



KC team

A toolkit for training and supporting community writers
to speak their world on HIV and TB

With the closure of Health and Development Networks (HDN) in 2009, key HDN programmes have been transferred to various partners, mainly – the International HIV/AIDS Alliance, AIDSPortal and the Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS) – to ensure their continued impact.

This document is part of a set of publications produced to support the transfer of these programmes as well as to make the tools and programmes of HDN widely available to civil society working on HIV and TB.

Health & Development Networks (HDN) - a leading facilitator of information, dialogue and advocacy approaches on HIV and TB. Established in 1998, HDN is known for its independent role in ensuring civil society perspectives, priorities and needs are given the attention they deserve. Underpinning all of HDN's work is the mantra 'Speak Your World', which focuses on increasing the voices of those least able to speak out, including those of marginalised groups, communities and individuals affected by HIV and TB. HDN has been headquartered in Chiang Mai, Thailand.

Established in 1993, the **International HIV/AIDS Alliance (the Alliance)** is a global partnership of nationally-based organisations working to support community action on AIDS in developing countries. These national partners help local community groups and other non-governmental organisations (NGOs) to take action on AIDS, and are supported by technical expertise, policy work and fundraising carried out across the Alliance. In addition, the Alliance has extensive regional programmes, representative offices in the USA and Brussels, and works on a range of international activities such as support for South-South cooperation, operations research, training and good practice development, as well as policy analysis and advocacy.

Established in 1994, the **Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS)** is a regional non-profit organisation based in Pretoria, South Africa with two other country offices in Lusaka, Zambia and Harare, Zimbabwe. With support from local partners, SAfAIDS currently implements its programmes in Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. SAfAIDS' core activities include capacity development for other HIV and AIDS Intermediary Organisations (IOs), information production, collection and dissemination, networking and building partnerships and leadership in promoting dialogue on cutting-edge issues related to HIV and AIDS.

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KC Team

A toolkit for training and supporting community writers to speak their world on HIV and TB

This publication was produced jointly by Health and Development Networks (HDN) and the International HIV/AIDS Alliance.



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SAfAIDS Southern Africa
HIV and AIDS Information
Dissemination Service

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Lastly, we gratefully acknowledge the support of the International HIV/AIDS Alliance for their willingness to accept the transfer of the KC Team in 2009, so that voices of Key Correspondents continue to be heard.

Acronyms

AIDS	Acquired immune deficiency syndrome
ART	Antiretroviral treatment
HDN	Health & Development Networks
HIV	Human immunodeficiency virus
IAC	International AIDS Conference
KCC	Key Correspondent Coordinator
KC	Key Correspondent
MSM	Men who have sex with men
NGO	Non-governmental organisation
NPP	National Partnership Platform
OVC	Orphans and vulnerable children
PLHIV	People living with HIV/AIDS
RSS	Rich site summary OR Really simple syndication
TB	Tuberculosis
ToT	Training of Trainers

Navigating the KC Team toolkit

The KC Team toolkit is a comprehensive guide to plan, implement and evaluate a successful KC training workshop. This workshop is designed to bring together journalism skills and advocacy goals for all participants. Key Correspondents (KCs) who complete this workshop will be able to share their perspectives and experience with civil society and mainstream audiences to influence the discourse around HIV and TB.

This toolkit is separated into two key documents: the Key Correspondent Training Workshop Manual and the Key Correspondent Quick Reference Guide, described below.

Key Correspondent Training Workshop Manual

The Workshop Manual is designed to assist KC training workshop facilitators. This manual is divided into two sections: *A. Preparation and Planning* and *B. Facilitator's Notes*. In addition to these core sections of the Workshop Manual is a set of annexes, included in the document, and a set of PowerPoint presentations. These presentations are designed to support certain sessions within the workshop curriculum and are clearly referenced within the text.

PowerPoint presentations and the KC Team video are available to download on the KC Team CD-ROM or from the websites mentioned on the inside cover page of this publication.

Key Correspondent Quick Reference Guide

The Quick Reference Guide is a set of handouts that correspond to sessions within the workshop curriculum. This guide is designed to support facilitators and these handouts are referenced throughout the Workshop Manual to assist facilitators in gathering information for presentations and discussions. This guide also serves the dual purpose of assisting KCs during and after completing the workshop; the reference guide will be printed and given to KCs at the beginning of the workshop.

History of the Key Correspondent Team

Starting in 1998, Health & Development Networks (HDN) created the Key Correspondent (KC) Team. The aim of this team is to ensure that HIV and TB community voices are heard. This is achieved by supporting KCs to write their experiences and perspectives and ensuring their articles are widely distributed through eForums (electronic discussion forums), publications and the media. With the closure of HDN in 2009, this programme has been transferred to the International HIV/AIDS Alliance and HDN is confident and pleased that the vision of the team will continue in its new home.

Concept and Vision

The Key Correspondent Team is a vibrant network of community-based writers uniting to speak their world. These citizen journalists, comprised of civil society members from around the world, share stories from their communities. The aim of KC stories is to give a voice to the voiceless, advocate for change and connect with policy and decision makers. KCs have a genuine interest in illuminating health and development issues from the ground up, initiating a movement to mobilise and empower civil society.

The KC Team ignites social movements for change among communities affected by HIV, AIDS, TB, and related health and development issues.

The KC Team is a global network of country-based writers who capture and document the local realities of people most affected by HIV and TB. KCs share a common passion for the issues affecting their communities and a ground-up approach to the HIV and TB response.

As of July 2009, the KC team makes up over 200 individuals active in more than 40 countries, with strong representation in Asia and Africa. The KCs come from diverse backgrounds such as nursing, counselling, epidemiology, programme coordination, law, teaching, journalism, medicine, policy and advocacy.

In order to advocate for a more effective response to HIV and TB and influence policy and decision making processes, KCs collect, consolidate and disseminate high quality articles featuring local perspectives. Those working on the ground, most affected by HIV and TB, know the realities and issues best. Using locally informed content to stimulate dialogue, bring national partners together and hold policy-makers accountable for their commitments, is an important element in mobilising and empowering civil society. The KC Team also serves as a unique and extensive HIV and TB watch dog mechanism, enabling a team of writers to be pulled together to report on how commitments, declarations or reactive policy issues are developing.

KC articles bring local perspectives to national and international attention through interviews, conference coverage, and specific projects, as well as through their personal spark and passion to write. In the public space, KCs are treated as journalists, and are often given media access to conferences and events. KC articles are widely disseminated through a network of eForums (electronic discussion forums) and on HealthDev.net, an interactive website on which KCs are able to post their articles. Additionally, KC articles are published on other online and print media networks, reaching broad national and international audiences.

Key Correspondent Training Workshop Manual

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Overview

The KC Team has always had a training workshop as the foundation of capacity building. This manual builds on previous Key Correspondent (KC) training manuals. As the KC Team goes forward, this workshop will help to maintain the essential skills of the KCs as writers and reporters.

With over 200 active KCs as of July 2009, this training manual will serve both the existing KCs and the next generation of team members. A survey conducted in early 2009 indicated the need for more consistent training. KCs asked for more frequent trainings that dedicate more time to the development of journalism skills. They also requested the inclusion of a wider range of skills, including photography, Internet use and public speaking. While many KC suggestions have been incorporated into this manual, there is room for future development.

This training manual aims to lay the foundation for civil society advocates to become citizen journalists. The sessions in this manual introduce the basic components of journalism; these journalism basics ensure participants will be able to write their stories with accuracy and using a journalistic approach in hopes of being published in mainstream media.

Section *A: Preparation and Planning* details considerations and necessary preparations prior to workshop facilitation. Section *B: Facilitator's Notes* is a series of session guides for workshop facilitation. Throughout this document, clear references are made to the *KC Quick Reference Guide*, *PowerPoint presentations (on CD-ROM)* and *annexes*.





A. Preparation and Planning

A. Preparation and Planning

Workshop facilitators need to have experience with the KC Team and preferably, a familiarity with journalism. Depending on the number of participants, it is appropriate to have one facilitator. However, if participants need translation or extra help with writing or using a computer, additional facilitators may be required to ensure the success of the workshop.

Facilitators will review each session before leading a workshop, and be familiar with all the components of the manual, as well as the KC Team concept and vision. Ideally, facilitators will have aptitude in English, teaching, journalism, and writing experience.

Before conducting a workshop, facilitators will need to send and request that each participant complete a *Pre-training Assessment Survey*. The workshop support team will meet to review these surveys. This will allow for participant-informed modification of the curriculum, lesson plans and scheduling, depending on budget allowances. Amend the survey to suit the needs of the workshop.

Refer to **Annex 1: Pre-training Assessment Survey** for a sample form.

