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# List of Acronyms and Abbreviations

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<th>Acronym</th>
<th>Full Form</th>
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<tr>
<td>PwDs</td>
<td>Persons with Disabilities</td>
</tr>
<tr>
<td>DRC</td>
<td>Democratic Republic Congo</td>
</tr>
<tr>
<td>DPOs</td>
<td>Disabled People Organizations</td>
</tr>
<tr>
<td>CSOs</td>
<td>Civil Society Organizations</td>
</tr>
<tr>
<td>M &amp; E</td>
<td>Monitoring and Evaluation</td>
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</tbody>
</table>

1. PwDs: Persons with Disabilities
2. DRC: Democratic Republic Congo
3. DPOs: Disabled People Organizations
4. CSOs: Civil Society Organizations
5. M & E: Monitoring and Evaluation
An estimated 60-80 million persons with disabilities (PwDs) live in Africa (WHO, WB 2011). Most of them live in poverty and are excluded from opportunities to work and study. The inclusion of Africans with disabilities needs to be enhanced in all sectors of community life in order to protect and promote their human rights. Persons with disabilities should be included in the society and have opinions, experience, and are knowledgeable in an array of issues. They are not only interested in disability related matters.

Internews as an international media development organization aims to empower journalists worldwide to produce trustworthy, high-quality news products to not only support informed decisions, but also enable people to participate in issues concerning their communities, promote inclusivity and hold power to account.

Towards the end of 2020, Internews received a grant support to carry out a series of journalism training workshops that will focus on including the voices and participation of persons with disabilities to improve media coverage of disabilities in key target countries in Sub-Saharan Africa namely Liberia, Tanzania, Côte d’Ivoire, and Democratic Republic Congo (DRC).

As part of our capacity-building efforts, Internews will also offer story grants to participating journalists to do follow-up enterprise reporting on issues impacting persons with disabilities (PwDs). The two-year project will help boost the quantity and quality of media coverage of PwDs in Sub-Saharan Africa, with a specific focus on producing news reports, articles and stories that provide accurate and balanced portrayals of disability issues as a part of everyday life.
Outcomes

- Strengthen media capacity and empower journalists in Sub-Saharan Africa to increase media coverage on disability issues from a more humanizing angle.
- Ensure African journalists present disability issues in a way that promotes the dignity of PwDs as well as amplifying their voices and perspectives in a more accurate and balance manner.
- Transfer specialized skills to African journalists to enhance awareness, dispel negative stereotypes, and counter stigma and misinformation against PwDs to help change the narrative.
- Create Disability reporting champions/fellows who will identify and report on PwDs issues in a more impactful way.

Why improve media literacy on PwD issues?

Media images and stories influence public opinion and establish social norms. Regarding persons with disabilities, media has contributed to their misrepresentation, lack of representation and the reinforcement of negative stereotypes. Moreover, when PwDs appear in media, they are often portrayed in stigmatizing ways, as objects of pity, as superheroes or as mere statistics.

As journalists and communicators, we are in a unique position to shape the public image of persons with disabilities. The words and images we use can create either a straightforward, positive view of persons with disabilities or an insensitive portrayal that reinforces common myths, which is a form of discrimination.
Internews designed this Disability Reporting in the Media to empower African journalists with the necessary skills and knowledge to promote fact-based, objective, and impactful reporting on the Persons with Disability.

In this manual, we discuss key disability issues, key messages and principles for journalists wanting to support the human rights of Africans with disabilities. The manual also deals with terminology - it is about using words that do not offend people and that puts the person rather than the disability first.

Journalists will learn how to create Disability programs that resonate with their audiences and encourage wider PwDs participation at every level of the society despite the barriers they must deal with.

Internews will partner with Disabled People Organizations (DPOs) and other media Civil Society Organizations to conduct training outlined in this manual:

- Understanding disability
- Local and international policies on disability
- Disability reporting 101
- Language and Terminology in Disability reporting
- Multimedia skills
- Tips for Interviewing PwDs
- Developing story angles for PwDs
- Using Data to cover Disability stories
- Leveraging on social media to report on Disability
Training approach

This manual has been developed for handling the workshops based on the contents of the guide. It provides Guidelines and tools for a three- day workshop on the Guide. It helps trainers to prepare for their sessions, shows them how to structure the training and gives pedagogical Guidelines for achieving the participants learning objectives.

