



TEACHING

effective media relations to
NGOs, PLHIV and government
communication officials

A Manual for Trainers



Teaching Effective Media Relations to NGOs, PLHIV and Government Communications Officials

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by Mia Malan

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Introduction

Dear Trainer,

This manual is intended to help you train non-governmental organizations working in HIV-related fields and People Living with HIV (PLHIV) Networks on how to work effectively with the media.

The manual is based on Internews Network's Local Voices Training Curriculum that was developed by the Kenya Local Voices Program in 2003-2005. This curriculum has also been implemented and adjusted where appropriate by the Internews Local Voices Programs in Nigeria, Ethiopia and India.

The manual consists of a five day step-by-step training agenda. It is possible to modify this program for a four-day training by slightly shortening all the sessions. A workshop based on this training model that is shorter than four days would not be as effective, because there are several issues being addressed in the different modules that can't be left out, as they all relate to one another. It works well to start the workshop on a Monday and end it on a Thursday or Friday. Local Voices workshops accommodate about ten participants per training.

The training modules are practical and aimed at getting participants to apply their newly acquired skills during the workshop. Participants are required to organize an actual media event for the last day of their training. This event allows participants to gain real life experience organizing a media event. It also serves as an opportunity for participants to interact socially and to develop relationships with participating journalists so they can begin trusting each other and working together to produce accurate and compelling coverage.

By the end of the training workshop, participants better understand what journalists are looking for and how to properly interact with the media.

We encourage you to adapt the training curriculum to meet your specific needs and we hope this manual will guide and assist you with planning your own training workshop in effective media relations.

If you need additional information about the program, please contact Internews Network at info@internews.org or + 1 202 833-5740.

Best regards,

Mia Malan

Manual Editor and Internews Senior Health Journalism Advisor

September 2008

Internews Network

Internews Network is an international media development organization based in California, with offices in countries in Africa, Asia, Europe, the Middle East and North America.

Its mission is to empower people worldwide with the news and information they need, the ability to connect, and the means to make their voices heard. In order to do this, Internews conducts training of media professionals in journalism, production, and management, works with local media professionals to produce original, high-quality programming, provides a broad range of infrastructure support to enable independent media to provide vital news and information, and works for the adoption and implementation of fair media laws and policies.

Internews activities have resulted in the training of over 9,000 media professionals annually and the production of 5,600 hours of television and radio programming in the last year alone. Internews also provides journalists and stations with production equipment, satellite technology, and other capacity-building support that enables independent media to broadcast vital news and information.

As part of its work fostering independent media and access to information, Internews has developed special global programs in health journalism, environmental journalism, humanitarian media, information and communications technology, and governance and transparency.

Internews is primarily supported by grants, and funders have included the Bill and Melinda Gates Foundation, the David and Lucile Packard Foundation, the National Endowment for Democracy, the National Science Foundation, the United Nations Foundation, UNDP, UNICEF, the U.S. Agency for International Development, the U.S. Department of State, the William and Flora Hewlett Foundation, and the World Bank, among others.

Local Voices: Journalism for Better Public Health

The Local Voices Program is Internews Network's Health Journalism Training Program that focuses on HIV/AIDS. It originated in Kenya in 2003 and has also been implemented in Nigeria, Ethiopia and India. These programs are primarily funded by the US President's Emergency Fund for AIDS Relief (PEPFAR).

The model introduces journalists to the program through an intensive 5-7-day workshop that focuses on their medium (print, radio or TV) and then builds long-term mentoring relationships with trainees by frequently contacting them and inviting them to advanced workshops and roundtables.

In addition to training journalists, the Local Voices Programs also train NGOs, government communication officials and People Living with HIV (PLHIV) Networks in effective media relations through practical 4-5 day long workshops.

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Mia Malan is the Senior Health Journalism Advisor for Internews' Local Voices Program in Washington, DC. She developed the Media Relations training curriculum of the Local Voices Program during her four years as the Resident Advisor of the Local Voices program in Kenya. She's conducted more than fifty training workshops for journalists and media relations officers in Africa, Asia and Eastern Europe. Prior to joining Internews, Mia was the national health correspondent of the South African Broadcasting Corporation (SABC). She's won numerous awards for her health reporting. Mia is the principal author of this manual.

Irene Chang was the Global Health intern of Internews Network in Washington, DC for the summer of 2008. She is an undergraduate at Georgetown University and is pursuing a major in Science, Technology, and International Affairs with a concentration in Global Health and Biotechnology. As a senior at Palo Alto High School, Irene served as an Editor-in-Chief of a student-run newsmagazine. Irene assisted with the writing and formatting of this manual.

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WORKSHOP OVERVIEW

Teaching Effective Media Relations to NGOs, PLHIV and government communication officials *A Manual for Trainers*

Day 1

Session	A. Arrivals, Introduction, and Logistics	1 hour, 30 minutes
Overview	B. “Gripes with the Media”	1 hour, 30 minutes
	C. Tea break	15 minutes
	D. “Who are we?” Questionnaire and Discussion	45 minutes
	E. Lunch break	1 hour, 30 minutes
	F. A Brief Look at NGO-Media Interaction	30 minutes
	G. “The Media’s Gripes with NGOs”	2 hours

Handouts	1A “Who are we?” Questionnaire
	1B “Quid Pro Quo: A Journalistic Look at NGO-Media Interaction in Africa” by Mia Malan, <i>Brown Journal of World Affairs</i>
	1C Example of a journalist’s “Gripes with NGOs” lesson plan
	1D Tip Sheet for NGOs

Day 2

Session	A. Coffee and Reflection	20 minutes
Overview	B. Friday’s Media Event	1 hour
	C. Tea Break	15 minutes
	D. How to Communicate with the Media	2 hours
	E. Lunch break	1 hour, 30 minutes
	F. How to use the Media Resource Center (MRC)	2 hours
	E. Planning for the Media Event	30 minutes

Handouts	2A How Do You Communicate with the Media?
	2B Example of a Media Contact List
	2C Media Exercise
	2D Background on Internews’ Media Resource Centers (MRCs)

Day 3

Session	A. Coffee and Reflection	15 minutes
Overview	B. How to Write an Effective Press Release	1 hour, 30 minutes
	C. Tea break	15 minutes
	D. Leo Toto: a case study	1 hour, 15 minutes
	E. Lunch break	1 hour, 30 minutes
	F. How to Organize a Good Media Event	1 hour
	G. Tea break	15 minutes
	H. The Media Event	1 hour, 30 minutes

Handouts	3A How to Write a Press Release Questionnaire
	3B Effective Media Releases
	3C Example of Press Release (before)
	3D Example of Press Release (after)
	3E Organizing Media Events
	3F Example of a Media Event Press Release and Program

Day 4

Session	A. Coffee and Reflection	20 minutes
Overview	B. How to Do Good Media Interviews	1 hour
	C. Tea break	15 minutes
	D. Doing Media Interviews from Two Journalists' Perspective	1 hour
	E. Group work: Organizing the Media Event	1 hour, 30 minutes
	F. Lunch break	1 hour
	G. Group work continues	3 hours

Day 5

Session	A. Preparing for Today's Media Event	2 hours
Overview	B. Media Event	2 hours
	C. Review of the Event	1 hour
	D. Graduation	30 minutes

Handouts	5A Example of an Evaluation Form
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DAY ONE

Objectives By the end of this session participants will:

1. Be more aware about the mission and image of their own organization and understand how these two things can affect their organization's ability to achieve its goal(s).
2. Understand how to interact effectively with the media.
3. Understand the negative outcomes that can result from poor interaction between NGOs and the media.
4. Be more conscious of and responsive to problems that the media has with NGOs.

Time 6 hours, 15 minutes
(not including lunch and tea breaks 1 hour, 45 minutes)

Session Overview	A. Arrivals, Introduction, and Logistics	1 hour, 30 minutes
	B. "Gripes with the Media"	1 hour, 30 minutes
	C. Tea break	15 minutes
	D. "Who are we?" Questionnaire and Discussion	45 minutes
	E. Lunch break	1 hour, 30 minutes
	F. A Brief Look at NGO-Media Interaction	30 minutes
	G. "The Media's Gripes with NGOs"	2 hours

Materials Markers or pens
Large sheets of paper
Flipchart

Experts Two experienced journalists who can talk to training participants about their "gripes with NGOs" as well as journalists' expectations.
Note: Ask the journalists to plan pre-approved lesson plans and pay them for their time as consultants.

Handouts 1A "Who are we?" Questionnaire
1B "Quid Pro Quo: A Journalistic Look at NGO-Media Interaction in Africa" by Mia Malan, *Brown Journal of World Affairs*
1C Example of a journalist's "Gripes with NGOs" lesson plan
1D Tip Sheet for NGOs

A. Arrivals, Introduction, and Logistics (90 minutes)

Step 1 Greet participants and explain the objectives for the session. (The objectives are stated at the beginning of this chapter.) (10 minutes)

Step 2 Ask participants to introduce themselves by giving background on their careers and stating what they would like to get out of the training workshop. (50 minutes – about 5 minutes per participant if there are 10 trainees)

Step 3 Ask trainees to appoint a participant representative and to set ground rules for arriving on time, cell phone use, class attendance and the duration of lunch breaks. Ask the representative to write these rules on a flipchart and stick it on the wall. (5 minutes)

Note This session does not take an entire 90 minutes – it takes about an hour. Trainees tend to arrive late on the first day, so it is helpful to schedule an extra 30 minutes for this session to accommodate the “waiting time” and prevent the rest of the day from having to be rescheduled if participants arrive late.