Material Requirements

The curriculum is designed to be discussion-driven and emphasise hands on work. The bulk of the information presented to participants will be via PowerPoint presentations, supplemented by handouts. Group discussion will be recorded on chart paper, which can be displayed around the training space over the course of the workshop. Facilitators will need:

- Chart paper
- Markers, pens and highlighters
- Computer, projector and screen

[Note: If including *Session 12: HealthDev.net*, ensure Internet availability]

Additionally, the facilitator will want to prepare the following prior to the beginning of the workshop:

- As many as seven current news articles from different publications; three need to be of the same event
- Selection of KC articles
- PowerPoint presentations
- KC Quick Reference Guide
- KC video
- NPP Toolkit
- *HealthDev.net* manual

[Note: Only applicable if including *Session 12: HealthDev.net*]

Provide the following for participant use if possible:

- Pens, pencils and highlighter
- Notebook
- Laptop computer
- Tape recorder and batteries
- USB key (flash drive)

Workshop Plan

The following workshop plan should be treated as a companion to the curriculum, detailed in *B: Facilitator's Notes*. This plan will be adapted to the timeframe and needs of the participants.

KC Training Workshop Plan

Recommended for 10 – 12 participants

INTRODUCTION				
Exercise	Method	Expected Results	Minimum Time Needed	Materials Needed
Introduction to the Workshop	*Plenary session *Discussion	*Understand the goals and objectives of the workshop and agree on ground rules	30 minutes	*Chart paper & markers *Computer, projector & screen *PowerPoint presentation: <i>Workshop Objectives</i> *Participant List

ADVOCACY & MEDIA				
Exercise	Method	Expected Results	Minimum Time Needed	Materials Needed
The KC Team	*Facilitator presentation *KC Video *Discussion	*Participants will be introduced to the KC Team and learn how the team can further their advocacy goals *Participants will learn about reporting and how KCs are citizen journalists	45 minutes	*KC Video *Computer, projector & screen *PowerPoint presentation: <i>KC Team</i> *Chart paper & markers
Advocacy & the KC Team	*Facilitator presentation *NPP representative presentation *Discussion	*Participants will identify their role in advocacy *Participants will get a better understanding of National Partnership Platforms	45 minutes	*Computer, projector & screen *Partner information *NPP toolkit information *Chart paper & markers

Exercise	Method	Expected Results	Minimum Time Needed	Materials Needed
Understanding Media	*Facilitator presentation *Group work *Discussion	*Outline the basics for media literacy *Participants will be able to: <ul style="list-style-type: none"> • View the news with an objective lens • Critically approach the media • Understand how they can adapt their advocacy within the confines of established media 	45 minutes	*Chart paper & markers *Computer, projector & screen
Identifying Local Issues	*Facilitator presentation *Discussion	*Participants will be able to identify issues from within their communities *Participants will have a better understanding of how KCs can funnel community-based issues into policy change	30 minutes	*Chart paper & markers

JOURNALISM SKILLS

Exercise	Method	Expected Results	Minimum Time Needed	Materials Needed
Introduction to Journalism	*Facilitator presentation *Discussion *Role playing and group participation	*Participants will be able to see a broader picture of what makes a story newsworthy/readable *This session prefaces how to write the news – how to tell their story *Participants will learn the basics of what goes into a story – the whole package	1 hour	*Chart paper & markers *Computer, projector & screen *PowerPoint presentation: <i>Introduction to Journalism</i>

Exercise	Method	Expected Results	Minimum Time Needed	Materials Needed
Crafting a Basic News Story	<ul style="list-style-type: none"> *Facilitator presentation *Discussion *Group work 	<ul style="list-style-type: none"> *Participants will be able to structure a basic news story fit for public consumption 	1 hour	<ul style="list-style-type: none"> *Highlighters *Newspapers or newspaper clippings *Computer, projector & screen *PowerPoint presentation: <i>Crafting a Basic News Story</i>
The Art of the Interview	<ul style="list-style-type: none"> *Role play interview *Group work *Facilitator presentation 	<ul style="list-style-type: none"> *Participants will be able to conduct a professional and useful interview *Participants will be able to see the benefit of a good interview in relation to their story construction *KCs will gain confidence – conversing with strangers, famous figures, officials, friends *KCs will learn the ethics surrounding reporting on HIV, AIDS and TB 	1 hour	<ul style="list-style-type: none"> *Tape recorder (digital) *Computer, projector & screen *PowerPoint presentation: <i>The Art of the Interview</i>
Editing & Proofreading	<ul style="list-style-type: none"> *Facilitator presentation *Group work *Discussion 	<ul style="list-style-type: none"> Participants will be introduced to: *Editing and the importance of clarity and accuracy *Proofreading *Peer-editing KC work *Headline writing 	30 minutes	<ul style="list-style-type: none"> *PowerPoint presentation: <i>Editing & Proofreading</i> *Computer, projector & screen
Ethics & Language	<ul style="list-style-type: none"> *Facilitator presentation *Discussion 	<ul style="list-style-type: none"> KCs will have a better understanding of: *The fundamental principles of journalism *Ethics of reporting on HIV, AIDS and TB *Language guide 	30 minutes	<ul style="list-style-type: none"> *PowerPoint presentation: <i>Ethics & Language</i> *Chart paper *Computer, projector & screen

Exercise	Method	Expected Results	Minimum Time Needed	Materials Needed
Getting Started	*Facilitator presentation *Group work *Discussion *Homework	*Participants will understand the components of crafting a story from idea to the final period of the piece. *Participants will understand the work and planning that goes into crafting a news article.	1 hour	*Article Matrix (found in the <i>KC Quick Reference Guide</i>)

HEALTHDEV.NET WALKTHROUGH

Exercise	Method	Expected Results	Minimum Time Needed	Materials Needed
Walk through HealthDev.net	*Plenary *Discussion	*Understanding HealthDev.net principles	30 minutes	*Computer, screen and projector
HealthDev.net: Registration	*Facilitation *Group work	*Registering and adding profile to HealthDev.net	30 minutes	*Computers – for facilitator and participants
HealthDev.net: Upload	*Facilitation *Group Work	*Successfully upload article written during the workshop	1 hour	*Computers – for facilitator and participants

CONCLUSION

Exercise	Method	Expected Results	Minimum Time Needed	Materials Needed
Workshop Summary & Evaluation	*Discussion *Facilitator presentation	*Conclude the workshop *Satisfy goals & visions from Day One *Answering any outstanding questions	30 minutes	*Chart paper of Goals and Vision from Day One *Handout: <i>Evaluation</i>

Timeframes

The workshop will require two full days if all sessions are included. This allows time for homework and extended discussions. However, included in the annexes is a condensed session called *Journalism 101*. This document is the handout for participants only. The facilitator can use facilitator notes to guide the lesson, as necessary.

Refer to **Annex 6: Journalism 101** for an example of a condensed curriculum.

KCs indicated in the KC Survey 2009 that two days for the workshop was too short. This manual has been developed to allow for more time for discussions and homework. Sessions may also be adapted to suit the needs of the participants. *Session 7: Crafting a Basic News Story*, in particular, may take more time depending on the applicable skill-level of participants.

It is important facilitators integrate 10 – 15 minutes at the end of each day to recap the day's key concepts. This time can also be used as a Question & Answer session. At the beginning of each day, after Day One, facilitators should consider taking 10 – 15 minutes to recap and review the day before and answer any questions or provide feedback to participants on work done outside the workshop.

Types of Workshop

There are several ways KC Training Workshops can be adapted to suit the needs of the participants. The workshop outlined in this document is general, but the curriculum and lesson plans have been modified to cater to workshops that are country level issue-specific or conference-related.

Country Level Issue-specific

This type of workshop is conducted in-country with a specific issue as the fulcrum of the sessions. In June 2009, (HDN) conducted a training workshop in Uganda with a focus on TB and HIV co-infection and service integration. Participants attended a basic KC training in addition to issue-specific sessions, as follows:

Partners Uganda – a detailed session on the specific activities of the NPP in Uganda

TB and HIV Integration: Identifying Uganda-specific issues – this session, similar to Identifying Local Issues narrowed its focus on TB and HIV service integration in Uganda

How HealthDev.net Links to Local Platforms – this session linked new KCs with both the HealthDev.net platform and other Uganda-specific electronic platforms and partners

Refer to **Annex 3: Uganda KC Training Workshop Agenda** for an example of how to adapt a workshop to have a country level, issue specific focus.

Conference-related Workshop

Conferences are a time when KCs come together with the specific purpose of information and knowledge sharing. It is an ideal opportunity to reinforce KC skills, as well as provide issue-specific instruction for dialogue and action.

A workshop can be conference-related and/or it can be issue-specific, depending upon the nature of the conference. This type of workshop centres on the conference itself and how the KCs interact within them. As well as being a workshop on the conference itself, facilitators may also focus on a theme or issue that narrows the scope of KC activities.

Conference-related trainings are also a good opportunity for KCs to have the on-site support of a team leader and facilitators while they are engaged in KC activities. Team leaders and facilitators provide instruction on specific KC team themes as well as zero-in on conference-related topics. The team leaders are also present to reinforce KC skills, including interviewing, writing, editing and use of HealthDev.net.

Refer to *Annex 4: KC Agenda, IAC 2008* for an example on the types of sessions offered to KCs while on-site at a conference. See *Annex 5: KC Pre-conference Assignment, IAC 2006* for an example of an issue-specific conference-related KC activity.

Potential Challenges

Each workshop needs to effectively cater to the skill level and needs of participants. If language or English aptitude is an issue, the sessions will take longer. The sessions will also require more of a focus on basic article structures, rather than the written article itself. Language barriers can also make it challenging for the facilitator to assess the progress of the participants, if articles are not in English, or the writing needs heavy editing.