Training Objectives

- Internews trainers and PwDs experts from partner organizations will lead, through training and mentoring, a team of local and national journalists from television, radio, print and digital media to promote issues-focused reporting on Disability.
- Reporting on Disability will gain prominence in the mainstream media to influence national action towards disability and highlight the hidden contributions of PwDs within society.

Training Goals

- Develop a training manual for African journalists which will be available in electronic format.
- Train and mentor Disability reporting fellows to identify and report on PwDs issues in a more impactful way.
- To share knowledge, experience and reporting techniques to improve journalists’ capacities and skills on reporting disability issues.
- Enhance PwDs reporting through a trained network of journalists from Liberia, Tanzania, Cote De Voire and Democratic Republic Congo.

Training Materials

Handouts: Each training participant will receive a printed copy of this manual and set of resource materials, which includes tips on Disability reporting, story development, and story mapping.

Video Links: Links to video materials on disability will be provided to the trainees for group assignments.
5.0 How to Use the Manual

This manual includes activities and methodologies that have proven effective in various contexts along the years. While every trainer has their own approach, Internews highly recommends that trainers and participants adopt the approaches enclosed within this manual.

Setting Conduct Rules

Trainers and participants shall commit to creating and upholding a safe and productive learning environment for all. A set of minimum conduct rules shall be established for each training activity, to include punctuality, respect for all fellow participants and their opinions, proper use of mobile phone during teaching activities, etc.

Peer Education

The key resource of any training is the participant. They bring a wealth of unique experience, knowledge, and insights. Therefore, some exercises in this training workshop are designed to raise self-awareness and self-confidence among the participants as well. Participants are encouraged to share experience and exchange knowledge with their peers and build partnerships for cross-country collaborations.

Exercises that draw on participants’ skills, knowledge, experiences, and understanding have four broad goals:

- To support positive collaboration, essential for effective learning
- To generate authentic engagement with course materials
- To ensure participants share knowledge among themselves
- To ensure that the trainer can identify the skills and insights participants already have and determine how best to tailor training to fill existing gaps, including adaptations to manual content.

Hands-On Exercises

Interactive, hands-on exercises and/or practical work are among the best ways to develop specialized skills. Therefore, this training incorporates mentored exercises, for example, ensuring that senior managers and editors have a leading role in teams, and other working groups, creating reporting plans, developing scripts, and drawing reporting strategies. This manual includes select role-play activities through which participants can apply hands-on skills in a classroom setting.
Collaborative Group Work

Internews encourages training through collaborative work when journalists from diverse backgrounds and geographical areas are paired to form teams within the classroom setting. This approach ensures that journalists from larger cities are exposed to their fellows from the provinces for an effective professional exchange of skills and knowledge. Trainers and participants shall closely oversee the dynamics between participants in small groups, through circular seating arrangements to maximize face to face interactions and direct communication. Break out rooms will also be used if trainings are held online.

Key Learning Objectives

By the end of this training, the participants will have a clear understanding of:

- How to train journalists to report on PwDs issues for print, broadcast, and digital media.
- To engage journalists to report on PwDs issues in ways that highlight their concerns on everyday happening.
- Ensure journalists have timely access to this training and resource materials on PwDs reporting.
- Equipping journalists with necessary knowledge with technical skills to innovatively report around PwDs issues.
## Course outline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day- One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08:00 - 08:50</td>
<td>Registration &amp; Breakfast</td>
<td>All</td>
</tr>
<tr>
<td>09:00 - 09:15</td>
<td>Welcome Remarks</td>
<td>Country Project Lead</td>
</tr>
<tr>
<td>09:15 - 09:30</td>
<td>Training Overview and Objective</td>
<td>Country Project Lead</td>
</tr>
<tr>
<td>09:30 - 09:45</td>
<td>Project Expectations:</td>
<td>Internews Journalism Trainer</td>
</tr>
<tr>
<td></td>
<td>Housekeeping agreement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acknowledge training expectations and goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disability reporting project outcomes</td>
<td></td>
</tr>
<tr>
<td>09:45 - 10:00</td>
<td>Pre-test questionnaire: outline reasons for tests</td>
<td>Internews M&amp;E</td>
</tr>
<tr>
<td>10:00 - 10:30</td>
<td>Sharing: individual experiences on reporting PwD</td>
<td>Participants</td>
</tr>
<tr>
<td>10:30 - 10:55</td>
<td>Tea Break</td>
<td>All</td>
</tr>
<tr>
<td>11:00 - 11:55</td>
<td>Topic 1: Understanding Disability</td>
<td>Internews</td>
</tr>
<tr>
<td>12:00 - 12:55</td>
<td>Global data on PwD</td>
<td>DPOs/ CSOs</td>
</tr>
<tr>
<td></td>
<td>PwD situation in Africa</td>
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<tr>
<td></td>
<td>PwD situation in Sub Saharan Africa</td>
<td></td>
</tr>
<tr>
<td>12:30 - 13:00</td>
<td>Support for PwD initiatives in Africa</td>
<td></td>
</tr>
<tr>
<td>13:00 - 13:50</td>
<td>Lunch</td>
<td>All</td>
</tr>
<tr>
<td>14:00 - 14:55</td>
<td>Topic 2: Local and international legal frameworks on disability</td>
<td>DPOs/ CSOs</td>
</tr>
<tr>
<td>15:00 - 15:55</td>
<td>Topic 3: Disability reporting 101</td>
<td>Internews</td>
</tr>
<tr>
<td>16:00 - 16:30</td>
<td>Q&amp;A and Feedback</td>
<td>Internews</td>
</tr>
<tr>
<td><strong>Day 2 - Date</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08:00 - 08:55</td>
<td>Registration &amp; Breakfast</td>
<td>All</td>
</tr>
<tr>
<td>09:00 - 09:30</td>
<td>Day 1 recap: Main Lessons &amp; Participants Feedback</td>
<td>Facilitator</td>
</tr>
<tr>
<td>09:30 - 10:15</td>
<td>Topic 4: Language and Terminology in Disability reporting</td>
<td>Facilitator</td>
</tr>
<tr>
<td>10:15 –11:00</td>
<td>Topic 5: Multimedia Skills</td>
<td>Facilitator</td>
</tr>
<tr>
<td>11:05 - 12:30</td>
<td>Multimedia skills</td>
<td>Facilitator</td>
</tr>
<tr>
<td>12:35-13:00</td>
<td>Group Work Session</td>
<td>Participants</td>
</tr>
<tr>
<td>13:00 –13:55</td>
<td>Lunch</td>
<td>All</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Facilitator/Participants</td>
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</tr>
<tr>
<td>14:00 - 14:30</td>
<td>Topic 5: Interviewing PwDs</td>
<td>Facilitator</td>
</tr>
<tr>
<td>14:35 - 15:25</td>
<td>Group Work Session</td>
<td>Participants</td>
</tr>
<tr>
<td>15:30 - 16:00</td>
<td>Group Presentation</td>
<td>Participants</td>
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<tr>
<td></td>
<td><strong>DAY-3</strong></td>
<td></td>
</tr>
<tr>
<td>08:00 - 08:55</td>
<td>Registration &amp; Breakfast</td>
<td>Participants</td>
</tr>
<tr>
<td>09:00 - 09:30</td>
<td>Day 2 recap: Main Lessons &amp; Participants Feedback</td>
<td>Facilitator/Participants</td>
</tr>
<tr>
<td>09:30 - 10:25</td>
<td>Developing story angles for PwDs</td>
<td>Facilitator</td>
</tr>
<tr>
<td>10:30 - 11:25</td>
<td>Developing story angles for PwDs</td>
<td>Facilitator/DPO</td>
</tr>
<tr>
<td>11:30 - 11:55</td>
<td>Tea Break</td>
<td>Participants</td>
</tr>
<tr>
<td>12:00 - 13:00</td>
<td>Using Data to cover Disability stories</td>
<td>Data trainer</td>
</tr>
<tr>
<td>13:00 - 13:55</td>
<td>Lunch</td>
<td>Facilitator</td>
</tr>
<tr>
<td>14:00 - 14:55</td>
<td>Leveraging social media to report on PwDs</td>
<td>Facilitator</td>
</tr>
<tr>
<td>15:00 - 15:45</td>
<td>Post Training Evaluation</td>
<td>Internews / M&amp;E</td>
</tr>
<tr>
<td>15:45 - 16:00</td>
<td>Training Wrap-up and Departure</td>
<td>All</td>
</tr>
</tbody>
</table>