B. “Gripes with the Media” (90 minutes)

Step 1 Divide the participants into two groups. Give each group a large sheet of paper and a marker and request the groups to each list 5-7 complaints that they have about the media. (20 minutes)

Step 2 Ask each group to appoint a group member to do a 7-minute presentation followed by a discussion of personal anecdotes of “gripes with the media” on their list of complaints, and instruct them to put the paper sheets on the walls around the room when the presentation is finished. It is important that everyone get ample opportunity to share their stories so they don’t feel the need to bring this up again during later sessions. (30 minutes)

Step 3 Facilitate a discussion about problems NGOs/PLHIV and government communication officials have with the media. Concentrate on WHY that happens and note those reasons on a flipchart. (35 minutes)

Discuss:

- Journalists reporting information inaccurately – reasons can include a lack of training BUT ALSO that communication officials sometimes write unclear or bad press releases and then are not available on short notice when journalists want to clarify something.
- Reporters not attending media events and their reasons for it – reasons can include

having more pressing stories to attend to BUT ALSO that communication officials sometimes write boring press releases without a compelling news angle, or fail to use interesting speakers in their media events (particularly if the presentations lacks personal impact). Another reason is that communication officials may have not taken the time to cultivate personal relationships with local journalists.

- Other problems that were listed during the group presentations – the focus should be on WHY those problems occur.

Step 4 Remind participants that later on in the session, journalists will voice their gripes with NGOs and governmental organizations and explain why they need to listen to those presentations carefully, so that they can learn more about what causes their problems with the media. (5 minutes)

C. Tea break (15 minutes)

D. “Who are we?” questionnaire (45 minutes)

Step 1 Distribute a copy of Handout 1A (The “Who are we?” questionnaire) to each participant and ask them to fill it out. (10 minutes)

Step 2 Have participants discuss their responses to Handout 1A with each other. Facilitate the discussion by having each participant read aloud his or her answer to a particular question and then ask others to respond to the answer. (30 minutes)

Step 3 Point out to participants that in order for them to deal effectively with the media, they have to know what message they would like to send. They have to have a firm grasp of the goal of their organization and be conscious of the image that their organization is projecting to the public. (2.5 minutes)

Step 4 Introduce and distribute Handout 1 B (“Quid Pro Quo: A Journalistic Look at NGO-Media Interaction in Africa” by Mia Malan, Brown Journal of World Affairs) and ask participants to read through it during their lunch break. This handout will introduce them to problems journalists have with communication officials and prepare them for the discussion that is to follow after the lunch break. (2.5 minutes)

E. Lunch break (90 minutes)

Note: This lunch break is 90 minutes, as communication officials’ employers often expect them to attend to urgent requests or emails while attending a training course. A long lunch break gives them the time to do so and prevents a situation where they request to miss out on some of the sessions in

order to attend to office duties. Some training groups prefer to have an hour lunch break and rather end earlier or start later in the morning. Be sure to ask them what they prefer in the opening logistics session.

F. A Brief Look at NGO-Media Interaction (30 minutes)

Step 1 Ask participants to share their thoughts about Handout 1B. (15 minutes)

Step 2 Review the important points (15 minutes):

- Rapid responses of NGOs can prevent inaccurate reporting, while slow responses can increase inaccurate reporting;
- NGOs/PLHIVs/government communication officials can only use the media as an advocacy tool if they fully understand how the media operates;
- Most media houses in developing countries don't have budgets to pay communication officials for media interviews, and demanding remuneration is usually unethical;
- Media releases without compelling news angles rarely attract journalists to media events.

G. “The Media’s Gripes with NGOs and Government Officials” (120 min.)

Note: For this session you will need to select two senior HIV journalists from the country in which you are working and training. Ask the journalists to prepare lesson plans of their “gripes with NGOs/government officials/PLHIV spokespeople” and to include specific examples of stories where communication officials were unavailable for interviews, etc. It is important to review the lesson plans beforehand, to make sure that the two journalists address different issues and not simply repeat each other. It works well to use journalists from two different mediums, e.g., a print journalist and a radio/television journalist. Pay the journalists for their time and effort – that way you are able to ask that they prepare and submit lesson plans for your approval. For an example of a lesson plan, see Handout 1C.

Step 1 Introduce the two journalists to the participants. (5 minutes)

Step 2 Have each journalist talk about his or her experiences with NGOs and highlight specific cases that involve some of the NGOs attending. Each journalist has 15 minutes for a presentation. (30 minutes)

Potential examples:

- NGO sends wrong guest to a live show;
- NGO arrives late or does not show up for a live show or interview even after confirm-

ing attendance;

- Guest on live show uses scientific or medical jargon that is difficult to understand;
- A media release that is unclear or confusing.

Note: Have the broadcast journalists play samples from their programs illustrating these cases. Print journalists should show examples of stories to illustrate their complaints or the result of ineffective media relations. For example: bring a copy of a story with an “Organization X refused to comment” remark.

Step 3 Facilitate a discussion between the two journalists and the trainees about their “gripes” with each other. Encourage the trainees and journalists to learn from each other. (30 minutes)

Note: The objective of this discussion is twofold: first, to allow the trainees to learn from senior journalists what they can do to improve their media relations; and second, to allow the trainees to begin to build personal relationships with two senior journalists.

Step 4 Have the trainees and two journalists exchange business cards and contact details with one another. (5 minutes)

Step 5 Announce a “working coffee break” during which trainees and journalists have the opportunity to mingle informally. The journalists can leave after the coffee break. (15 minutes)

Step 6 Ask trainees for their feedback on the journalists’ session. (5 minutes)

Step 7 Distribute a copy of Handout 1D (Tip Sheet for NGOs) and briefly go over it with participants. (10 minutes)

Step 8 Wrap up the session by announcing the media event on the last day of the training. Explain: “As part of this training workshop, you will be hosting and planning an actual media event on the last day of this training. Our training organization will take care of the costs of the event. We need to start planning for the event now. The first step is to decide on an HIV-related topic. Based on what you’ve learned today, I would like you to discuss potential topics and present me with two of them by tomorrow morning. Remember that it will work best if you choose a topic on which you are already knowledgeable.” (20 minutes)

Who are we?

Before we discuss communication skills, let us discuss WHO we are, and WHAT we want to do.

1. Think about the NGO you work for. Imagine you are describing this NGO to a friend. In one sentence, describe what your organization is trying to achieve. _____

2. If the work of your NGO is successful, how will life in the community be improved? What positive changes will there be? For example, will there be more understanding and tolerance for people living with HIV/AIDS?

3. What is the image (or “voice”) of your NGO? How do you want people to think of you? Make a list of words to describe the personality of your organization (for example: friendly, caring, helpful). _____

4. What wrong ideas do people (and the media) have about your organization and the work you do? Why do you think they have these wrong ideas? _____

Copyright: Fiona Lloyd, 2004. Getting the message across: Communication skills for Thai NGOs working with HIV/AIDS.

Note: This handout is specific to Kenya and South Africa. However, you will likely find that parts of it are relevant to working in other countries as well.

The Brown Journal of World Affairs, Winter/Spring 2005, Vol. XI, Issue 2

This article can be downloaded from:

http://www.internews.org/articles/2005/20050400_brown_malan.htm

Quid Pro Quo: A Journalistic Look at NGO-Media Interaction in Africa

By Mia Malan

On the opening day of the fifteenth International Conference on HIV/AIDS, South Africa's Health Minister, Dr. Manto Tshabalala-Msimang, addressed journalists and compatriots at the country's booth in the Exhibition Hall. She said, "There is increasing evidence suggesting that Nevirapine [a cost-effective drug used to prevent mother-to-child-transmission of HIV] creates resistance in HIV-positive mothers and their babies, making its use unsafe if they later want to use the drug as an anti-retroviral."^[1] The Minister referred to a preliminary study to support her statements.^[2] This statement, along with an announcement by the country's Medicines Control Council (MCC) that it is considering the deregistration of single-dose Nevirapine, raised eyebrows. Two years prior to the conference, South Africa's highest court had ordered Dr. Tshabalala-Msimang to make the drug available, free of charge, to HIV-positive pregnant women and their babies. The Minister has displayed resistance to the order ever since.

In the context of Dr. Tshabalala-Msimang's support for South African President Thabo Mbeki's doubt that HIV causes AIDS, many interpret her announcement as yet another attempt to find a reason to suspend prevention of mother-to-child transmission programs in South Africa. The story, along with reactions from local non-governmental organizations, was headlined in almost every major newspaper and broadcast on regional and national radio and television stations throughout the country. Opposition politicians quickly responded with vehemence in the media.^[3] Additionally, local NGOs and scientists were furious, insisting that statements such as Dr. Tshabalala-Msimang's undermine their efforts to educate South Africa's citizens about prevention against HIV infection. Soon after the Minister's statement, the Treatment Action Campaign (TAC), AIDS Law Project (ALP),^[4] and Medecins Sans Frontieres (MSF) held an emergency mass meeting for South African AIDS activists, health workers, scientists, and journalists attending the conference.