Introducing sensitive language can also present challenges. *Session 10: Ethics and Language*, introduces words that participants may find offensive. The solution to this is to establish a collective agreement around the course of conduct for the session. The facilitator can gauge if the language used will affect the group negatively. The session can be modified to skip the questions on offensive versus appropriate terms. Another approach to this challenge is to preface this session with a detailed discussion that warns participants of the likelihood of offence.

If there are too many participants, beyond the recommended 10 – 12, a single facilitator may find it challenging to properly reach each participant. This can be avoided by adding another facilitator to the team, which is also useful for group work. One facilitator can present and lead group discussions and the other facilitator can assist with group work and addressing individual needs.

The facility may not be well-equipped to handle the group. Often, the number of computers can be an issue. This challenge is dependent on funding and appropriate venue choice. If it is unavoidable to have only a few computers, then the projector can in place of hands on computer work; this is especially applicable to *Session 12: HealthDev.net*. Participants can handwrite their stories and they can take turns typing, if necessary.

The most significant challenges for past trainings have been language barriers, timeframe and venue capacity.



B. Facilitator's Notes

B. Facilitator's Notes

This section of the manual describes the workshop curriculum. The curriculum is designed so that each new skill builds on those introduced previously. There are mandatory and supplementary sessions that can be condensed, omitted or added as the facilitator sees fit. The workshop plan in the previous section outlines the suggested order of sessions, the minimum time needed, expected results and materials needed.

Each session includes a unique set of facilitator's notes, including session objectives, materials required, and a detailed session guide. PowerPoint presentations and/or handouts that will support the facilitator and participants during a session will be noted under the Materials heading. Some sessions include a pre-designed activity; this activity will be outlined under the Session Guide heading.

Session 1: Workshop Introduction

This session lays the foundation for the entire workshop, establishing the overall goals, objectives, outputs and expectations of the training. This session also begins to build relationships between participants.

Objectives

In this session, participants will:

- Meet and learn about each other and the facilitator(s)
- Understand the objectives of the workshop
- Be introduced to the schedule of the workshop
- Agree on ground rules
- Form their vision of the workshop goals

Materials

- Chart paper and markers
- Participants' List
- Computer, projector and screen
- PowerPoint Presentation: *Workshop Objectives*

Session guide

Length: 30 minutes

- Begin by welcoming the participants. Introduce yourself and give a little background of who you are.
- Ask each participant to introduce themselves and say a few words about their work. Keep each answer brief.
- Explain that the workshop will include lectures, group work, hands-on training, discussions and homework. Prompt participants to share as much as they feel comfortable.
- Introduce the objectives of the workshop, using the PowerPoint Presentation: *Workshop Objectives*.

Workshop Objectives

- » Learn about the KC Team, citizen journalism, advocacy, and tools to become better writers.
 - » Demonstrate how KC voices and the voices of their communities can be heard through national, regional and global platforms.
 - » Provide KCs with the skills and insights to become citizen journalists.
 - » Learn how to use the media to ensure KC voices and the voices of their communities are heard.
-
- Introduce the schedule of the workshop. You may print this out as a handout for the participants. The manual includes an example schedule, but modify this to suit your needs.
 - Introduce the ground rules of the workshop. Have the ground rules prepared prior to introducing them. Write the ground rules listed in the box below on chart paper.
 - Ask participants to add to the rules as they see fit.
 - Post the ground rules around the space for all to see.

Ground Rules

- » Be respectful of opinions, even when you have an opposing viewpoint
 - » Agree that this is a safe space for using taboo words, divisive opinions and contentious debates.
 - » No question is stupid. There is freedom to ask any question.
 - » Respect confidentiality.
 - » Be aware of time.
 - » Come to each session prepared, including homework requests.
 - » Treat each other with respect.
-
- Introduce the vision of the workshop.
 - Ask participants:
 - *What are your expectations of this workshop?*
 - *What skills do you expect to gain from this workshop?*
 - *What is your vision of how the workshop may go?*
 - Write the answers on chart paper and post around the space.
 - Refer back to these goals in the last session together.
 - Ask participants to fill out their names on the participants' list. Remind participants to provide as much information as they can. Let them know that all their information is confidential and will only be used within the organisation.

Summary

This session sets the tone and establishes the format of the entire workshop. By setting clear objectives and ground rules and developing a collective workshop vision, participants will understand how their time will be spent and what they will learn. Ideally, after this session, participants will begin to feel more comfortable and familiar with each other.

Session 2: The KC Team

This module includes fundamental information for a successful KC training. Shared ownership and commitment to the work of the KC Team is essential. KCs need to understand the history of the development of the KC programme, their role as KCs and how as individuals or in collaboration, KCs can contribute to and advocate for a more effective response to HIV and TB.

Objectives

At the end of this session, participants will:

- Understand their role as KCs
- Understand how the KC team functions as a country and global team
- Understand how becoming a KC can help them in their personal work and development

Materials

- KC Video on CD-ROM
- Computer, projector and screen
- Chart paper or white board and markers
- PowerPoint presentation: *KC Team Introduction*
- *KC Quick Reference Guide: Introduction to the KC Team*
- Selection of KC articles

Refer to the *Introduction to the KC Team* handout in Section 1 of the *KC Quick Reference Guide*.

Session Guide

Length: 40 – 50 minutes

Presentation (15-20 minutes)

- Direct participants to the handout Introduction to the KC Team.
- Show PowerPoint presentation KC Team Introduction and talk through the screens.
- Introduce the KC Team and a brief summary of activities. If possible, discuss the contribution of KCs already active in the region where the workshop is being held.

Discussion (15- 20 minutes)

- Distribute KC articles to show participants, and discuss their content and approach.

Video (15 minutes)

- Introduce and show the KC Team video (11 minutes).

Summary

By the end of this session, KCs-in-training have gained the understanding of the concept and vision of the KC Team. Through the group discussion, participants will begin to locate their potential niche within the team and how they can contribute as KCs.

Session 3: Advocacy and the KC

It is likely that a number of workshop participants will be attending on behalf of National Partnership Platform (NPP) partner organisations. The NPP acts as a central hub at a country level, unifying civil society under a common advocacy agenda, informed by the experiences and needs of the people who are most directly impacted by HIV and TB. Advocacy is a central component of NPP activities, and this session highlights the links between advocacy and the KC team.

Objectives

At the end of this session, participants will:

- Have a more defined sense of what advocacy means to them and be able to identify their potential role as an advocate
- Understand the NPP and how the KC Team contributes to NPP advocacy activities

Materials

- Computer, projector and screen, as applicable
- Partner information – this can be a partner representative or partner publicity materials
- *National Partnership Platforms on HIV and TB* toolkit (as reference)
- Chart paper or white board and markers

Session Guide

Length: 40 – 50 minutes

Presentation: NPP initiative (10 minutes):

- Partners attending the workshop are welcome to introduce themselves and provide details or rationale about how the training fits with overall programmatic goals of the partner and in relation to the NPP.
- Facilitator or Partnership Coordinator (PC) will introduce the NPP concept and provide examples of what this means within their own country context.

Discussion: Advocacy & the KC Team (30 minutes)

Facilitator should pose the follow question and write the answers on a white board or flip chart:

Advocacy is a word that is used often in this field, but do we truly know what it means?

Suggested discussion questions:

What is advocacy?

Key words and phrases for discussion:

- Adding voices
- Generating consensus on key issues
- Power
- Public influence
- Opinion

What is the process of advocacy?

How do we achieve our advocacy goals?

Key words for discussion:

- Knowledge
- Empowerment
- Change
- Action
- Organisation
- Partner building

What is your role in advocacy?

Emphasise that KCs are advocates at the community level. They are empowered through supportive structures, including the KC Team and the NPP, and in this way have a unique opportunity to contribute to the empowerment of others.

What are the links between empowerment, advocacy and change?

This statement can provide a basis for this discussion:

Feelings of empowerment among a few individuals can ignite unified, grounded action for change.

Summary

This session provides a foundation for addressing *Why?*; the undercurrent of KC activity. The session will encourage participants to explore the concept of advocacy in a group discussion. They will define what advocacy is to them, and they will link that understanding with the KC team model and citizen journalism.

The list of answers to the questions posed to participants in this session can be posted around the room to be revisited later in the workshop.

Session 4: Understanding Media

KCs need to understand how media works before they can engage within it. This session introduced the concept of media literacy. While participants are likely consumers of news, this session serves to shed light on how news is constructed. With this knowledge, KCs can advocate more effectively, adjusting not only the news they create, but the way they consume news.

Objectives

In this session, participants will:

- View news reporting more critically and with an objective lens
- Compare and contrast articles reporting the same event from different publications, appreciating alternative views
- Understand how they can adapt their advocacy within the confines of established media

Materials

- Chart paper and markers
- Computer, projector and screen
- Handout: Three news articles reporting on same event, from different outlets

Refer to **Understanding Media** in Section 2 of the *KC Quick Reference Guide*.

