Conduct initial analysis of prominent security and safety risks that have the potential to impact journalist work in the field
- Review key measures and potential strategies to protect their security while working, at both the individual and institutional level
- Develop initial individual security plans in outline
- Be aware of other resources that can support journalist safety and security in a conflict
- Understand the importance of pursuing this need further beyond the current training, drawing on those and other extra resources

## CLASS EXERCISE OPTIONS



### EXERCISE 15.1: NAME THE RISKS



**MATERIALS:**

*Manual Handouts: 'Security Risks and Hazards' (page 140)*



**SUGGESTED DURATION:**

40-80 minutes

The trainer opens the discussion on common security risks faced by participants in the field. These will vary greatly by context, and may include targeting by opposing belligerent groups, intimidation or abuse by authority figures (government or private), hostility from particular groups (for example, some ethnically based groups whose ethnicity may differ from the journalist's), organised crime, or riots and demonstrations.

In small groups, participants discuss and list safety and security challenges they face. These are subsequently listed on the whiteboard by category, by the trainer or by participants themselves.

If participants come from different regions of their country, these challenges are likely to vary greatly, and participants may not be aware of the obstacles faced by colleagues working locations other than their own. If this is the case, then sharing awareness of these conditions can be a very positive experience and at best can increase shared understanding and collegial support within the group.

The trainer distributes *Manual Handouts: 'Security Risks and Hazards'*.



### EXERCISE 15.2: INDIVIDUAL SAFETY MEASURES



**MATERIALS:**

*Manual Handouts: 'Journalist Safety Measures' (page 142)*



**SUGGESTED DURATION:**

50-70 minutes

In small groups, participants list what measures they already take to protect their safety and security and, once completed, share this with the rest of the class.

The trainer then asks participants, once again in small groups, to list what further measures they can take to increase their safety and security. Once completed, participant groups again share these measures with the rest of the class.

The trainer distributes *Manual Handouts: 'Journalist Safety Measures'*.

Participants review the suggested measures and discuss as a class. In discussion, the trainer highlights the points emphasised in the handout. The discussion asks questions including the following:

- *Are any of the measures noted here new?*
- *Would they be useful?*
- *What, if any, are some of the obstacles to implementing these measures?*
- *What resources exist in country to meet these needs (for example, if any institutions offer first aid training)?*

Each participant draws up a plan for improving his own security measures, drawing on the *Manual Handouts* provided.



## EXERCISE 15.3: INSTITUTIONAL SAFETY MEASURES



**MATERIALS:**

*Manual Handouts:* ‘Media Institutions and Journalist Safety and Security’ (page 144);  
‘Further Safety and Security Resources’ (page 145)



**SUGGESTED DURATION:**

40-60 minutes

Reflecting the same structure as Exercise 15.2, in small groups participants discuss the safety and security measures and support their media outlets provide for staff and/or freelancers and share these with the rest of the class.

The trainer distributes *Manual Handouts:* ‘Media Institutions and Journalist Safety and Security’. Participants review the suggested measures and discuss them as a class. This includes discussion of possible



strategies to encourage institutions to adopt any key measures currently in place. Positive strategies should be encouraged after the training has been completed.

The trainer distributes *Manual Handouts:* ‘Further Safety and Security Resources’, outlining international resources that can provide further support for journalists. The trainer may copy any further material relevant to in-country context from the publications indicated; CPJ’s *On Assignment*, in particular, lists a number of potential resources. Any nationally based resources, including journalist support groups, first-aid training institutions, and so on should be added to this list, either before distribution or in the training classroom itself.



## EXERCISE 15.4: GUEST SPEAKER



**MATERIALS:**

As required by guest speaker



**SUGGESTED DURATION:**

60-90 minutes

If an appropriate guest speaker specialising in journalist safety and security is available, then this is the preferred option to the preceding exercises. The trainer discusses the presentation with the guest speaker, ensuring that it incorporates the content of the *Manual Handouts*. The trainer distributes the same reference material to participants before, during, or after the presentation as appropriate.