"One should always use an adverse comment as an opportunity to educate people and bring out the correct information and real situation,"^[5] explained TAC chairperson Zackie Achmat.^[6] The group of

NGOs asked the scientists to explain the study quoted by Dr. Tshabalala-Msimang. Professor James McIntyre, Director of the University of Witwatersrand Perinatal HIV Research Unit, clarified that the survey is far from complete and that decisions about Nevirapine cannot be taken on the preliminary results^[7]. Stephen Lewis, the UN special envoy for AIDS in Africa also said that, “The Nevirapine debacle causes unnecessary confusion, controversy and complications.”^[8]

This incident, in which prejudicial and misinformed information was disseminated, and then refuted by activists, is a clear example of NGOs taking on the responsibility of informing the media and the international community of the facts. At this same gathering, UNAIDS, UNICEF, and the British Elizabeth Glaser Pediatric HIV/AIDS Foundation issued a joint statement noting their concern about the proposed ban on the use of single-dose Nevirapine.^[9] All these events, including corrected information about Nevirapine, were published and broadcast across the spectrum of South African media. Ultimately, Zackie Achmat convinced the conference organizers to give the TAC an opportunity to speak at the Thursday morning plenary session, to plead for access to Nevirapine for HIV-positive pregnant women in South Africa, and for scientists like Dr. Tshabalala-Msimang to distribute accurate information about the prevention of mother-to-child transmission. In the presence of thousands of participants, the TAC asked session Chairperson Graca Machel, the esteemed Nelson Mandela’s wife, to speak to SA’s Health Minister.

The truth that emerged from the NGOs’ efforts is that single-dose Nevirapine has been proven to reduce the risk of mother-to-child transmission of HIV by half. Other more complex regimens using combinations of Nevirapine and other anti-retroviral drugs are indeed more effective, but are also more complicated to use and considerably more expensive. Additionally, South African clinics lacking the capacity to administer a combination of regimens have to implement single-dose Nevirapine as the “minimum acceptable regimen for mother-to-child-transmission-prevention.”^[10] The South African Health Department chose to use this regimen in 2001, following a Constitutional Court order for it to implement mother-to-child prevention programs.^[11] It was possible that the use of single dose Nevirapine could result in resistance, but there were no conclusive studies to prove this at the time.^[12] These efforts resulted in the MCC publicly backtracking on its deregistration statements; the government issued a formal announcement that it would not end mother-to-child-transmission programs using Nevirapine while it investigated the use of other regimens.^[13]

Six weeks later in Nyeri, Kenya, Nobel Peace Prize laureate-to-be, environmental activist and the country’s Deputy Environment Minister, Wangari Maathai, addressed a public workshop. Maathai said, “HIV/AIDS is a biological weapon manufactured by the developed world to wipe out the black race from developing countries.”^[14] She went on to inform a largely incredulous audience that condoms were not effective in preventing HIV/AIDS: “If a doctor operating on a HIV/AIDS infected patient puts on three pairs of gloves when operating, how is just one condom expected to prevent the disease? These gadgets have been known to burst and tear!”^[15] Maathai’s listeners—scientists, NGO representatives, and senior diplomats—shifted uncomfortably in their seats. Her statements were briefly reported in the local media, but without any counter-explanation, interpretation, or criticism.

A full month passed, and still no AIDS NGO or scientist attempted to publicly criticize Maathai. No comments contradicting her potentially dangerous utterances appeared in the local media.

“Not one AIDS organization gave an alternative view that we could report on, so that we could educate our listeners. Everyone kept quiet about it! NGOs should have made themselves heard, but they were not fulfilling their role,”^[16] recalls Anne Waithera, presenter and producer of a popular weekly HIV/AIDS radio program in Kenya. At the time, only one media report was critical of Maathai: white freelance columnist Betty Caplan— who has less credibility among Kenyans than her black media counterparts because she is sometimes seen as “out of step” with local issues—questioned the Deputy Minister’s declarations in *The Daily Nation* newspaper.

Caplan failed, however, to provide corrected information on condoms to counter Maathai’s assertions.^[17]

Letters written by confused Kenyans soon appeared in the local media. Many supported the respected Deputy Minister’s controversial theories.^[18] Following the announcement of Maathai’s Nobel Peace Prize triumph, reams of tributes were published in newspapers across Africa; she was interviewed on radio and television in Kenya without a single mention of, nor effort to challenge, her highly inflammatory statements on AIDS.^[19] Later, however, the Executive Director of the Kenya Network of Women Living with HIV/AIDS, Asunta Wagura, said, “I thought she needed to have done her homework and be sure on how to comment on AIDS, as her statements have a negative impact on our prevention efforts...I wanted to comment [about Maathai’s statements] but everyone was talking about her Nobel Prize [and so I was afraid] that people would see me as the witch hunter, that they would interpret my comments as being jealous. I felt [it was] not the time to speak out.”^[20] In South Africa, people were as excited about Maathai’s Nobel victory (she is the first African woman to receive this honor), but not without caution. Local AIDS activists and scientists emerged to criticize her statements. In a local newspaper, Networking AIDS Communities of South Africa [NACOSA] Director Luann Hatani declared that, “conspiracy theories like the ones Maathai is suggesting don’t assist in addressing the AIDS crisis.”^[21] Prominent AIDS doctor and Director of the South African HIV Vaccine Campaign Dr. Ashraf Grimwood said that assertions “like [Maathai’s] cast a shadow over the way in which people are chosen for the Nobel Prize.”^[22] The highly respected *Mail & Guardian* newspaper published a scathingly critical article of Maathai’s claims, pointing out the possible negative impact on AIDS prevention efforts in Africa. In Kenya, however, no such pieces appeared in the media. On the other hand, Maathai was overwhelmed with questions from international journalists based in Nairobi. They asked her to clarify her comments on AIDS and condoms. As a result, she published an article in *The Daily Nation* insisting that her statements had been misunderstood.^[23] Yet no one of a credible standing in the AIDS world corrected her misinformation, and no one challenged the contents of Maathai’s article declaring that she has been “misunderstood.” The damage has been done. Kenyans remain confused. Many are no longer sure whether condoms are effective tools to prevent HIV infection. The uncertainty is reflected in the letters pages of the papers; the confusion is heard on radio phone-in shows.

This example of misinformation about HIV/AIDS without adequate response is closely related to the capacity of NGOs to use the media as an advocacy tool. Two years ago this author was the national health correspondent for the South African Broadcasting Corporation [SABC]. In South Africa, NGOs set the agenda for the South African media, making it their mission to convince reporters to cover the issues they are fighting for, such as access to anti-retrovirals or adequate government policies on the epidemic. Much of what South Africans and reporters learn about the science of HIV is taught by local NGOs, often through regular press conferences and through their statements on President Mbeki's controversial remarks, made from the late 1990s through to 2002.

Two years ago, this author relocated to Kenya to direct a program that trains broadcast journalists in HIV/AIDS reporting. While AIDS NGOs in South Africa were intimately involved in the reporting of AIDS-related news, AIDS NGOs in Kenya rarely interact with journalists, nor do they publicly criticize government policies or irresponsible statements that negatively impact their work. According to Policy Project Director Angeline Siparo, "NGOs have failed in many ways to move ahead of the public and offer direction...I do not have a sense that health-related NGOs have provided the necessary leadership to say that the government must...fix [the problem]. I am guilty of that myself."^[24] Most AIDS NGOs in Kenya do not see the media as a partner to be used to pressure government for effective HIV/AIDS policies, nor do they see it as a tool to bolster their efforts to educate Kenyans on HIV prevention and treatment efforts.^[25] NGOs appear to distrust the media, with the chief perception being that no potential benefit can possibly be gained from working with media outlets.^[26] Even in cases when NGOs would like to use the media, there is simply no knowledge of how to go about doing so effectively.^[27]

The media is a strong reflection of the environment in which it develops and operates, impacting significantly on the fight against HIV/AIDS, either negatively or positively. It must be noted, however, that in less developed countries the challenge facing NGOs in their efforts at using the media in their advocacy efforts is obviously quite different from that in more developed countries. One of the greatest challenges facing the TAC in South Africa was that media organizations rarely employed "educated" science reporters. Achmat explains, "They would not appoint a clinical researcher who can write as their science reporter. It would mostly be a general reporter also doing stories on health and science issues. However, that person would have no formal qualification in either of those fields.... It requires enormous patience and understanding from NGO's to accept that news organizations in poor countries generally do not invest in scientific reporting."^[28]

Consequently, South African AIDS NGOs such as the TAC spend a considerable amount of time and effort drafting explanatory notes for journalists and directing them to scientists who can provide credible comment. Achmat says, "If a journalist phones me up today asking for a comment on microbicides, I would give the writer or producer comments from our organization's perspective, but then say, 'here is a scientific expert on the subject to interview—I will make sure she or he is willing to help you.'"^[29] That does not negate journalists' responsibility to investigate stories independently, but in order to do so successfully, they need access to adequate resources and reliable information.