Session Guide

Length: 45 minutes

Preparation

The facilitator will prepare for this session by sourcing three current articles of the same event from three different publications. Take note of the following points that can be discussed with participants during the session:

- Do the stories include similar quotations & sources?
- The lead: the start of the story – how each article forms the lead; what is the emphasis?
- Story placement in the entire newspaper or website - was the story buried, or up front? How is it positioned, next to which stories on the page?
- How do articles differ?

Discussion (10 minutes)

- Start a discussion by asking participants where do you get your news? Answers could include friends and neighbours as well as newspapers and television.
- Reference *Media literacy* in Section 2 of the *KC Quick Reference Guide*.
- Discuss the key points of the handout, emphasizing definitions and key concepts of media literacy with participants, and seek their views on the underpinning processes of interpretation and reporting.

Group work (35 minutes)

Ask participants to break up into small groups (four is an ideal size). Give the groups the news articles, (three per group), and a highlighter.

Instruct participants to:

Read each article

- Highlight any quotations, sources, and information that is the same in all three articles.
- Make note of similarities.
- Make note of differences.
- Look at the leads: which one is the most powerful? Which one works?
- Look at the order of information: What information gets more emphasis?
- Look at sources and quotations: How are the sources introduced? Note the differences.

Ask participants to comment on their findings.

Discuss the implications that news is not objective and unbiased. Publications, writers and editors often have a specific perspective they wish to adopt when reporting events.

Suggested discussion questions:

- *What is 'truth'?*
- *What are your views about media activity in your community?*
- *Can you think of examples of bias in local media?*
- *Do you have left-leaning or right-leaning publications and sources of information? How does their reporting contrast?*
- *How much influence does a government have in the production of news? Give examples from your own region and other regions.*

Summary

Participants have gained an understanding of media literacy and how news can be constructed. Through comparing articles from established sources, participants get a first-hand view of how different sources view the same event.

Session 5: Identifying Local Issues

As community watchdogs, a primary role of the KC is to shine a light on issues close to home. This session will encourage participants to look at wider issues affecting their communities and narrow the issue to a tangible subject about which to write. This session ignites brainstorming and analysis of HIV and TB issues affecting participants and their communities. It also plants the seeds of what participants will write about.

Objectives

In this session, participants will:

- Identify local issues about which they feel passionate and committed
- Create a list of issues facing the community from the big picture to the small picture issues and identify a possible story idea
- Understand how KCs funnel community-based issues into advocacy work to affect policy

Materials

- Chart paper and markers

Refer to *Identifying Local Issues* in Section 3 of the *KC Quick Reference Guide*.

Session guide

Length : 30 minutes

This session a group discussion in which participants will be guided to generate story ideas built around local issues; they can choose to write these stories later as a self-guided assignment. Participants will be encouraged to speak freely and without judgment. This is a more individual session designed to get a better understanding of the issues that the participant is facing locally. It is an opportunity for participants to engage in discourse and dialogue with one another.

KCs essentially report from their communities, with an intimate knowledge of context and circumstance. They are also in contact with those people whose voices are often unheard. An effective way to identify local issues is to approach it broadly (big picture), then narrow the scope to pinpoint specific community issues (small picture).

Discussion (30 minutes)

Ask the following questions and write participant response on the chart paper:

What are issues affecting your community? [Big picture]

Guide them to maintain a broad perspective – the big picture. Some examples of local issues could be:

- Stigma and discrimination
- Economic crisis
- HIV
- TB

What are specific examples of those issues? [Small picture]

Prompt with questions such as: *What exactly is happening with HIV in your community?*

Discuss how these issues would make good stories. Ask participants to identify who they would talk to, how they would tell the story and what their perspective may be.

What do you have to say about these issues and what do you hope to achieve by telling this story?

Participants' responses can be noted and posted around the room, for reference during the writing-focused sessions. Additionally, the list can be used to inform future programmatic policy and advocacy efforts for the local and regional communities.

A likely question from participants about this session is this:
How do we make people care about these issues?

A discussion could arise from this – focusing on how an article's presentation can have a significant impact on how the reader responds to an issue.

Summary

The discussions from this session will be revisited later sessions; participants can see how to generate stories through identifying issues in their communities. Through sharing their own ideas of stories, fellow participants may also see how similar issues transcend community to community. There are stories everywhere. Remind participants to look for the big picture stories, and then narrow their scope into specific examples for article topics. This will help them frame their story.

Session 6: Introduction to Journalism

Journalistic stories have a basic formula that every student learns in school. Journalists are more than just writers; they are watchdogs and reporters of issues and events in their world. Whether in a newsroom or a living room, journalists have a responsibility to their audience to tell the story as they see it. Participants will understand the basics of news gathering. They will learn how to take the local issue identified in *Session 5: Identifying Local Issues*, and begin forming a story.

Objectives

In this session, participants will:

- Learn the basic components of a readable story
- Identify what types of stories are newsworthy and attractive to readers

Prerequisites

Completion of *Session 4: Understanding Media* and *Session 5: Identifying Local Issues*, is preferable.

Materials

- Basic writing tools
- Chart paper and markers
- Computer, projector and screen
- PowerPoint presentation: *Introduction to Journalism*
- KC Quick Reference Guide: *Introduction to Journalism*

Refer to *Introduction to Journalism* in Section 4 of the *KC Quick Reference Guide*.

Session Guide

Length: 1 hour

This lesson is an introduction to writing as a journalist, and is based around a PowerPoint presentation. Participants will learn **what to say, how to say it and who to say it to** (what is the story, how are you going to tell it, and who is your audience?).

Note that the success of this session depends on the English writing skills of the participants, which will be assessed as part of the pre-workshop evaluation (see *Annex 1*). If participants go forward to write in their own language, focus more on the style and components of a story rather than English grammar and spelling.

Presentation (20 minutes) Introduce participants to journalism with the PowerPoint presentation *Introduction to Journalism*, making sure to cover the following topics:

What is news? What makes a story, a story?

News is story telling at its simplest form – it relays facts, current affairs, emotions, and is often reflective – understanding today from past events.

- **Timeliness** – be about something that has just happened, or is happening, or has only just been discovered, or which will have resonance at this particular moment
- **Relevance** – have meaning for the audience
- **Focused on change to the established order** – new songs, new trends, new laws, new wars
- **Evidence-based** – stories cannot be invented but must be based on accounts of things that really happened and can be verified
- **Impact** – big is more newsworthy than small, close is more important than far away, bad news sells better than good news

How will you tell your story?

You will write your story, but how will you tell it? What are some of the ways you can tell a news story?

- Hard news: this is fact-based, 'this happened', 'this is how it happened' hard news is less creative but includes powerful facts
- Soft news: more personal, includes human interest stories, drawing on emotion
- Participants will learn more about different types of stories later on in the training

Consider this: *How can the intended audience change the way you tell a story? Think about telling the same story to your mother or your co-worker or a stranger.*

Who is your audience?

Deciding what you want from your story may change who you want to hear it:

- Government officials
- Citizens
- Affected groups

Link to the KC Team - using a story for advocacy:

- What do KCs write about?
- How do they tell their story?
 - o Human interest – what's going on from the ground up
 - o Current events – emerging issues
 - o Reports – commenting on context
- Who is their audience?

Role play (40 minutes)

Scenario:

A small community hospital, serving a local population of around 10,000, has released a warning that there is soon to be a shortage of HIV treatment (antiretroviral treatment), though giving no specific details. A significant proportion of the local community requires treatment. You have been asked by your editor to travel to the hospital to find out what is going on, and write up a story giving more information as to why treatment as important as ART is in jeopardy.

In this role play, the facilitator is the Hospital Administrator. Participants will be asked to interview the facilitator and construct a story; participants must take notes. These are the facts of the story that participants will be expected to uncover in order to gather the appropriate information for a story:

- Hospital Administrator – use your name
- Hospital Name – use nearest hospital to you
- 800 people in the area currently require this treatment
- The shortage is because of two things:
 - The truck carrying replacement stocks has been hijacked near the border of the country
 - The hospital has been unable to stockpile because of increasing demand in the area for ART
- Medical staff have been instructed to start no patient on any treatment regime
- Patients currently receiving treatment will be given two weeks' worth of tablets instead of the usual four
- There is a danger that the local community will organise a protest against the shortage
- There is real concern that patients will stockpile their own drugs, taking a weaker than prescribed medication, and hence becoming resistant to the treatment
- It could be over one week until new stocks are received – the hospital has enough treatment left for eight days only

Having completed the interview, consider asking the participants the follow up questions:

When you hear about an event, what do you want to know?

What are the bits of information you want to know as a consumer of news?

What do you want to know to understand the event?

- Some answers may include – Where did it happen? Was anyone hurt? Who was there? How many people are affected by this event? When will new drugs come in? What are alternatives for people waiting for drugs?
- Prompt participants with suggestions but let them come up with answers.
- If there are gaps in knowledge, let the participants come to that realisation after the interview.

After collecting this information, how will you tell this story?

Ask participants to get into groups of 2 or more (depending on size)

- Give five to ten minutes for each pair to write a short story about the interview.
- Ask participants to keep their audience in mind – who is this story for?

Each pair shares their story with the group. Be sure to ask participants to keep their stories for the duration of the course – you will revisit the stories in *Session 7: Crafting a Basic News Story*.