*At the end of the optional exercises, the trainer distributes ‘Takeaway 15: Safety and Security’ in the Manual Handouts (page 145).*

## 16

## Strategies for Long-Term Coverage

### KEYPOINTS

By the end of this module, participants will be able to do the following:

- Understand the need for coverage to continue beyond the immediate emergency response, to include recovery, rehabilitation, and preparedness against the next disaster
- Explore a variety of formats that can support this goal
- Explore a variety of investigative and other reporting techniques that can support this goal
- Gain an understanding of disaster risk reduction (DRR) as a frame that can inform stories
- Develop strategies to achieve long-term coverage relevant to the crisis in its context

Lutheran World Federation information officer, Mohamed Sheikh Ibrahim, 31, speaks with a megaphone and tells new arrivals in Hagadera refugee camp that they will soon be relocated to another camp. Internews reports that 60 percent of new arrivals need more information about shelter. Megaphone and community network methods currently used to disseminate information do not reach everyone.



### CLASS EXERCISE OPTIONS



#### EXERCISE 16.1: RECOVERY, RECONSTRUCTION AND MEDIA COVERAGE



##### MATERIALS:

Whiteboard, markers, *Manual Handouts: 'After the Emergency'* (page 146)



##### SUGGESTED DURATION:

45 minutes

The trainer opens the conversation on the issues outlined in *Manual Handouts: 'After the Emergency'*, and asks what recovery really means for communities. She encourages participants to think broadly about 'recovery': Does it just mean buildings are repaired and jobs reestablished? What does a healthy, recovered community mean for participants? (As part of this discussion, she may choose to highlight again the two



paradigms in Section I, Module 6, Exercise 6.3. What does the dominant paradigm emphasise? What about the alternative paradigm?)

Participants identify key needs that they believe are critical to a healthy community. The trainer lists four categories (still following the outline in the *Manual Handouts*) to promote this discussion:

- *Physical* (this may include buildings, roads, ports, schools, etc.)
- *Economic* (this may include markets, factories, farms, fishing boats, tourism, banking system, etc.)
- *Emotional* (this may include trauma and PTSD, issues of depression, grief, and violence for individuals, families, and larger groups)
- *Social* (this may include social relations, social services including schools and hospitals, and a feeling of the community working together and looking after its members)

The trainer distributes *Manual Handouts: 'After the Emergency'*.



## EXERCISE 16.2: REPORTING BEYOND THE RELIEF PHASE – STORIES AND STRATEGIES



### MATERIALS:

Whiteboard, markers, *Manual Handouts: 'Relief, Reconstruction, and Media Coverage'* (page 147).



### SUGGESTED DURATION:

45 minutes

The trainer opens discussion on what challenges participants may face in covering recovery and reconstruction stories, drawing on the points in the *Manual Handouts: 'Relief, Reconstruction, and Media Coverage'*: Will their media outlets want to report on these 'slower' and less dramatic stories? Will people want to read them? etc.

Participants discuss what kinds of stories they can pursue to promote continued coverage beyond the emergency phase. As outlined in the *Manual Handouts*, these can include the following:

- *Shifting from emergency needs to accountability*
- *Lessons learned*
- *Anniversaries and significant dates*
- *Individual and community stories*

Participants may have several other story suggestions, which the trainer can add in a list on the board. In each case, the trainer should highlight and query possible *angles* and *formats* for a story, drawing again on the *Manual Handouts*. The trainer notes important suggestions from participants on the whiteboard as the discussion progresses. She then distributes *Manual Handouts: 'Recovery, Reconstruction, and Media Coverage'*. One at a time, participants add to the whiteboard any new suggestions that may be missing to ensure local context.



Women wait with their babies to be seen by doctors at a free clinic in Gouroukoun IDP camp near Goz Beida, in eastern Chad. When I heard about giving birth in a hospital on Radio Sila, it was the first time anyone suggested that to me" says 37-year old Achta Abakar Ibrahim, a Darfur refugee and mother of ten. "My first six children I had at home, and although thanks to God I didn't have any serious problems it was just so much easier in the hospital. There they know what can go wrong and that made me so much more confident".

## EXERCISE 16.3: DISASTER PREPAREDNESS AND LONG-TERM COVERAGE



### MATERIALS:

Whiteboard, markers,  
*Manual Handouts*: 'National and Community  
Disaster Preparedness' (page 150)



### SUGGESTED DURATION:

40-60 minutes

The trainer outlines the issue, following the outline in the *Manual Handouts*: 'National and Community Disaster Preparedness'.