Therefore, South African NGOs place great emphasis on the maintenance of personal relationships with journalists, understanding that these relations are essential for effective media coverage. In addition, prominent health-related NGOs send updates via email to reporters on a weekly, or even daily, basis. Achmat is convinced that AIDS NGOs cannot ignore the media if they want their advocacy efforts to reach as many people as possible. He explains, “There is no way that we can cover the whole country—in many cases we do not even reach an entire community! We have to rely on news organizations and use them to reinforce our efforts in communities. That is why it is so important for us to invest in the media and make sure journalists are educated enough to file accurate reports.”^[30]

In her column in the East African Standard newspaper, Asunta Wagura argued that the responsibility to “educate and inform society” about HIV/AIDS “rests squarely on both [NGOs and the media].”^[31] She is one of the few Kenyans heading an AIDS NGO who is willing and able to use the mainstream media. Wagura said, “Last year the bank denied me a mortgage because I am HIV-positive. I immediately told journalists about it so that they could file reports that would put pressure on the bank and inform the country about [the discrimination that] was going on.”^[32] This is however an isolated example of success. Things generally work very differently in Kenya, as the relationship between health NGOs and the media is one of distrust.

Even Wagura admits that “the [Kenyan] media has to find its own way of getting information on what is going on [with regards to HIV/AIDS] because NGOs think journalists are always looking for negative aspects which are not there.”^[33]

Radio Citizen journalist Anne Waithera has to find new story ideas every week for her HIV/AIDS program *Fragments of Life*, and on only a single occasion has an AIDS project approached her to request that she visits them to hear more about their activities. Waithera is forced to spend many hours trying to convince NGOs and projects to help her to secure interviewees. She explains, “There is so much bureaucracy [in AIDS NGOs]. It is almost like dealing with someone in government. It is as if they are scared about what you are going to say about them, as if you want to expose something other than a normal HIV/AIDS issue. There is so much secrecy that is not supposed to be there.”^[34] Waithera admits to being “stunned” by these reactions from NGOs, especially as her program provides an excellent opportunity for advocacy on air. In Waithera’s opinion, “NGOs should appreciat[e] it if someone from the media asks for an interview. It is free publicity and probably the best way of getting the people they are trying to reach to hear about what they are doing, but they do not see that as an opportunity.”^[35]

Ann Mikia, a senior reporter at the country’s state broadcaster, the Kenya Broadcasting Corporation (KBC), has had equally bad experiences. Within Mikia’s award-winning radio program *A Stitch in Time* is a live call-in component, for which she has to find studio guests. Local NGOs rarely take advantage of the opportunity provided by Mikia’s program to advocate for their cause. When they do, Mikia often has to turn down offers, because many demand remuneration for their appearances. In Mikia’s words, “You try to explain to them that you are from the media and want to get a person

living with HIV/AIDS [(PWA)] through the organization so that you can encourage other PWAs. But even when you try to invite the heads of many NGOs, they ask whether there is some ‘transport or ‘lunch’ [code words for payments in Kenya].”^[36]

Generally speaking, AIDS NGOs in Kenya do not recognize the media as a potentially powerful tool for advocacy. In fact, they seem to subscribe to the opposite view. Wagura said, “They do not understand that they will be reaching a wide crowd through a newspaper or radio station. If they are asked to be a guest on a radio program, they look at it as if they are coming to promote the media and do the media’s work. They do not see air time as a resource.”^[37] NGOs in Kenya also tend to provide reporters with “a lot of written material that is hard to go through and mostly badly written. The only time you will get a good story is when you just decide to interview people outside of the press conference.”^[38] Somewhat surprisingly, Wagura concurs with the journalists: “I do not know how to attract reporters’ attention during press conferences. I do not know how to write a good press release. In fact, reporters rarely turn up for the few media conferences that we have.”^[39]

Policy Project’s Angeline Sapiro argues that there is more to the poor relationship than NGOs’ unwillingness to work with the media. In her opinion, “Many media organizations support particular arms of government. In some cases it does not matter how much you march or advocate for a certain issue, because only certain aspects of it will be covered [by the media]...So NGOs do not see the media as allies.”^[40] The inaccessibility of Kenyan NGOs, however, is not the only factor affecting mainstream media coverage of HIV/AIDS in the country; the level and type of advocacy skills displayed are also very closely related to this issue. In South Africa, NGOs advocating for access to treatment and the rights of HIV-positive people, such as the TAC and ALP, regularly embark on awareness or protest marches that receive prominent media coverage. For instance, when the South African government refused to provide free Nevirapine to HIV-positive pregnant women and their unborn babies, the TAC immediately took the Health Minister to court in a bid to force her to do so. The resulting court case lasted more than a year and eventually found its way to the country’s highest court, where it was argued that South Africa’s constitution ensured HIV-positive women the right to affordable mother-to-child-prevention remedies. The legal proceedings were accompanied by regular demonstrations by HIV-positive women demanding access to treatment. As a result of media coverage by local and international news organizations, awareness of Nevirapine availability for the prevention of mother-to-child transmission is extremely high in South Africa, even though the country’s government continues to appear unwilling to implement the strategy.

In Kenya, Nevirapine is available free of charge in almost every government antenatal clinic in Nairobi, but very few people are aware of this. According to a household survey conducted in September 2003 by Steadman International, a Nairobi-based company specializing in media research, less than a third of Kenyans in greater Nairobi knew that measures can be taken by an HIV-positive pregnant woman to prevent the transmission of the virus to her baby. Not a single respondent was aware of the specific existence of Nevirapine.^[41] This can be attributed to the fact that the NGOs and/or government agencies heading clinics have inadequate and sometimes non-existent advocacy strategies

that involve the media. Consequently, reports about their efforts are scarce, and the majority of the public living with HIV remains unable to access these lifesaving programs.

In South Africa, when the drug company Pfizer refused to lower the price of its anti-fungal drug Diflucan so as to make it affordable to poorer patients, the TAC went so far as to disobey the law to make people aware of what the organization saw as a grave injustice. In 2000, Achmat and his colleagues took the unprecedented step of importing Diflucan's generic equivalent, Biozole, which was 98% cheaper than the branded drug, from Thailand.^[42] Although such importation was an illegal act, the TAC informed the media of their return from Thailand with the illegal drugs and even held a press conference to better inform the country.

TAC officials employed a professional cameraman to record the events in Thailand to educate the movement's members in South Africa, but also to provide every television station in the country with visuals to ensure that the South African public would be well informed. Time Magazine later commented that "the TAC's illegal import was a symbolic act of defiance, designed to challenge the drug companies and stiffen the spine of [Achmat's] own government."^[43] The article described Achmat as aiming to "set a moral example and put the right to health and life before profit." Achmat himself said, "We don't want to be smugglers — [confronting Pfizer] is the government's job."^[44]

Kenya has had a very different history from South Africa. In the case of the latter, the decades-long struggle against apartheid has fostered organizations with extremely strong advocacy skills, which are now being used effectively in the battle against HIV/AIDS in a democratic environment protected by one of the world's most liberal constitutions. In Kenya, the situation is considerably different. Even though the country gained independence from colonial Britain in 1963, the regimes of Jomo Kenyatta and Daniel arap Moi were repressive. According to Angeline Siparo, "There has always been confusion between fanatic loyalty and pointing out the issues. To criticize the government has always been seen as anti-African, and you were quickly and often brutally silenced ... It has only been of late [with the new government of President Mwai Kibaki that came to power in 2002] that we can start to give our opinions more freely. In South Africa, there was one movement and all the people were behind it. But in Kenya, that is missing: there were only lone figures fighting, lone figures getting roasted within the political system ... When they went into detention [because of opposition to the government], they have done so alone."^[45]

Conversely, when Achmat imported Biozole illegally, he knew that should he be would arrested, he would be "bailed out" by the many people—including a score of lawyers—who were standing firmly behind him as a barrier of strong support.^[46] In Kenya, however, such defiance remains a dangerous path. According to Siparo's account, "There is little solidarity. If you get arrested because you have marched about an issue, you are going to go to jail without someone bailing you out. That is one of the reasons why Kenyans really fear reprisal and don't speak out that easily... There is also the lack of confidence [that] the government [will] perform... So [the attitude is] 'would protesting in fact make any difference?'"^[47]

Yet it is not only a lack of “togetherness” in Kenya that makes it difficult to speak out against the government; there is also the possibility that public criticism will result in severe consequences in terms of resources for government projects. Asunta Wagura said, “I may look at something that is wrong, but I swallow my pride and keep quiet ... I’ve seen what has happened to others who start wrangles with the leadership. [The Kenya Network of Women Living with HIV/AIDS] provides HIV-positive people with food and drugs donated by the government; those people are reliant on these donations. So if I speak out, [the donations] may all be taken away and hundreds of people will suffer because of my wrangles with government.”^[48] In South Africa, NGOs have the privilege of a globally respected constitution that protects their rights to demonstrate and to criticize the state without fear of victimization. Democracy in Kenya, on the other hand, is still in its infancy. Even journalists argue that fear prevents critical discourse: “People still feel that the government can take advantage and close your operations or violate your rights, and nobody will do anything about it. There is a need for more democratic space. Our President [Kibaki] has on several occasions violated the constitution. If he has done it once or twice, why should he not do it again?”^[49]

Generally, Kenyans perceive NGOs as implementers of projects and bearers of good news, rather than critics. The NGOs themselves are mostly dependent on funding from aid agencies which often have bilateral agreements with the Kenyan government. For the agencies, therefore, NGO criticism of the Kenyan government could easily result in severely negative repercussions for a particular donor. There is also a history of corruption within NGOs, revealed mostly in media reports, which makes them reluctant to speak to journalists. In South Africa, in the face of constant opposition from the highest governmental offices, NGOs and the media feed off each other; one cannot serve the public effectively without assistance and support from the other. Zackie Achmat and others remain convinced that AIDS NGOs in Kenya can and will come around to this way of thinking. Achmat should know: from a position of complete disempowerment, the TAC has arguably become the most significant advocacy voice on HIV/AIDS in the developing world, a world in which Kenya constantly asserts its centrality.