Summary

This session has considered key issues around brainstorming for a news story. It highlights the elements of a story, how a story can be told and the importance of knowing your audience and links these basic principles of journalism with KC activities. Remind participants that they have stories to share, and this workshop teaches them how to share their work with as wide an audience as possible.

Session 7: Crafting a Basic News Story

This session describes the nuts and bolts of story construction. Participants will learn the components of a basic news story. They will learn how to build the story from the first word to the last. Using the interview from *Session 6: Introduction to Journalism*, participants will be able to craft their stories from a tangible source.

Objectives

In this session, participants will learn:

- Essential components of a news story
- How to write a powerful leading paragraph
- How to use graphs to guide what information goes where within a story
- How to quote and source effectively and correctly

Prerequisites

This session **MUST** follow *Session 6: Introduction to Journalism*. Participants will use the information from the role play activity from this prior session to construct their story.

Materials

- Writing tools, including highlighters
- Computer, projector and screen
- Newspapers or newspaper clippings
- PowerPoint presentation: *Crafting a Basic News Story*

Refer to *Crafting a Basic News Story* see Section 5 of the *KC Quick Reference Guide*.

Session guide

Length: 1 hour, minimum

This session is a mixture of participation and lecture. The success of this session depends on the English aptitude of the participants. If English skills are poor, this session can focus more on the construction of the article, rather than writing style and English grammar. If possible, the participant can write in their local language and the article can be translated for assessment.

Preparation

Prior to this session, locate three current print articles to discuss the construction of the lead, nut graph and quotations. Print enough copies for every participant.

Presentation (40 minutes)

Describe the figures included in the PowerPoint presentation: *Crafting a Basic News Story*, supplemented by the content in the corresponding handout. The presentation addresses the following topics:

- The Story
- The Inverted Pyramid
- The Lead
- The Nut Graph
- Direct Quotations

After describing the lead, guided by the PowerPoint presentation, give participants the three current articles on the same event from three different publications. Highlight the lead paragraph. Make sure the articles have hard leads.

Ask participants: *What was the best lead? Why?*

Carry on with the rest of the presentation content.

Group activity (20 minutes, minimum)

Ask participants to have ready their stories generated from the interview in *Session 6: Introduction to Journalism*. Have the participants get back into the groups they were in to write the original story.

Ask participants: *How can your story improve to meet this new framework?*

Participants will need to rewrite their stories:

- Write a lead
- Write a nut graph
- Write a quote with leading paragraph

If any components of the story are missing, participants may ask the facilitator more questions as in the role play. Most often, participants will realise they didn't write down a direct quotation or get the name of the source or the correct spelling of the name. They also may need a few more details to flesh out the piece.

Give participants 10 – 15 minutes to re-write their stories.

- Come back to the large group and share what revised stories.
 - Discuss what worked and what didn't and how it could have been done better.
- Note:** Before the discussion, go through ways to give constructive criticism and also present key questions to guide what works best.

Possible self-directed assignment

- Read several published articles and see the different types of leads.
- Rewrite the lead paragraph for at least five articles and bring into the next session for the facilitator to give feedback.

Summary

Participants have learned all the components of a basic news story. This is the most widely used format for news writing in journalism. While there are many ways to construct a news story, from features to investigative reports, KCs can use the basic formula outlined in this session to connect with established news media.

Session 8: The Art of the Interview

Interviewing is the easiest and most authentic way for journalists to get information and know and understand the story straight from the source. Journalists, and subsequently KCs, must have information from direct sources such as witnesses and experts. Journalists are observers and typically they do not experience the event first-hand, but sources often do. But how do KCs get the right information in order to support their stories? This session shows participants how to approach, conduct and interpret an interview.

Objectives

In this session, participants will:

- Learn how to conduct a professional interview and engage interviewees
- Learn best ways to integrate quotes and interview material into a story
- Appreciate the ethics of interviewing around potentially sensitive topics

Prerequisites

Participants should have strong English speaking skills and have completed *Session 6: Introduction to Journalism* and *Session 7: Crafting a Basic News Story*.

Materials

- Writing tools
- Tape recorder (digital) [Note: the facilitator may need to provide one]
- Computer, projector and screen
- PowerPoint presentation: *The Art of the Interview*
- Handouts: *Interview Checklist and Model Release Form*

Refer to *The Art of the Interview* in Section 6 of the *KC Quick Reference Guide*.

Session Guide

Length: 1 hour

Introduce the session and launch into the first activity:

Role Play (5-10 minutes)

- Pick a KC at random
- NOTE: Tell the KC that you are role playing and warn them that your behaviour will be unexpected
- Conduct a two minute interview showing what **not** to do as an interviewer; imitate the behaviour listed below:

Poor Interview Etiquette

- » Get the person's name wrong
- » Look disinterested at times
- » Flip through your notes
- » Don't listen
- » Use only the questions you have written down
- » Slouch and slurp your drink
- » Ask the participant why they are here and respond with "Oh, I didn't know that!" (you didn't prepare)
- » Talk over the participant
- » Interrupt to talk about yourself for a second without asking a question
- » Ask long rambling questions
- » Ask inappropriate questions

- Now, conduct a two minute interview showing what to do as an interviewer; imitate the behaviour listed below:

Good Interview Etiquette

- » Get the person's name right and ask them to spell it for you
- » Pay attention
- » Make eye contact
- » Allow for silence – see if the KC fills it in with an answer
- » Float away from your questions – go with the flow of the interview
- » Keep the questions brief
- » Be engaged – ask appropriate questions

It's important to exaggerate the bad interview and try to be natural for the good interview. At your discretion, warn the interviewee before you start the interview that you will be role-playing.

After the two interviews, ask participants:

What techniques did you notice?

What worked and what didn't? Why?

Partner activity (10 minutes)

After the discussion, ask participants to partner up:

- Each pair interviews each other for two minutes each about how they travelled to the workshop that day.
- The pair then discusses the activity:
 - *How did it feel being interviewed?*
 - *How did it feel to be an interviewer?*
- The group then discusses the same questions, focusing on:
 - *What approaches worked?*
 - *What approaches did not work?*
- The facilitator should remind participants to use approaches learned about giving effective feedback in the workshop's guidelines established in *Session 1: Workshop Introduction*.

Presentation (20 minutes)

The presentation will be guided by the PowerPoint presentation: *The Art of the Interview*. The content of the PowerPoint presentation is covered in more detail in *The Art of the Interview* handout in the KC Quick Reference Guide. Facilitators can follow along with the handout.

The *Model Release Form* can be distributed at the end of the presentation.

NOTE: This is a good opportunity to have each KC fill out the form for the use of any training photos or recordings. Emphasise the following:

- Model release forms are Important if you are taking photos of your source.
- Model release forms are the legally binding document that protects you from legal action if your source is disgruntled after the fact.
- These forms are also used to distribute and sell your photos/recordings after your story is published.
- When taking photos of and interviewing children have their guardian sign the form.

Partner activity (20 minutes)

- Participants partner up (it doesn't have to be with the same partner as the beginning of the session)
- Distribute the handout *Interview Checklist* and let everyone know that they will have to fill out the form at the end of the interview
- Instruct teams to:
 - o Take two minutes to prepare a list of questions for the interview on the topic of "Advocacy and Your History"
 - o When everyone is ready, set the timer for two minutes each and ask them to start the interview
 - o Walk around the room and listen to each group; take notes of what you observe, but don't interrupt the process
 - o After two minutes, participants reverse roles and repeat the process
- After the final two minutes have participants complete the *Interview Checklist*
- Go around the room and ask each group the following questions:
 - o *How was that? What was the overall experience like?*
 - o *Did you get the hint of a story? Did anything stand out that, if you had more time, you would have investigated further?*
 - o *What would you write about from that interview?*
 - o *What was difficult with that interview?*

Summary

The interviews conducted in this session prepare participants to interview in the field. Interviewing can be nerve-racking, and participants learn and practice the art of interviewing in a safe environment. The interviewing checklist is a firm support for participants once they go into the field. Slowly, participants will start to depend less on the checklist and get a personal style of interviewing. Also important to note, stories on HIV, AIDS, TB and health issues address sensitive topics that must be treated with great care. Going forward, participants will know the ethics in interviewing and subsequently writing about these issues.

Session 9: Editing and Proofreading

Once stories are completed, writers need to check their final draft for errors. Readers can pick up on errors that can distract from the purpose of the story. English is not the first language of many KCs, so the final draft may need heavy editing. As the team grows around the world, including the element of peer editing strengthens the skills of KCs. This session reviews the basics of editing and proofreading so KCs cannot only proof their own stories with more accuracy, but can edit the work of their peers.

Objectives

In this session, participants will learn:

- Approaches to editing original articles
- Insights into writing gripping headlines
- The value of peer-editing to the develop of the KC Team

Prerequisites

Participants must have completed *Session 6: Introduction to Journalism*, *Session 7: Crafting a Basic News Story* and *Session 8: The Art of the Interview* or shown aptitude in those areas.

Materials

- Printouts of five stories, from any source
- Computer, projector and screen
- Handout : *Editing Checklist*

Refer to *Editing and Proofreading* and *Editing Checklist* in Section 7 of the *KC Quick Reference Guide*.