Participants discuss possible measures that can support disaster risk reduction in their country. The

trainer distributes *Manual Handouts*: 'National and Community Disaster Preparedness', and calls attention to the main issues it highlights. These include the main causes of disasters and potential preparedness measures, such as the following (the trainer can edit these as relevant for the participants' own country):

- Poverty
- Rapid, unplanned urbanization
- Climate change
- Environmental degradation

As highlighted in the *Manual Handouts*, the trainer reiterates the fact that hazards, such as earthquakes or floods, are not disasters; a disaster occurs when these hazards cause human suffering.

The trainer notes possible measures countries can take to prepare for disasters, including, for example,

the following (again, the trainer can edit these as relevant for the participants' own country):

Examples Needed here


Participants discuss which measures are relevant to their own country's context and why it may not be happening – for example, lack of awareness, inadequate budgets, corruption, political interests, and so on.

They then discuss possible stories – on economic development, land rights, political contests – that can 'fit' their media outlet's coverage, while incorporating humanitarian response and disaster risk reduction elements.

Participants brainstorm possible stories and angles for their media outlets that can highlight preparedness and DRR as the response moves through the emergency, recovery, and reconstruction phases.


The trainer distributes Manual Handouts: 'Media Outlet Preparedness'. The discussion continues as necessary.

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## EXERCISE 16.4: MEDIA OUTLET PREPAREDNESS

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**MATERIALS:**  
Whiteboard, markers,  
*Manual Handouts: 'Media Outlet Preparedness' (page 151)*

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**SUGGESTED DURATION:**  
20 minutes

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The trainer recaps possible measures media outlets can develop ahead of time to prepare for their own disaster response, including developing a response plan and journalist safety and security (see Module 15). Participants suggest other measures for media outlet preparedness.

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## EXERCISE 16.5: EXAMPLES OF FOLLOW-UP COVERAGE

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**MATERIALS:**  
*Manual Handouts: 'Examples of Follow-Up Coverage' (page 152)*

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**SUGGESTED DURATION:**  
30-50 minutes

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Participants form small groups. The trainer distributes Manual Handouts: 'Examples of Follow-Up Coverage'. The examples may be distributed one each to different groups, or all of them to each group.

Participants review and discuss the examples and which elements may be useful in their own reporting. The trainer may request that one participant from each group to present the group's thoughts or conclusions to the rest of the class.

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*At the end of the optional exercises, the trainer distributes 'Takeaway 16: Strategies for Long-Term Coverage' in the Manual Handouts (page 159).*

# Appendix

## Further Training Resources

There are a great many generalist training resources, not specific to journalism or crisis response, that provide adaptable class activities. Several of the class exercise options presented here have been adapted from such resources, and trainers will have their own preferred volumes.

Material adapted for use in the development of the class exercise options include activities sourced from the following:

- Scannell, M. and Scannell, E. E., 2009. *The Big Book of Team Motivating Games*. McGraw-Hill, NY.<sup>21</sup>
- Bordessa, K., 2006. *Team Challenges*. Zephyr Press, Chicago.<sup>22</sup>
- Jackson, P. Z., 2003. *58½ Ways to Improvise in Training*. Crown House Publishing Limited, Carmarthen.<sup>23</sup>