^[1] W. Brummer, “Manto Laat Oe Rek In Die Buiteland” [Manto Raises Eyebrows Overseas], *Beeld*, 12 July 2004, Accessed on 19 November 2004.

^[2] James McIntyre and Glenda Gray, “Nevirapine Resistance Mutations Among HIV-1 Infected Infants Following Single Dose Nevirapine,” in C.C.N Pillay, et al, eds., *Access for All Abstract Book - Volume 2*, 28. Preliminary results of the study were presented at the International Conference on AIDS in Bangkok on 14 July 2004.

^[3] W. Brummer, “Manto Gelooi Oor Sy Twyfel Oor Effek Van Nevirapien” [Manto Heavily Criticized Over Doubts About the Effects of Nevirapine], *Beeld*, 13 July 2004, Accessed on 19 November 2004

^[4] The Treatment Action Campaign (TAC) and Aids Law Project (ALP) are South African AIDS

lobby groups and registered local NGOs.

[5] Telephone interview with Zackie Achmat, 26 October 2004 from Nairobi, Kenya

[6] TAC, Facts About Nevirapine are Simple--But Unnecessary Confusion Endangers Lives, 15 July 2004, Accessed on 28 October 2004.

[7] W. Brummer, "Babel in Bangkok," Beeld, 14 July 2004. Accessed on 19 November 2004.

[8] W. Brummer, "Gesant Van VN Taken SA Oor Vigs-Gesloer" [UN Envoy Tackles SA Over Hesitancy on AIDS], Beeld, 15 July 2004. Accessed on 19 November 2004.

[9] Ibid.

[10] TAC, *op. cit.*

[11] M. Malan, "The Scientific Politics of HIV/AIDS: A Media Perspective," University of Stellenbosch (Master's Thesis), March 2003, 80.

[12] Ibid.

[13] A. Pienaar, "Nevirapien Bly, Verseker Dr. Manto Na Bohaai" [Nevirapine Remains, Dr. Manto Assures After Outcry], Beeld, 17 July 2004. Retrieved from: Accessed on 19 November 2004.

[14] A. Kareithi, "Disease 'A Weapon to Wipe out Blacks,'" The East African Standard, 31 August 2004, 3.

[15] Ibid.

[16] Interview with Radio Citizen journalist Anne Waithera on 5 November 2004 in Nairobi, Kenya. Ms Waithera produces and presents a weekly HIV/AIDS program, Fragments of Life, on her radio station. In 2003, she came second in the radio section of the UNESCO HIV/AIDS Red Ribbon Media Award for Eastern and Southern Africa. She has also won a German scholarship for Health Broadcasting for her show.

[17] B. Caplan, "Maathai's 'Madness' Had Method," The Daily Nation 25, 7 October 2004.

[18] K. Getao, and I. Kamau, (Two letters) "AIDS virus: Don't Rule out Racist Theories," The Daily Nation, 27 October 2004, 10.

[19] L. Barasa, "Maathai is 'Declared' Envoy," The Daily Nation, 4 November 2004, 7; C. Muganda and B. Mutuma, "Wangari's Day of Triumph: Special Report," The Daily Nation Weekend, 15 October

2004, 1-4; L. Ng'anga, "Wangari Maathai--A Woman Who Has Everything She Needs," *Eve*, November 2004, 16-21.

[20] Interview with Asunta Wagura on 3 November 2004 in Nairobi, Kenya. Ms Wagura is HIV-positive, the Executive Director of the Kenya Network of Women Living with HIV/AIDS (KENWA) and a well-known AIDS activist.

[21] W. Brummer, and Sapa, "Nobelprys-Wenner Geroskam Oor Vigs" [Nobel Prize Winner Heavily Criticized About AIDS], *Beeld*, 10 October 2004, Accessed on 10 November 2004.

[22] *Ibid.*

[23] W. Maathai, "We Must arm ourselves with Information if we are to Understand and Overcome Aids," *The Daily Nation*, 12 October 2004, 13.

[24] Interview with Policy Project Director Angeline Sapiro, 27 October 2004 in Nairobi, Kenya. The Policy Project is a co-operative agency of USAID. It is registered as a local NGO in Kenya, while maintaining its international affiliation with the Futures Group.

[25] Interview, Wagura.

[26] *Ibid.*

[27] *Ibid.*

[28] Interview, Achmat.

[29] *Ibid.*

[30] *Ibid.*

[31] A. Wagura, "Asunta's Diary: We are Partners with the Media," *The East African Standard*, 21 August 2004, 15.

[32] Interview, Wagura

[33] *Ibid.*

[34] Interview, Waithera.

[35] Interview, Wagura

[36] Interview with Ann Mikia, 5 October 2004 in Nairobi, Kenya. Ms. Mikia works for the Kenya Broadcasting Corporation as a senior producer. Her weekly HIV/AIDS slot, *A Stitch in Time*, has won the 2004 URTNA (Union for Radio and Television Networks in Africa) Award for the best HIV/AIDS radio program in Africa.

[37] Interview, Wagura.

[38] Ibid.

[39] Interview, Wagura.

[40] Interview, Sapiro.

[41] Internews Network commissioned a Household Survey from Steadman International in September 2003 to establish what the average radio listener in greater Nairobi knew about HIV/AIDS.

[42] Black AIDS Institute, Groups that work: Treatment Action Campaign, Summer 2003. Accessed on 28 October 2004.

[43] T. Karon, "South African AIDS Activist Zackie Achmat", *Time Magazine*, 19 April 2001. Accessed on 28 October 2004.

[44] Ibid.

[45] Interview, Sapiro.

[46] Interview, Achmat.

[47] Interview, Sapiro.

[48] Interview, Wagura.

[49] Interview, Waithera.

9th May 2005

Sammy Muraya, Kenya Broadcasting Corporation:

Media gripes:

I. (a) Guests not turning up even after confirming attendance.

For example:

- **ARV Story:** (*play snippet - to show how prepared journalist was/and how important it is to have an expert comment and tackle listeners' questions on such a complex issue)

I had to come up with alternative programmes for two consecutive weeks after I invited some guests from FHI. They confirmed their attendance and on the first week they came late and by the time they arrived, I had already taken up a different topic to save the situation. They promised to come the following Thursday. The following Monday, I called to confirm whether they were still coming and they assured me they would turn up. I called again on Wednesday and again they confirmed their attendance, but come Thursday morning by 10.30am (the agreed upon arrival time) my guests had not shown up! I decided to call them on their cell phones but they did not answer. I decided to try their office, which was when the secretary informed me that they were still there but in a different meeting for that matter. It then dawned on me that we had no programme! For the second time in a row.

Repercussions of studio guests not turning up for a programme

1. Listeners lose faith in AIDS shows (please bear in mind that journalists have already run promo's and made mentions to "hype" the show and advocate for the very same issue as the NGO guest who was invited).
2. Your editor loses faith in you (and this may result in losing the airtime to broadcast any HIV/AIDS shows).
3. The reputation of the organization that you have invited dwindles.
4. In case you decide to go ahead with your programme, it ends up being shallow (because when you pick a topic you pick on experts/specialists to tackle the specific issues professionally).

(b) Guests showing up late for live shows and interviews.

For example:

- A studio guest turned up half an hour late for an ARV discussion - by the time this guest turned up I had already changed the topic, and so I ended up looking disorganized, yet it was nothing in my making.
- On a programme I did on HIV/AIDS and refugees, one guest turned up over one-half hour late - the programme ended up sounding like two different programmes clumsily slapped together because I proceeded with the UNHCR guest who turned up first, and asked him to give an overview of the rape situation in the refugee camp. But then people started calling in with medical questions about rape. The guest doctor who would've answered this, was the one who turned up late. The UNHCR person could not answer these. This means the programme did not serve its purpose because we had to ignore some of the questions from callers earlier on in the programme, because the person in the studio was not in a position to answer.
- AIDS organizations sending PR consultants as their representatives, who cannot fully tackle the issues in question (are ill prepared) or are reluctant to speak on behalf of the organization. Matatu story: (play snippet)
- I had prepared a report on transactional sex and effects in relation to HIV/AIDS. (Play snippet- the example where NASCOP sent a PR lady).

Other gripes:

- Experts from AIDS NGOs promise to bring along their colleagues (other experts) to be part of the live studio discussions, but turn up alone.
- This has happened to me on several occasions and this lowers the quality of your programme. If you know you are not in a position to get another person, it's only fair for you to say so, so that the journalists can look for an alternative.
- NGO persons deviating from the topic of discussion and using media platforms to directly do PR and make appeals for their organizations. Seeing it as an opportunity for free publicity/advertising. You end up distorting the message that the programme was intended for.