Session Guide

Length: 30 minutes

Preparation

Prior to this session, print out five brief articles and remove the headline. Participants will be asked to write their own headline.

Presentation (15 minutes)

The aim of this session is to encourage peer-editing among KCs. Sharing individual skills and opinions on other KC articles develops capacity of the editor and writer. Everyone benefits from peer editing. While participants may have difficulties with English, encourage them to use dictionaries and practice editing.

- Introduce the concept of peer-editing and demonstrate how HealthDev.net support peer editing on the screen.
Note: Facilitators have not introduced HealthDev.net at this point, but the main concepts of peer editing can be discussed here.
- Explain that HealthDev.net is a real-time platform like Wikipedia, where changes can be made by anyone.
- Direct participants to the handout *Editing and Proofreading* and use the content of this handout to guide your lecture.
- At the end of the lecture distribute the *Editing Checklist* and emphasise that KCs are encouraged to edit the work of her or his peers.
- Introduce Headlines.

Group work (5 minutes)

- Break up into small groups of 2-3 people
- Read five brief stories that do not have a headline
- Develop headlines for each story

Discussion (10 minutes)

- Present the new headlines to the larger group.
- Discuss which headlines work and which could be improved and how.

Summary

Peer editing is a benefit of being a KC. HealthDev.net is designed to allow anyone to edit content; however, KCs are the author and have the right to maintain the integrity of their work. Editing is complicated and dependent on knowledge of English and language rules. Remember to keep things brief and interesting. Words are powerful. Write clearly and concisely.

Session 10: Ethics and Language

HIV and TB are sensitive topics and people affected by HIV and TB can face stigma and discrimination. Writers must take care when interviewing on and writing stories about HIV and TB. Protecting the right to privacy, confidentiality and dignity of the individual is of utmost importance when reporting on these issues. This session will review the key ethical principles that apply to reporting and language use.

Objectives

In this session, participants will:

- Understand the ethical guidelines of mainstream journalism
- Examine issues around reporting on HIV and TB
- Discuss their role in preventing stigma and discrimination around HIV and TB through thoughtful use of language

Materials

- Chart paper and markers
- Computer, projector and screen
- PowerPoint presentation: *Ethics and Language*

Refer to ***Ethics and Language*** in Section 8 of the *KC Quick Reference Guide*.

Session guide

Length: 30 minutes

NOTE: Warn participants that some of the language may be offensive in this session.

Presentation and discussion (15 minutes)

Use the PowerPoint presentation *Ethics & Language* to direct the session, supported by the more detailed content in the corresponding handout.

After the *Code of Conduct* slide, ask participants the following questions:

- *Is it ethical to name a source that has HIV and asked not to be named?*
- *Why or why not?*
- *Is it ethical to investigate the private life of a public person? Why or why not?*
- *Do citizen journalists have to adhere to a code of ethics (because you are speaking your world, does it have to be ethical)?*

These questions will start the conversation on the fluidity of ethics. Ethics are guidelines with which journalists use to craft their story. They are not hard and fast rules. Explain that many news outlets have an in-house code of ethics, style and language. What one outlet deems appropriate, another may find offensive.

Upon introducing the *Basic Guidelines of KC Ethics* slide, be sure to cover the topics addressed in detail in the corresponding handout, which focus on reporting on HIV and TB and language usage more specifically.

Group work (15 minutes)

Refer participants to the *Reducing Stigma with Words* exercise within the *Ethics and language* handout.

Reducing Stigma with Words includes two lists: one of stigmatising words and one of recommended terminology. Ask participants if they disagree about the use of certain words versus others.

Ask participants the following questions, separately, writing the answers on the chart paper:

- *What are words that further stigmatisation of PLHIV/TB?*
- *What would be more appropriate words to use to describe PLHIV/TB?*

Summary

By the end of this session, participants will agree on an appropriate code of ethics by which they will conduct their work as KCs. They will learn to ask themselves: In giving a voice to the voiceless, am I stigmatising my source? How can I avoid stigmatising and yet hold policy makers accountable?

Session 11: Getting Started

This session will sum up all the learning of previous sessions. Participants will consolidate the skills and knowledge gained in previous sessions to plan and craft a story from start to finish. The success of this session is dependent on the KC committing time to the exercise outside of the workshop. Participants will leave the workshop at this point and plan and craft their own stories. This is done through self-guided study. The usefulness of the session depends upon timely feedback from the facilitator.

Objectives

In this session, participants will:

- Review the components of a news story
- Brainstorm and plan the process of gathering information for a news story
- Following the session, participants will draft and edit their stories, and submit them to the facilitator the following day for feedback

Materials

- Article Matrix

Refer to **Getting Started: Article Matrix** in Section 9 of the *KC Quick Reference Guide*.

Session Guide

Length: 1 hour

Preparation

Have a list of the main points of each seminar to highlight. What are the important details for the participants to remember when they are at home implementing and writing their own stories?

Recap (15 minutes)

Start by explaining the purpose of this seminar – participants will have a self-directed assignment to plan, interview for and write their own stories mostly in their own time. This session is a springboard to allow participants to apply all they've learned in the workshop so far.

Take participants through the main points of the following sessions:

- Session 5: Identifying Local Issues
- Session 6: The Art of the Interview
- Session 7: Crafting a Basic News Story
- Session 8: Ethics and Language
- Session 9: Editing and Proofreading

Keep this section brief. It serves to remind participants of all the work that goes into crafting their own story, but it should not be a detailed seminar on the specifics of each section.

Individual work (30 minutes)

This section of the session is for brainstorming story ideas. Use *Identifying Local Issues* and the concept of big picture and smaller picture ideas to prompt participants. Remind participants they will only have the evening to complete the story and the following deserve consideration:

- Time is an issue - they only have one night to complete the assignment
- Access to sources - the best sources for this assignment are family members, friends or fellow participants
- Knowledge of the topic - it is easier to write about what participants know and you have limited resources and research time

Remind participants that the main purpose of this assignment is to demonstrate the work that is required to craft a news story. The topic should be simple and does not have to be related to health and development issues. However, those stories reporting on health and development can be posted on HealthDev.net during the upcoming session about the platform. Once participants have decided upon a topic, they should use the *Article Planning Matrix* to outline the proposed story. Be sure that participants answer the following questions:

- *What is your topic?*
- *Who will be an appropriate and likely source for your story? Can you speak with them tonight?*
- *Will you need to do research? Internet access?*
- *Will this story be simple to write? Can you already form the lead and nut graph in your head?*

Discussion (15 minutes)

Take a look at each matrix to see if participants have realistic story goals and ideas. Give any feedback and advice to help participants.

Summary

Participants will bring their stories back the following day; allocate time to review the stories and give written and verbal feedback. If the workshop is only one day this process can be completed electronically. The experience gained from this session is important for KCs as they develop into citizen journalists reporting on HIV and TB.

HealthDev.net

Sessions 12-14 provide an overview of the virtual home of KC activity – HealthDev.net. More details are available in the *HealthDev.net* manual. At the end of these sessions, participants will be able use the platform for networking, information sharing, and disseminating original and other material.

Session 12: HealthDev.net Walkthrough

This session introduces HealthDev.net, the underlying principles of its development and how it builds upon cutting edge Web 2.0 technology to serve communication needs and support KC activity.

Objectives

In this session, participants will:

- Appreciate the benefits of HealthDev.net as the home of KC activity
- Understand the basics of website navigation

Materials

- Computer with Internet access, projector and screen [Facilitator]
- Computers with Internet access [Participants]
[Note: Ideally participants will have access to their own computer]
- *HealthDev.net* manual

Session guide

Length: 30 minutes

Presentation (30 minutes)

Open HealthDev.net on your computer and project it onto the screen. Navigate the website, showing participants the following features:

- Explore the home page. See *2.1.1 Home Page in the HealthDev.net* manual for details
- Explore the group pages. See *2.1.2 Group Pages in the HealthDev.net* manual for details
- Explore the article pages. See *2.1.3 Article Pages in the HealthDev.net* manual for details
- Point out the extra features on the main screen, including search options, RSS feed updates and email updates
- Explain the benefits of using HealthDev.net. Review *Chapter 1: Introduction in the HealthDev.net* manual for details

Give participants an opportunity to *play* with the website themselves. Answer questions they have about the features on the front page.

Summary

This session has introduced the benefits of HealthDev.net and the basics of navigating the website. It is important to give participants time to explore the website individually before moving onto *Session 13: Registering on HealthDev.net*.

Session 13: Registering on HealthDev.net

This session walks participants through the process of registering on HealthDev.net. It is essential for KCs to be registered users as only registered users can utilise the interactive features that allow them to post and edit articles, comment and network with other users.

Objectives:

In this session, participants will:

- Register as KCs on HealthDev.net
- Set up RSS feeds and/or email updates

Materials

- Computer with Internet access, projector and screen [Facilitator]
- Computers with Internet access [Participants]
[Note: Ideally participants will have access to their own computer]
- *HealthDev.net* manual

Session guide

Length: 30 minutes

Presentation (10 minutes)

Guide the participants through the process of registering with HealthDev.net. See *3.1 Registering as a member of HealthDev.net* in the *HealthDev.net* manual for instructions.