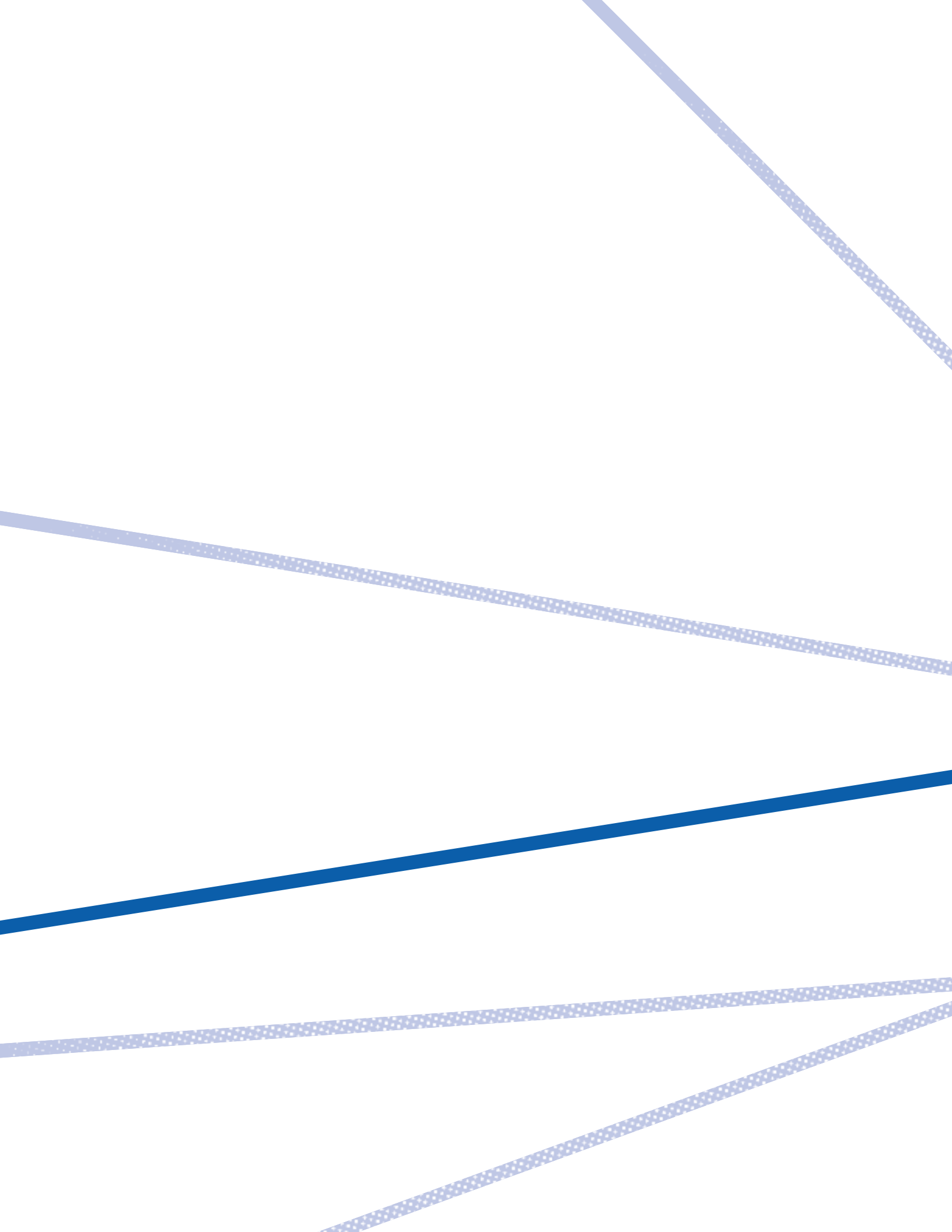
21 On Amazon at: [http://www.amazon.com/Book-Team-Motivating-Games-Spirit-Building-Problem-Solving/dp/0071629629/ref=sr\\_1\\_1?ie=UTF8&qid=1359095785&sr=8-1&keywords=The+Big+Book+of+Team+Motivating+Games](http://www.amazon.com/Book-Team-Motivating-Games-Spirit-Building-Problem-Solving/dp/0071629629/ref=sr_1_1?ie=UTF8&qid=1359095785&sr=8-1&keywords=The+Big+Book+of+Team+Motivating+Games)