Tip Sheet for NGOs

THE INGREDIENTS OF AN EFFECTIVE MEDIA RELEASE

- A good news angle
- A good heading
- The promise of access to good “case studies”
- Contact details (email, landline and mobile phone) of a reliable contact person
- Details of the place, date and time of the event
- Details of speakers
- Short concise sentences
- Simple words (as few NGO or scientific jargon words as possible)
- No spelling or factual errors
- Good statistics (but NOT too many)

HOW TO SEND OUT MEDIA RELEASES

- Fax the release to the news room of the media houses you would like to target. Mark it for the attention of the news editor
- If email addresses of journalists you personally know are available, email the media release to them as well
- Phone the media houses on the same day that you’ve faxed the release, to confirm that they have received it (*Media houses receive many such releases; they mostly go lost if you don’t follow up.*)
- HAND DELIVER a hard copy of the media release to EACH MEDIA HOUSE that you have faxed it to. Find out what the name of the news editor on duty is and address it to that person

AT THE MEDIA EVENT

- Have more hard copies of the media release available – many journalists are sure to forget their copies at work.
- Have background information ready or typed out speeches of at least one person, if possible.
- Let a case study speak – a human face to a story is what gives it impact and allows people to understand why your event is important.
- Make sure that speakers are available for interviews afterwards.
- Give great attention as to WHERE you have this event – a location outside of town may be too hard to get to and a poorly chosen hotel room may give you an excessively noisy venue.

DAY TWO

Objectives By the end of this session participants will:

1. Better understand how to communicate with the media.
2. Be more aware of what media outlets are available.
3. Better understand how to approach journalists and how to handle journalists who approach them.
4. Have a better understanding of how to use a Local Voices Media Resource Center (MRC), should one be available.

Time 6 hours, 35 minutes, not including lunch and tea breaks (1 hour, 45 minutes)

Session	A. Coffee and Reflection	20 minutes
Overview	B. Friday's Media Event	1 hour
	C. Tea Break	15 minutes
	D. How to Communicate with the Media	2 hours
	E. Lunch break	1 hour, 30 minutes
	F. How to use the Media Resource Center (MRC)	2 hours
	E. Planning for the Media Event	30 minutes

Materials Markers or pens

Two 3-minute prerecorded phone interviews of journalists requesting interviews with communication officials (if you can't record the actual interviews, record mock interviews that illustrate the typical mistakes communication officials make, e.g. not being accessible, not understanding deadlines, etc).

Laptop and speakers to play the interviews to participants

Handouts	2A	How Do You Communicate with the Media?
	2B	Example of a Media Contact List
	2C	Media Exercise
	2D	Background on Internews' Media Resource Centers (MRCs)

A. Coffee and Reflection (20 minutes)

Step 1 Greet participants and briefly recap yesterday's session. Make sure to remind them of the following:

1. that bad or lack of media coverage is sometimes their own fault (e.g. as a result of badly written media releases and bad communications with the media);
2. that in order to get media coverage, they need to be aware of their organization's objectives and image.

Step 2 Ask participants to share what they learned from the previous day's session and what they will do differently in the future when working with journalists.

B. Friday's Media Event (60 minutes)

Step 1 Ask participants to present the two topics for the media event that they discussed the previous afternoon.

Step 2 Make clear to participants that "real" journalists will be invited to the event.

Step 3 Guide participants and finalize the topic. Bear the following in mind when deciding on the topic (30 minutes):

- Do participants have access to good expert speakers for the particular topic?
- Is the topic newsworthy?
- Do participants have access to individuals who will make good case studies and are able to attend the media event? For instance, if the topic of the media event is "lack of access to pediatric anti-retroviral treatment (ART)," do participants have access to organizations that can help them to find a mother and child who either need access to pediatric ART or have accessed ART and had a life changing experience as a result of it?

Step 4 Map out what needs to be done for the media event (use a flipchart). (30 minutes)

- Point out the need for a media release, guest speakers and refreshments for participants. Journalists need to be identified and invited to the event, speakers need to be briefed and prepared, journalists will need a "fact sheet," and the training room will need to be prepared and set-up for the media event.
- Explain that over the next few days each of the above "tasks" will be discussed and everyone will be trained in how to do them.
- Ask the group to split into three smaller groups. Explain that each group will be

working on specific tasks over the next few days:

- » Group 1: Media release and fact sheet group (four people);
- » Group 2: Group to organize speakers;
- » Group 3: Group to invite journalists and prepare training room for the media event.

C. Tea break (15 minutes)

D. How to Communicate with the Media (120 minutes)

a. What media outlets are available in your area? (60 minutes)

Step 1 Distribute copies of Handout 2A, “How Do You Communicate with the Media?” and have each participant fill it out. (15 minutes)

Note: The objective of this questionnaire is to get participants to think about their interactions with the media. Sometimes they think they’ve been in touch with the media or understand the sector, but that interaction or understanding may in fact be very limited. If trainees can’t fill out that names of a few journalists or explain what medium (radio, print or television) they prefer and why, they soon realize that they need to increase their knowledge and understanding of the media.

Step 2 Discuss participants’ responses. (30 minutes)

Note: This is an excellent learning opportunity. Participants enjoy hearing one another’s responses. Through this activity they have the opportunity to learn what media materials (or lack thereof) other media organizations have and what journalists other participants know, whom they may not know themselves. Once a participant has shared his or her response, ask the person what part of his or her media knowledge needs to be increased and how that can be done.

Step 3 Explain that, in order to have effective media relations, communication officials need to know which journalists work in the area or country in which their organization is based and which journalists are interested in what kinds of issues. (5 minutes)

Step 4 Distribute a copy of Handout 2B (Media Contact List) and explain how to use it. Highlight the key journalists and share what you know about them. Explain that you will also email this list to participants so that they are able to update the list with any new contacts they make. (25 minutes)

Note: An example of the first two pages of the Media Contact List used by the Kenya Local Voices program is provided in Handout 2B. The complete list contains the

names, contact details and interests of about 20 journalists. All of these journalists are Local Voices trainees with whom the program has personal relationships. It takes time to compile such a list. If you do not have personal relationships with journalists from the country in which you are training communication officials, hire a consultant to compile and present such a list.

b. How to approach journalists or handle journalists who approach you (30 minutes)

Step 1 Discuss:

- What would a journalist approach you for?
Have everyone name a reason and then explain what good journalists would need (case studies, live studio guests, etc.) (5 minutes)
- How do you handle a journalist on the phone?
Have everyone explain what they do. Play 2 prerecorded telephone examples of real journalists trying to get ahold of NGO/government guests. Have participants evaluate these examples and say what they thought was good and bad. (15 minutes)
- Who do you send media releases to and how do you follow up? (5 minutes)
Use the media contact list to explain how important it is to contact the right person and do follow-ups. Explain the workings of a newsroom and the consequences of it.

c. Media Exercise (30 minutes)

Step 1 Explain that you're going to give participants an opportunity to apply their skills.

Step 2 Distribute handout 2C (Media Exercise) and give participants 15 minutes to prepare while you leave the room. (15 minutes)

Step 3 Return to the room and request participants to present their plan of action. Discuss what was good and what could have been better. (15 minutes)

E. Lunch break (90 minutes)

F. How to use the Media Resource Center (MRC) (120 minutes)

Note: This session is for programs and training workshops that have access to Local Voices Media Resource Centers. If your program does not have access to such centers, you can omit this session, or replace it with a short session that assists communication officials with obtaining useful information on the internet for use in press releases.

Step 1 Explain that the objective of this session is to familiarize trainees with how to use the

Local Voices Media Resource Center (MRC) for research. For more information on Local Voices Media Resource Centers, please see Handout 2D. (5 minutes)

- Step 2** Discuss the importance of proper research and making your own notes from which to work. (10 minutes)
- Step 3** Discuss how to make good use of the MRC for research. Demonstrate how to use the MS Access (or other) database to find what material is available at the resource center. (Talk about books and other publications as well as CDs, DVDs and CD-ROMs. (20 minutes)
- Step 4** Instruct each participant to find useful HIV/AIDS information on a topic of his or her choice from the MRC. (15 minutes)
- Step 5** Ask each participant to make a three- minute presentation on his or her findings. What information was available, what was unavailable, and how can that information be used in a media release or in other types of communications with journalists? (20 minutes)
- Step 6** Present the Local Voices newspaper clipping books (have three copies ready). Explain that participants can visit the Local Voices office after the training workshop to keep track of print media coverage. Explain that there are also copies of radio and television features available in some cases. (10 minutes)
- Exercise:**
- Go through different AIDS books in pairs and identify journalists and contact persons from different media houses (in addition to those presented in the media list, Handout 2 B). (10 minutes)
 - Instruct the pairs to discuss one story with each other and explain why it was good or bad. (20 minutes to read and identify a story; 10 minutes to discuss the stories – a total of 30 minutes)

G. Planning for the Media Event (30 minutes)

- Step 1** Instruct participants to divide into the three smaller event groups from the morning session.
- Step 2** Ask each group to come up with a plan of action (e.g., ask the media release/fact sheet group to think about a news angle, the speaker group to identify guests, and the journalist group to identify journalists to invite to the event). (15 minutes)
- Step 3** Ask each group to present their decision and get input. (5 minutes per group, fifteen minutes in total)

HOW DO YOU COMMUNICATE WITH THE MEDIA?

1. What HIV/AIDS radio programs in [country you're working in, e.g. Kenya] have you used to communicate your messages? _____

2. How many [country you're working in, e.g. Kenyan] journalists who report on HIV/AIDS do you know by name? If any, please name them.