Individual work (20 minutes)

Ensure that participants have successfully registered on HealthDev.net and encourage them to create a profile, join groups, and set up RSS feeds and/or email updates. Refer participants to *2.3 Staying Up to date with HealthDev.net content* and *3.1 Registering as a member of HealthDev.net* in the *HealthDev.net* manual for detailed instructions.

Summary

This session has introduced participants to the interactive features of HealthDev.net. As a facilitator it is important to ensure that participants have successfully registered and set up RSS and/or email updates.

Session 14: Using HealthDev.net

This session provides an opportunity for the participants to upload material to HealthDev.net. Participants can either upload an original article they may have written for the workshop or a link to an article on an external website to which they wish to direct HealthDev.net users.

Objectives

In this session, participants will:

- Upload unique content or a link onto HealthDev.net
- Begin to use interactive features, including editing, voting and commenting

Materials

- Computer with Internet access, projector and screen [Facilitator]
- Computers with Internet access [Participants]
[Note: Ideally participants will have access to their own computer]
- *HealthDev.net* manual

Session guide

Length: 1 hour

Presentation (30 minutes)

Guide the participants through the process of uploading material to HealthDev.net. This will include a demonstration of uploading *unique content*, original articles, and links, references to external sources. See 3.2.1 *Posting in the HealthDev.net* manual for uploading instructions.

Additionally, walk members through the processes of editing, commenting and voting on articles, detailed in section 3.2 *Using Interactive Features* in the *HealthDev.net* manual.

Discussion (30 minutes)

Remind participants to be aware of copyright. Claiming material to be your own when it has been written by someone else is not allowed. Refer participants to *Chapter 5: Guidelines and Policy for HealthDev.net* and facilitate a discussion of these issues.

Summary

At the end of this session each participant will have successfully posted content on HealthDev.net. Encourage participants to apply the skills and knowledge they have gained in the workshop by editing and commenting on one another's postings.

Session 15: Workshop Summary and Evaluation

This is the final session of the entire workshop. Participants will revisit the vision and goals they collectively crafted in the first session. The purpose of the final session is to answer participants' questions and receive feedback.

Materials

- Chart paper from Session 1
- Post-Training Evaluation

Refer to *Annex 2: Post-Training Evaluation* for a sample form that must be edited to match individual workshop plans.

Session Guide

Length: 30 minutes

Discussion (15 minutes)

Review the workshop goals and vision, recorded on chart paper during Session 1.

Ask for participant comments:

- *Did we achieve these goals?*
- *Was the workshop what you expected?*
- *Are you happy with your participation and capacity building?*

This time can also be used to answer final questions or concerns of participants.

Evaluation (15 minutes)

Ask participants to fill out the evaluation form. Their feedback and suggestions will guide workshop planning in the future.

Thank all the participants for their time, energy, efforts and contributions.

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Annexes



Annex 1: Pre-training Assessment Survey

These questions are designed to help us understand your expectations and needs of the Key Correspondent Training Workshop. To ensure the upcoming workshop is tailored to your specific needs, and to ensure that time is optimised, please fill out the questionnaire below.

Thank you!

1. Name: _____

2. Age: _____

3. Gender (please circle): Female Male

4. Nationality: _____

5. Where do you work, what is your role and what kind of work do you do?

Training Needs

6. The key training areas in the KC Training Workshop are listed in the table below. Please rate the key training areas on a scale of 1 to 5.

Importance to you: 1 = very important, 5 = not important

Current knowledge level: 1 = very knowledgeable, 5 = little or no knowledge

Training area	Importance to you	Current knowledge level
Advocacy		
Understanding the Media		
Identifying Local Issues		
Introduction to Journalism		
Crafting a Basic News Story		
Interviewing Skills		
Editing & Proofreading		
Ethics & Language		
HealthDev.net		

7. Are there specific skills or knowledge that you would like to have at the end of this training that is not included in the key training areas?

8. How will you use the skills and knowledge gained in this course?

9. Do you have any concerns with language or literacy?

Expectations

10. Please complete this sentence:
At the end of the KC training I expect to be able to...

11. Additional Comments:

Annex 2: Post-training Evaluation

Thank you for attending the Key Correspondent Training Workshop. Your input is appreciated and will help to improve future training sessions. Your responses will be completely confidential, unless otherwise stated.

Thank you!

Name (*optional*): _____

1. Please indicate below your rating of each listed item.

Item	Excellent	Good	Fair	Poor
Meeting space				
Materials distributed				
Presentations				
Overall programme				

Additional comments:

2. Please rate the usefulness of the following sessions.

Session	Very Useful	Useful	Somewhat Useful	Not Useful
Advocacy & the KC Team				
Understanding the Media				
Identifying Local Issues				
Introduction to Journalism				
Basic Story				
The Art of the Interview				
Ethics & Language				
Editing & Proofreading				
HealthDev.net introduction				
Practice Writing & Homework				

3. The goals and objectives of the training were clearly explained (please circle one).

Strongly disagree Disagree Agree Strongly agree

4. The materials presented were (please circle one):

Too detailed Just right Too simplistic

5. Which session did you like the most? Why?

6. Which session did you like the least? Why?

7. How do you plan to use the skills you have gained in the KC training?

Additional comments:

Annex 3: Uganda KC Training Workshop agenda

The following is a draft agenda of a Key Correspondent Training Workshop, facilitated by Health & Development Networks (HDN) in June 2009 in Uganda. This agenda is an example of a workshop designed with a country level issue-specific focus. In this instance, HDN facilitated a workshop with a focus on HIV and TB service integration in Uganda.

Friday, 5 June 2009

Time	Agenda item	Facilitator(s)
9 – 10 am	Welcome, Introductions, Goals	Bobby, Chris
10 – 10:15 am	The HDN Key Correspondent Team	Bobby
10:15 – 10:30 am	Partners Uganda	David
10:30 – 12:30pm	TB and HIV Integration: Identifying Uganda specific issues	All
12:30 – 1 pm	Identifying 3 key issues we want to speak-our-world on!	Bobby
1-2 pm	Lunch	
2 – 3 pm	How to write a Key Correspondent article – The HDN KC Manual, ethics (Content submission policy, language etc)	Bobby
3 – 4pm	Interviewing skills	Bobby and role plays (all)
4-6 pm	Framing their own stories	All

Saturday, 6 June 2009

Time	Agenda item	Facilitator
9 – 9:30 am	Welcome, recap	Bobby, Chris
9:30 – 10: 30 am	HealthDev.net – what is it?	Bobby
10:30 – 11am	Registering on HealthDev.net	Bobby
11 – 1 pm	Content submission on HealthDev.net, submission of links on HealthDev.net, editing, adding photographs, and using other functions	All
1-2 pm	Lunch	
2-3 pm	How HealthDev.net connects to Partners Uganda eForum, Af-AIDS, media outreach, Partners Uganda NPP	David, Bobby
3-4 pm	Next steps (deadlines for submission of other two articles identified on Day I) and ongoing role of KCs	David, Bobby, Chris
4-5 pm	Wrap up (evaluation)	

Workshop Objectives

- Reinforcing the vital role of KC within the NPP initiative
- Advance the understand of the KC Team concept and vision
- Increase HealthDev.net familiarity and facilitate hands-on experience of submitting, editing, voting, commenting on the website and linking it to eForums and other Uganda-specific online platforms
- Each participant submits one KC article to HealthDev.net
- Plan for submission of remaining articles per KC in coming weeks/ months
- Establish a commitment to ongoing support

Annex 4: KC Agenda, IAC 2008

Health & Development Networks (HDN) managed the *Seen & Heard: Children Affected by HIV and AIDS* project at the International AIDS Conference (IAC), 2008 in Mexico City. The agenda below outlines the activities HDN facilitated to support KCs in on-site conference reporting, with a focus on children and HIV.

10.00-10.30	Introductions and welcome!
10.30-11.00	Review of key issues – children and HIV
11.00-11.30	Review of conference: key events and the focus on children and young people
11.30-12.00	Goals & objectives of KC participation: outputs and review of KC brief
12.00-13.00	WORKING LUNCH – Review of content and identification of themes and tracks each KC will follow
13.00-13.30	Noting, planning, writing, editing and disseminating – a review of the writing process
13.30-13.45	Logistics – transport, safety, contact details
13.45-14.00	Questions and any other business

Annex 5: KC Pre-conference Assignment, IAC 2006

Introduction

HIV stigma and discrimination continue to be a major barrier in maximising the quality of care and support for people living with HIV (PLHIV).

HIV stigma will be a key theme covered at the International AIDS Conference (IAC) in August 2006. HDN are planning to send a team of Key Correspondents (KCs) to cover this theme in depth. The purpose of this pre-conference assignment is to provide an opportunity for KCs to study the topic before the event, and also review HIV stigma in their own country and region, hence providing a useful resource for them, and also for HDN.

Assignment

We would therefore like you to undertake the following activities:

1. READ:

- The HDN document, 'Living on the Outside' – available online here from the HDN website, here: www.hdnet.org
- The stigma-focused material from the last International AIDS Conference in 2004, also available from the HDN website

2. WRITE an assignment, choosing an article that fits with one of the HDN 'brands' (please see HDN document 'Brands cheat sheet' for more details about the style of each branded article).