**NOTE:** The outline serves as a guide, but each country is at liberty to customize their training schedule.
7.0 Detailed course outline

Day One: Formal opening, welcome, workshop introductions and understanding Importance of Disability Reporting

Session One: Course overview, grounds rules, expectations, introductions

Objectives for Session One

By the end of the session’s participants will have:

- Been formally welcomed onto the course by Internews.
- Have developed the ground-rules for the workshop.
- Have been introduced to the programme.
- Have introduced themselves to each other.
- Have made name boards.

Session One: [90 mins]

Welcome Remarks

Formal welcome from Country Project Lead.

Training Overview and Objective

Project Lead explains the overall goal of the programme and the structure of the course.

Project expectations

Internews trainer gives the project expectations and housekeeping rules.

Introductions

Participants are paired with people they do not know, and they introduce themselves to each other. Each participant will have five minutes in which to interview the other person. Afterwards, participants and trainers take turns in introducing each other. Each introduction should take one minute. One of the trainers monitors time and stops the introduction after one minute.

Making name boards
Participants create name boards.

Pre-test questionnaire

Internovs trainer gives pre-test questionnaire.

Disability Reporting Experience

Participants share their individual experiences on reporting on PwDs.

**Topic One: Understanding Disability and Media**

**Objectives for Session Two**

By the end of the session participants should be able to:

- Define disability
- Understand the categories of disabilities
- Articulate various models of disability
- Poverty and Disability

**References**

1. Disability Inclusive Development Tanzania Situational Analysis https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/15509/DID%20Tanzania%20SITAN%20_%20June%202020.pdf?sequence=1&isAllowed=y

2. University of Leicester, The Social and Medical Model of Disability https://www2.le.ac.uk/offices/accessability/staff/accessabilitytutors/information-for-accessability-tutors/the-social-and-medical-model-of-disability

3. Creating a culture of inclusion: experiences from Zanzibar https://www.globalpartnership.org/blog/creating-culture-inclusion-experiences-zanzibar


6. The Definition of Disability (The center for an Accessible Society) http://www.accessiblesociety.org/topics/demographics-identity/dkaplanpaper.htm

7. Austral National University (Different types of Disability) https://services.anu.edu.au/human-resources/respect-inclusion/different-types-of-disabilities

Video Links

1. Social and Behavioral Sciences at Bethel University, Models of Disability: https://youtu.be/r3ezHVM3XOE

Topic Two: Local and international policies on disability

Objectives for Session Three

By the end of the session participants should be able to:

- Describe various international policies that guide access to information in media
- State local policies and laws on right to information for PwDs

References

Video Links
1. Open Society Foundation, People with disabilities face barriers https://youtu.be/ure8Lrbh5HY
2. NTV Kenya, Disability act https://youtu.be/L3CBSfriqFE
3. Open Institute, Kenya’s policy frameworks on disability https://youtu.be/wgixJD5ZxvU
4. KBC, Inclusion of persons with disability https://youtu.be/XQi0Abjr-Tg

Topic Three: Disability Reporting 101
By the end of the session participants should be able to:

Objectives for Session Three
- Describe basic principles of disability reporting.
- State the challenges involved in covering disability stories in the media.