3. What kind of media do you prefer to use? Radio, TV, print or internet? Why? _____

4. Does your organization have a list of contact and fax numbers of [country you're working in, e.g. Kenyan] media houses? _____

5. What media friendly written material does your organization produce that the media can use? Pamphlets, newsletters, posters? _____

Internews Kenya Media Contact List

Kameme FM

Tel: 343054

Fax: 249781

Kijabe Street, Nairobi

News editor: Kamau Kang'ethe

Contact journalists:

Zachary Gathuku: zacgathuku@yahoo.com /0722-607124

Macharia Wamugo: mawamugo@yahoo.com/0721-282147

Zachary and Macharia are news reporters, and often call on resource persons from AIDS NGO's and PLWHA's to interview for sound bites for their short news stories/features. They collect their interview material in Kikuyu, Kiswahili and English. They also cover newsworthy HIV/AIDS events.

Anthony Ngige: anthonyngige@yahoo.com/0722-247871

'Tony' is a producer/presenter and often produces HIV/AIDS feature stories.

He often calls resource persons from AIDS NGOs and PLWHAs to interview for sound bites for his feature stories. He collects interview material in Kikuyu, Kiswahili and English.

Radio Waumini

Tel : 860917/861457

Fax : 861946

Thika Road, Nairobi

News editor: Fr Martin Wanyoike

Contact journalists:

Esther Kabugi: ewkabugi@yahoo.com/0721-340939

Esther produces/presents the weekday breakfast show, and often prepares a short prerecorded 'package' which she broadcasts right before hosting a live one hour discussion with NGO resource persons/experts on topical issues.

Her early morning show is popular and listeners participate through call-ins and text messages that are read out on air. So far her show has had amazing feedback and results.

Anthony Wafula: wafula@justice.com /0722-270069

Wafula produces/presents the weekday afternoon drive show, and often prepares a short prerecorded 'package' which he broadcasts right before hosting a live discussion with NGO resource persons/experts on topical issues. Listeners participate through call-ins, text messages and emails that are read out on air.

Eduias Kigai: shikumwangi2001@yahoo.com/0722-371327

Eudias produces/presents the Sunday breakfast show and an afternoon show on Thursdays. She often prepares a short prerecorded 'package' which he broadcasts right before hosting a live discussion with NGO resource persons/experts on topical issues. Listeners participate through call-ins, text messages and emails that are read out on air.

Kiss FM

Tel : 4447403

Fax : 4447410

Lion Place, Waiyaki Way, Nairobi

News editor: Carol Radull

Contact journalists:

Henry Ndirangu: henry@kissfm.co.ke/0722-574500

Charles Kerich: charles@kissfm.co.ke/0722-607124

Henry and Kerich are news reporters, and often call on resource persons from AIDS NGOs and PLWH's to interview for sound bites for their short news stories and features. They also cover newsworthy HIV/AIDS events.

Classic 105

Tel: 4447407

Fax: 4447410

Lion Place, Nairobi

News editor: Michael Oyier

Contact person: Jimmy Gathu/Maina Kageni

Jimmy and Maina host live discussions that sometimes tackle HIV/AIDS issues.

(Classic 105 is Kiss FM's sister station)

Capital FM

Tel: 210020

Fax: 334735/340621

Lonhro House, Nairobi

News editor: Michael Mumo: Michael@capitalfm.co.ke/0722-525664

Michael is a good person to contact for your events and any newsworthy HIV/AIDS stories. If he can't do it himself, he'll assign a reliable reporter.

Contact journalists:

Carol Moraa: moraacarol@hotmail.com/0722-899795

Angela Mwhaki: angela@capitalfm.co.ke/0722-756370

Carol and Angela work alongside Michael in producing two minute HIV/AIDS news features. As a team, they are soon coming up with a slot specifically for HIV/AIDS feature stories.

Other contacts from Capital FM who discuss HIV/AIDS issues:

Eve D'Souza: eve@capitalfm.co.ke/0722-757733

Eve is a popular presenter/DJ amongst the youth and often hosts live discussions on issues pertaining to sexuality and HIV/AIDS. Listeners participate through call-ins and text messages that are read out on air.

Ciku Gachoka: ciku@capitalfm.co.ke//0722-725125

Ciku is a presenter/DJ and often hosts live discussions on issues pertaining to sexuality and HIV/AIDS on her evening and weekend show. Listeners participate through call-ins and text messages that are read out on air.

MEDIA EXERCISE

SCENARIO:

A journalist calls you up to ask how you could assist with a live radio program that focuses on the rejection of HIV-positive children from Kenyan schools. The journalist wants to compile a five minute pre-recorded insert that will give the issue a human face. As a group, prepare a plan of action. This should be an opportunity to use the media to get an issue across for which your organization advocates. For example, a policy advocacy organization may want to advocate for non-discriminatory school policies; Nyumbani (a home for children with HIV) may want to get its children admitted to school; KENWA (the Kenyan Network of Women Living with HIV/AIDs) may want to look at the issues of the mothers of these children etc.

Decide who will provide the journalist with what, for instance a case study, an expert, background information, a live studio guest, or help with questions.

MEDIA RESOURCE CENTERS IN LOCAL VOICES OFFICES

Local Voices offices in countries where Internews has fully developed LV programs (Kenya, Nigeria, Ethiopia and India) have Media Resource Centers (MRCs) where journalists can do research. MRCs have computers with digital sound editing software for editing radio stories, high-speed internet access for internet research, and word processing programs for typing scripts and transcriptions. MRCs are like “newsrooms” that journalists from different stations can use to produce their stories (all trainees have free access to these facilities).

MRCs also contain many HIV-related publications that are regularly updated. These include UN-AIDS reports, NGO brochures, books about HIV, CDs, DVDs, and copies of stories by LV-trained journalists. At the Kenya MRC are more than 3,000 publications, all of which have been entered into a Microsoft Access database that can be searched by subject, author, or key words. Reporters receive training on how to use this system when they attend radio workshops. This manual does not include an exercise for database search training on Microsoft Access, since different offices use different programs. All MRCs also have notice boards with announcements of media awards, competitions, fellowships, and news releases.

“Having a Media Resource Center full of handy media-friendly information on HIV and AIDS has served to improve the quantity and quality of HIV stories on the air. Journalists know that here they can easily access up-to-date and accurate information when they come over, e-mail, or call. They can also get quick technical support. It’s always a hub of activity at the Media Resource Center here.”

—Asma Naseer, Media Coordinator, Internews India

In addition to what has been listed above, the MRCs also contain:

I. Contact lists

The MRCs also contain regularly updated lists of HIV/AIDS organizations that journalists can contact for interviews). The lists include the names of the organization, a brief description, full contact information, and the name of a helpful contact person at the organization (often a media liaison or public relations officer). Journalists receive a soft copy of this list to update and personalize as they develop their own contacts.

HANDY HIV/AIDS CONTACTS

“The HIV/AIDS organizations contact list is a handy and easy-to-use directory for looking for interviewees. I network with many experts and organizations on a day-to-day basis and have established very good contacts for our Media Resource Center.”

—Anselm Onkolo, Media Coordinator, Internews Nigeria

2. News clipping services

Each MRC also has a newspaper clippings book. The book contains all HIV-related stories published in major newspapers. Each week, LV-trained journalists receive summaries of the stories by e-mail.

How to create a news clippings book:

Read carefully through daily and periodical newspapers and cut out important stories. Paste the clippings in a book and include the name of publication, date, and page number beside the actual article. When the book fills up, write the dates of the first and the last articles on the cover for easy reference.

“The newspaper clippings are useful as most journalists come to our Media Resource Center to search them for follow-up story ideas. They say it is really important to have.”

—Meron Seyoum, Internews Ethiopia.

How to create a weekly clippings summary:

Every week, make a list of the titles of articles clipped out of the newspapers and include a one-line summary for each. It's easy to read through the summaries to identify potential stories for follow-up.

“Every week, I send out a summary of the newspaper clippings on HIV/AIDS stories published in Kenya, and journalists always tell me that this summary helps them monitor the developments and trends in HIV/AIDS so they are in touch with what's going on locally, regionally, and internationally.”

—Medlene Kinyanjui, Internews Kenya

DAY THREE

Objectives	By the end of this session participants will:	
	1. Better understand how to write a good press release.	
	2. Better understand how to organize a good media event.	
Time	6 hours, 30 minutes not including lunch and tea breaks (2 hours)	
Session Overview	A. Coffee and Reflection	15 minutes
	B. How to Write an Effective Press Release	1 hour, 30 minutes
	C. Tea break	15 minutes
	D. Leo Toto: a case study	1 hour, 15 minutes
	E. Lunch break	1 hour, 30 minutes
	F. How to Organize a Good Media Event	1 hour
	G. Tea break	15 minutes
	H. The Media Event	1 hour, 30 minutes
Materials	Markers or pens Flipchart	
Handouts	3A How to Write a Press Release Questionnaire 3B Effective Media Releases 3C Example of Press Release (before) 3D Example of Press Release (after) 3E Organizing Media Events 3F Example of a Media Event Press Release and Program	

A. Coffee and Reflection (15 minutes)

Step 1 Greet and ask participants to reflect on the previous day's sessions and tell how they plan to use what they have learned to improve future interaction with the media.