If possible, the assignment should:

- Demonstrate that you understand HIV stigma and discrimination – especially the contrast between these two phenomena
- Provide some insights into the manifestation of HIV stigma and discrimination in your country/region, giving examples if possible
- Give some indication of the strategies to tackle HIV stigma and discrimination in your country/region, and a brief critique of these strategies

Additional information:

- We are especially interested in examples of HIV stigma in specific contexts, such as health care, religious settings, and the workplace – if you can provide examples of these, feel free to do so.
- We are also keen to gain an insight into the personal experience of HIV stigma, so if you can include personal narratives, that would also be helpful, though do consider issues around sensitivity and confidentiality (as per HDN guidelines).
- If you need assistance/support with writing the assignment, do feel free to contact:
 - o KC Coordinator, Kanako Mizuta (on: kanako@hdnet.org)
 - o Stigma Team Coordinator, Ian Hodgson (on: ian@hdnet.org)

This assignment should be submitted by email to Kanako Mizuta, at: kanako@hdnet.org, NO LATER than Wednesday 2nd August 2006.

19th July 2006

Annex 6: Journalism 101

Note: This document is an example of a condensed KC Training Workshop. Below are the KC handout notes for the session. The facilitator can follow along the handout.

Welcome to this session on journalism. Today, you will learn the basics and fundamentals of storytelling in the news-world. This session is designed as an introduction, rather than intensive training.

The workshop plan is:

- Introduction to Journalism
- Basic Story Writing (news article)
- The Art of the Interview
- Ethics & Language

Let's begin!

Introduction to Journalism

What do you want to say? How will you say it? To whom will you say it? These questions are the foundation in storytelling.

This session will introduce you to the basics of storytelling and help you identify local issues.

What do you want to say? What is news? What makes a story, a story?

- **Timely** – is it happening now? Will it resonate with people right now?
- **Relevant** – does your story have meaning for the audience?
- **Focus** on current trends – new laws, new wars, new songs
- **Evidence-based** – your story needs the foundation of fact
- **Have impact** – your words are powerful, try to change minds

How will you tell your story?

- **Written** – news articles are an easy, cost effective way to speak your world!
- **Oral** – using the power of the literal voice – podcasts, radio
- **Photos** – take a photo and let the audience decide

Who is your audience?

- Government officials
- Citizens
- Affected groups

Keep these questions in mind as you begin crafting your story.

Identifying Local Issues

The KC team writes about what is going on in their communities. They are witnesses themselves, or they are in contact with people whose voices are often unheard.

- What are issues affecting your community? (Big picture)
- What are specific examples of those issues? (Small picture)
- How will you tell that story? (Voice)

Keep these issues in mind as you move forward in the workshop. These issues are the reasons you are telling your story.

Basic News Article

The Story

What goes into an article? How do you make it complete and understandable?

- Set the scene – What, where, when, why, how
- Sources – experts and affected people
- Background information – what led to this current situation?
- Context – is anything else happening in tandem with this issue?
- Resources – is there information to support this issue?

Put yourself in the role of the reader. View your story as a conversation.

The Inverted Pyramid

The upside down pyramid is the basic way to write a news article. If you read the newspaper, you will see that almost every story is built this way, because most people don't read the entire story from start to finish. As the writer, you want to get all the good stuff first, so you don't need to rely on the reader going all the way through. Sometimes the reader only reads the headline and moves on!

- Start with the most dramatic stuff
- Answer who, what, where, when, why and how
- Put a direct quote next – gives authority
- Fade the information down from here

The Lead

The first sentence of the story makes the reader want to read more. Make it a good one. This sentence is often the hardest to write.

- Make the lead less than 30 words
- Set the tone for the article
- Hit the reader with hard facts right away
- Be creative if the subject allows

Hard Lead

- A midnight fire has claimed the lives of three Toronto students.
- HIV prevalence continues to rise in Thailand despite a vigorous prevention campaign.
- Lisbon police dodged rocks and glass when a protest took an ugly turn.

Soft Lead

- Rain is soaking up the Korean pop charts with the release of his new album.
- One lucky shopper got more than she bargained for after digging through a clearance bin.
- Driving instructors in Bangkok have put the brakes on services until officials abandon a new bill.

The Nut Graph

- This is the second paragraph of the story. It tells the story in a nutshell
- 2-3 sentences long
- Just facts, context, four walls of the story
- It answers the question, "Why should I read this?"

Quoting Sources

Every story needs a direct quotation – the exact words spoken by a source.

Quoting is very important for the story because:

- Give authority to the issue
- Offers a personal insight into the issue
- Witness to the fact

Introduce the speaker before you place the quote. Give the quotation its place - here is an example:

Stephen Lewis, AIDS activist and former UN Special Envoy for AIDS in Africa refuses to believe we're doing enough to stem the virus.

"This report shows that we're falling down when it comes to prevention," he said.

Always use the word "said" in your quotation.

"I was just walking along when all of a sudden BANG," Wright said.

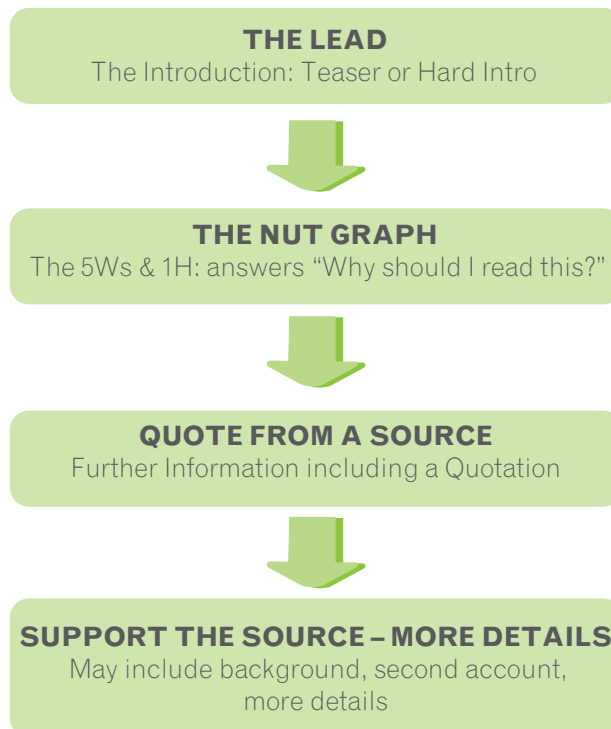
"I met Barack Obama," said a ten-year old student. "He was everything I thought he would be."

Rules for Quoting:

- Let the source say it themselves
- Don't repeat the quote, expand and explain the quote if needed
- Get the source's name right – check spelling and title
- Get the quote right – copy the words exactly, even if it's grammatically incorrect

Paragraphs (graphs)

This is a rough guide to show you what to say in which paragraph of your article.



ACTIVITY

Practice writing the introduction to a story. Write a lead sentence, nut graph and a quote using the information provided.

The Art of Interviewing

Pre-interview checklist

- ✓ Choose your source well
- ✓ Use more than one source
- ✓ Make contact with your source and set a time for the interview
- ✓ Do background research if possible
- ✓ Make a list of questions
- ✓ Get materials ready
- ✓ Dress appropriately
- ✓ Be on time

Interview checklist

- ✓ Be polite
- ✓ Get the correct spelling of the source's name and title
- ✓ Get the quote right -- ask for the source to say it again if the direct quote wasn't exact
- ✓ Keep your questions brief
- ✓ Be responsive – have a conversation and listen to the answers
- ✓ Silent moments – sometimes breaks in questions gives the source something to add
- ✓ If you don't know something, ask!!!
- ✓ Finish the interview with “Is there anything you'd like to add?”

Post-interview checklist

- ✓ Leave your contact information
- ✓ Let the source know where and when your story will be published
- ✓ Ask for photographs
- ✓ Thank the source for their time
- ✓ Go home and let the interview sink in – if you need clarification, follow up

Ethics and Language

What are ethics?

- Rules for conduct in society
- “Correct” practices for professions (in this case)
- Answers of what to do in any situation

HIV and TB reporting

- **Reduce Harm to your Source** – protect your source from stigma and discrimination, and physical harm
- **Seek informed consent** – let your source know where your story is being published and that there may be consequences from reporting her/his status
- **Ensure the voice is heard** – let the source speak for themselves
- Take particular care in reporting about children
- **Be transparent with your sources** – why you are writing the story

Consider: Is it ethical to name a source who has HIV and asked not to be named?

Language

Words are powerful. They can lift and dash, stigmatise or liberate. KCs have a responsibility to report accurately and fairly, which is directly influenced by the choice of words.

- *What are words that stigmatise PLHIV/TB?*
- *What words would be more appropriate to use?*

Summary

This workshop was an introduction to the basics in journalism. This is a foundation for storytelling from a journalistic view, but by no means is this style the only way to tell stories.

The options for the future are endless.

Annex 7: Participant List

Key Correspondents attending training workshop
[Location, Date]

Name	Organisation	Email	Phone