Day Two: Recap of Day one, Language and terminologies in Disability reporting and Multimedia skills

Topic Four: Language and Terminology in Disability reporting

Objectives for Session Three
- Differentiate between first person and identity first reporting
- State the importance of language in disability reporting
- Describe the various types of stigmatizing happen through language

References
By the end of the session participants should be able to:

- Prepare for the interview by researching the subject
- Use tone of voice, behaviour, language to engage and reassure the interviewee
- Use appropriate questioning techniques
- Structure interviews and conduct follow up
References

1. National Center on Disability and Journalism, Tips for interviewing people with disabilities https://ncdj.org/resources/interviewing-tips/


Video Links

1. Interviewing people with disability, Dan Croitor https://youtu.be/L0B8WgBHuD
2. Abled Differently, KBC https://youtu.be/mpS3a5pM1Y

Day Three: Recap of Day two, Developing story angles reporting, use of data in reporting PwD stories, Use of social media, and Course evaluation

Topic Seven: Developing story angles for Persons with Disabilities

Objectives for topic seven

By the end of the session participants should be able to:

- Understand story angles
- Develop story angles for Persons with Disabilities

References

Challenges for People with Disabilities persist, https://shivyawata.or.tz/challenges-for-people-with-disabilities-persist/?lang=en

Tony Rogers, Understanding story angles https://www.thoughtco.com/what-is-a-story-angle-2073756

Video Link

1. The plight of people living in disability in Kenya, KTN https://youtu.be/LysClhFM_wQ
3. Coming up with story angles, Catriona Pollard https://youtu.be/xbz1QzPdIX8
Topic Eight: Using Data to cover Disability stories

Objectives for topic eight
By the end of the session participants should be able to:

- Describe the importance of using data to cover disability stories
- Use data to report disability stories

References

Topic Nine: Leveraging on social media to report on Disability

Objectives for topic nine
By the end of the session participants should be able to:

- Understand social media campaigns
- Use social media platforms to report on disability
- Use appropriate social media techniques to increase viewership of online content on disability

References
Creating accessible Social Media Campaigns

Video Links
1. How to break into the digital marketing in Kenya, Metropol Tv Kenya https://youtu.be/5eMrjgI1igs
2. Social Media strategy https://youtu.be/PKUn7wU5slc

Links to Resource Materials


8.0

Course Assessment & Feedback

Representing Disability in an Ableist World: http://www.media-disability.net/


1) This is the most neutral way to describe someone who does not have a disability:
   a. Able-bodied
   b. Healthy
   c. Non-disabled
   d. Normal
   e. Unafflicted

2) To describe someone as “a person with a disability” rather than “a disabled person” is to use this kind of language:
   a. Identity-first language
   b. People-first language

3) This term can appropriately be used as an adjective but should not be used as a noun. (Hint: Think “parking.”)
   a. Crazy
   b. Disability
   c. Handicapped
   d. Insane
   e. Lame

4) This term is recommended when describing someone who has experienced loss of sight:
   a. Blind
   b. Legally blind
   c. Limited vision
   d. Partially blind
   e. Any of these may be acceptable, depending upon the person’s condition and preference.
5) This term is considered offensive by many in the deaf community:
   a. Deaf
   b. Hard of hearing
   c. Hearing impaired
   d. Hearing loss
   e. Partially deaf

6) The term “mental retardation” has been widely replaced by this term, which is considered less offensive:
   a. Developmental retardation
   b. Intellectual disability
   c. Mental disability
   d. Retarded
   e. Slow

7) Which one of the following is not a disability model:
   a. Traditional model
   b. Medical model
   c. Physical model
   d. Disability model

8) When considering what words or terms to use to describe a disability, this is almost always the best approach:
   a. Ask a medical specialist.
   b. Ask the person with the disability.
   c. Consult with an advocacy organization.
   d. Use a very general term, avoiding specifics.

9) This word can appropriately be used to describe a condition, but should not be used to describe a person:
   a. Abnormal
   b. Blind
   c. Functioning
   d. Hyperactive
   e. Restless

10) Which one is not an approach to reporting positive portrayal of People with Disabilities
    a. Focus on the person, not the disability.
    b. Show persons with disabilities as active in society.
    c. Allow people with disabilities to speak for themselves.
    d. Overemphasize disability ‘heroes.’
    e. Support the human rights-based approach.
Contact information:

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