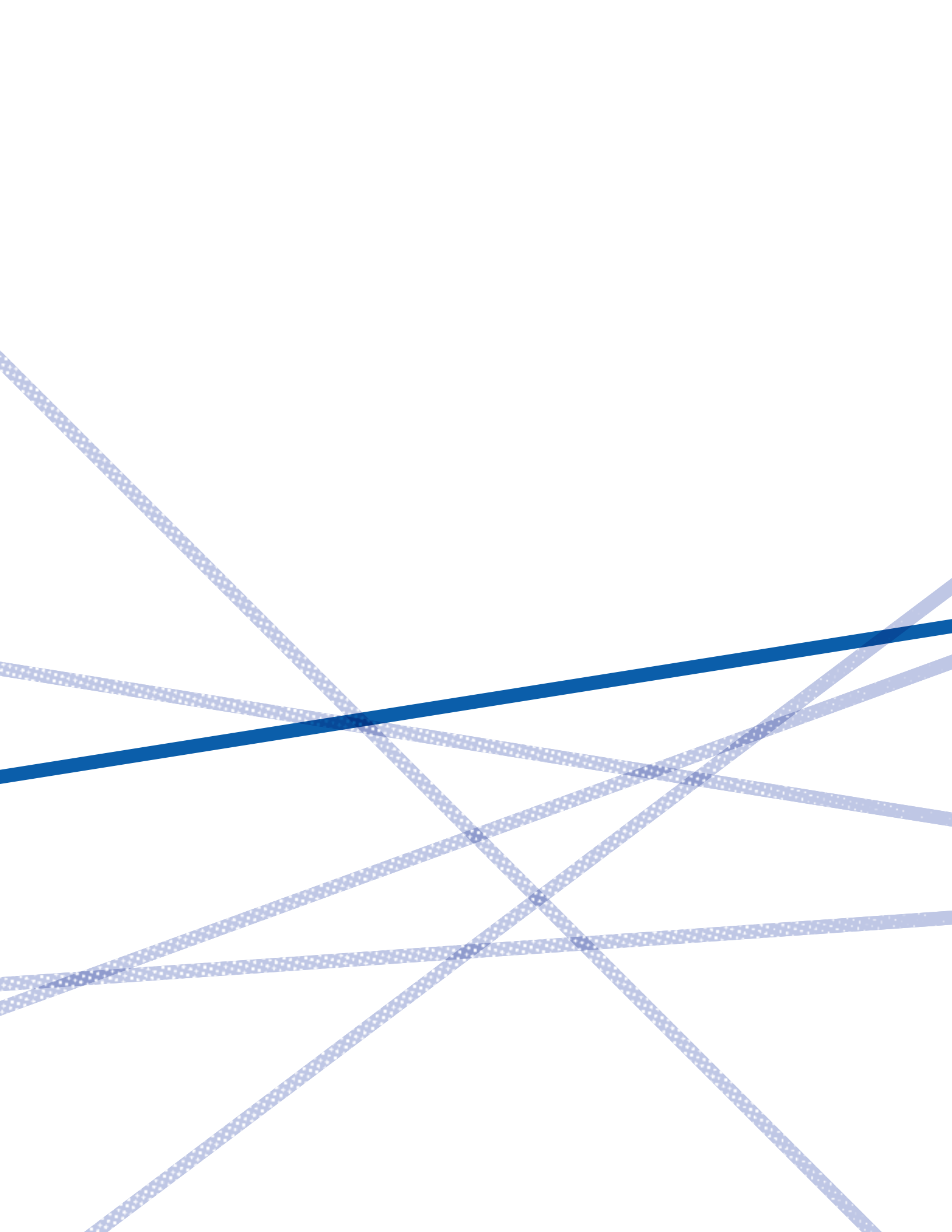
22 On Amazon at: [http://www.amazon.com/Team-Challenges-Activities-Cooperation-Communication/dp/1569762015/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1359095899&sr=1-1&keywords=Bordessa+Team+Challenges](http://www.amazon.com/Team-Challenges-Activities-Cooperation-Communication/dp/1569762015/ref=sr_1_1?s=books&ie=UTF8&qid=1359095899&sr=1-1&keywords=Bordessa+Team+Challenges)

23 On Amazon at: [http://www.amazon.com/Ways-Improvise-Training-Improvisation-Activities/dp/1904424147/ref=sr\\_1\\_fmkr0\\_1?s=books&ie=UTF8&qid=1359095929&sr=1-1-fmkr0&keywords=58+%C2%BD+Ways+to+Improvise+in+Training](http://www.amazon.com/Ways-Improvise-Training-Improvisation-Activities/dp/1904424147/ref=sr_1_fmkr0_1?s=books&ie=UTF8&qid=1359095929&sr=1-1-fmkr0&keywords=58+%C2%BD+Ways+to+Improvise+in+Training)











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