B. How to Write an Effective Press Release (90 minutes)

Step 1 Distribute Handout 3A (How to write a press release questionnaire) and have participants fill it out. (10 minutes)

Step 2 Discuss with participants their responses to the questionnaire. Use this conversation as an introduction to discussion about news angles and the use of press releases. (10 minutes)

Step 3 Distribute Handout 3B (Effective Media Releases) and go over the definition of a news angle by using the definitions and examples in the handout. (10 minutes)

Step 4 Ask each participant to come up with a news angle for his or her organization and discuss. (20 minutes)

Step 5 Explain to participants that, for the next 40 minutes, they will learn more about the features of a good media release by doing the exercises in Handout 3B. Make sure you cover the following characteristics – a good media release contains:

- Effective news angles;
- Simple words;
- Short simple sentences (one idea per sentence, active voice);
- Short and powerful;
- No factual, spelling or typing errors;
- Rarely more than a page;
- A good quote of an important person and useful, accurate statistics; and,
- Specifications of the time and place of the media event and has contact numbers of reliable people that journalists can contact.

C. Tea break (15 minutes)

D. Leo Toto: a case study (75 minutes)

Step 1 Explain that for the next hour and fifteen minutes you will be looking at examples of a good and bad media release from a local Kenyan HIV organization, Leo Toto.

Note: Leo Toto is an HIV organization that assists children with HIV who live with extended families. The Kenya Local Voices Program trained one of its program managers and mentored them using the before and after press releases that we will review. The “after” press release is the actual release that was used for the opening of the new Leo Toto office.

Step 1 Distribute Handout 3C (Example of Press Release – before) and have participants read it. (10 minutes)

Step 2 Ask participants:

- What could be better?
- What is lacking?

Answers:

- The news angle is ineffective – it’s not news that a new office will open; the problem that Leo Toto attempts to address through this office is the news angle: namely, that Kenya has so many HIV-positive children.
- Few statistics that put the problem in context are used.
- The statistics that have been used are not attributed to any source.
- The place and time of the event should be presented in more prominently; e.g., in bold typeface. (10 minutes)

Step 3 Have the participants split up into two groups and have each group rewrite the Leo Toto release. (15 minutes)

Step 4 When they are finished, have the two groups read out their media release aloud and critique it. (10 minutes per group – a total of 20 minutes)

Step 5 Distribute Handout 3D (Example of Press Release – after) and have participants read it. (10 minutes)

Step 6 Have participants compare the press releases they wrote with Handout 3D. (10 minutes)

E. Lunch break (90 minutes)

F. How to Organize a Good Media Event (60 minutes)

Step 1 Have participants talk about media events that they have done in the past and state the problems they encountered. (10 minutes)

Step 2 Recap the points made in the previous day's sessions and introduce a few new ones. (20 minutes)

- You need to know who you would like to invite and where you would like to have your event published or broadcast.
- How to use the media contact list.
- How to get in touch with journalists: fax, phone, cell phone numbers.
- The importance of the venue: sound quality for radio, visual quality for TV (can't be a venue that is too small or noisy), must be easily accessible – in other words, not too far away from the media outlets.
- The importance of getting an important or newsworthy person (such as a minister) to be a speaker.
- The importance of providing journalists with a human face to the story – in other words, a case study.
- The importance of not having too many speakers.
- The importance of making speakers available for media interviews.
- The importance of having communication officials on standby with mobile phone numbers for questions journalists may have after the media event.

Step 3 Discuss “Creative Ways to Communicate Messages” in Handout 3E (20 minutes).

Step 4 Explain the importance of having a program for a media event that states what will happen at which time. Be sure to get the following across: (5 minutes)

- The program should not be longer than a page.
- The program should have realistic times for speakers (i.e., don't give an important speaker 5 minutes to talk if you know that he or she will need 20 minutes).
- Distribute Hand-out 3F (Example of a Media Event Press Release and Program)

Step 5 Ask participants to apply what they've learned in this session by requesting that they state what the main “ingredient” of their own media event should be. (5 minutes)

G. Tea break (15 minutes)

H. The Media Event (90 minutes)

Step 1 Explain that the rest of the day will be spent on preparations for the last day's media event.

Step 2 Instruct the group to split into their three smaller groups and to start working on the following:

- Identify a news angle and write a press release.
- Write up a fact sheet for journalists.
- Compile a journalist invitation list and phone up potential journalists to mention that they will be receiving an invitation to the media event the next day.
- Confirm speakers and organize transportation for them.
- Organize light refreshments for the media event.

Note: Be sure to mentor trainees throughout while they are working on these tasks.

HOW TO WRITE A PRESS RELEASE QUESTIONNAIRE

1. Have you ever written a media release, or been involved in writing one?
If so, which ones? _____

2. What is your definition of a news angle? _____

3. How do you think a journalist uses a press release? _____

EFFECTIVE MEDIA RELEASES

A good press release:

I. Has a news angle (the news angle will make the media release newsworthy).

A good journalist knows that when they're writing a story, they aim to answer two questions:

- a. What's happening?
- b. So what?

The second question is the most important, because it will give the **news angle**.
(*Excerpt from: Getting the message across, Fiona Lloyd 2004*)

**A NEWS ANGLE is mostly determined by the issue for which
your organization is advocating.**

Examples:

GOVERNMENT ADVOCATING FOR MORE DONOR FUNDS FOR ARVS, OR AN NGO OPENING AN ARV PROJECT:

According to the Kenyan government, there are 1.2 million people living with HIV/AIDS in the country. (What's happening?) Less than a quarter of them have access to life-prolonging anti-retroviral drugs. ARV's can prevent the deaths of 300 Kenyans who die in the prime of their lives every day in this country. (*So what?*)

OR

AN AIDS ORGANIZATION ADVOCATING FOR WOMEN'S RIGHTS (e.g., The Kenya Network of People Living with HIV/AIDS, KENWA, OR POLICY PROJECT):

According to the Kenyan government, Kenya has 1.2 million people living with HIV/AIDS. (What's happening?) More than half of them are women whose husbands have already died of the disease. Their husbands' land or property gets stolen by their in-laws. The widows are left without any resources to make a livelihood. (*So what?*)

OR

AIDS ORGANIZATION ADVOCATING FOR CHILDREN’S RIGHTS OR LOOKING AFTER AIDS ORPHANS (E.G., NYUMBANI OR LEA TOTO):

According to the Kenyan government, there are 1.2 million Kenyans living with HIV/AIDS. (What’s happening?) Many of them are HIV-positive children. But many schools refuse to admit them, depriving them of their right to education that is guaranteed by the country’s constitution. (*So what?*)

VCT CENTRE, SUCH AS LIVERPOOL:

According to the Kenyan government, there are 1.2 million Kenyans living with HIV/AIDS. (What’s happening?) Four out of five of them have no idea that they’ve contracted the virus. (*So what?*)

**A good press release will never announce a workshop or opening of a project or office without explaining why the event is important. The mere fact that you have a workshop or are launching a project is not particularly newsworthy. No reporter will care about it if you don’t tell them why it’s important. In other word:
GIVE THEM A NEWS ANGLE.**

2. Uses simple words.

Typical NGO jargon makes NO SENSE to journalists. People who read journalists’ stories or hear and see it on radio or television don’t understand these words either. It’s not advisable to use complicated NGO (or medical) terminology in a press release or media interview. NO ONE WILL UNDERSTAND YOU, AND YOUR MESSAGE WILL NOT GET ACROSS.

Examples and exercises:

Ask participants to come up with more audience-friendly terms for the following acronyms, words and phrases:

1. OVC _____
2. PWA _____
3. ARV _____
4. VCT _____
5. Sero-conversion _____
6. PMCT _____
7. Drug regimen _____

3. Uses short and simple sentences.

Tips and exercises for good press release writing skills:

I. Use one idea per sentence

The man, who was a graduate of Harvard, loved cats.

How many ideas does this sentence have?

How do you split it up into two sentences with one idea each?

1 _____

2 _____

Exercise:

Make this sentence short and simple:

Over the past year, we have provided 2,000 people living with HIV/AIDS with ARVs and also made sure that there was proper adherence by training treatment assistants who have helped the patients take their medications and educated them on the importance of compliance with individually prescribed drug regimens.

2. Write in the active voice

This will make your press release clear, and help with keeping sentences short.

What is active vs. passive voice?

Active: The officer arrested the man.

Passive: The man was arrested by the officer.

Exercise:

Write these in the active voice:

- *The ARVs were taken by the patient.*
-

- *The statistics were released by the government.*
-

- *The child was told by her father that he was HIV-positive.*
-

- *The memory book was made by the mother for her child.*
-

4. Is rarely longer than a page.

5. Doesn't contain spelling, factual or typographical errors.

6. Often contains a good quote from an important person and accurate, attributable statistics.

Note: The use of too many statistics may actually detract from the impact of a press release.

7. Specifies the time and place of the media event and has contact numbers of reliable people whom journalists can contact.

PRESS RELEASE (BEFORE)

LAUNCH OF OUTREACH PROGRAM FOR FAMILIES LIVING WITH HIV/AIDS.

You are invited to join USAID Kenya Mission Office Director Mr Kiert Toh and assistant health minister Hon Gideon Konchella at the launch of the new Leo Toto satellite office in Riruta on 20th August 2003. The event will be attended by members of the diplomatic corps, UN agencies, local politicians, government officials, representatives of NGOs and the local community.

Lea Toto is an outreach project of the Children of God Relief Institute – Nuymbani. The project targets over 1,000 HIV-positive children and their families in Kangemi, Kawangware, Ruthimitu, Mutuini, Riruta and Waithaka.

Leo Toto provides HIV positive children with quality home-based care, counseling services, medical care and food.

The celebrations will be at Ndarurua Sports Ground on Naivasha Road, behind the BP petrol station, beginning 10.00 am.

For more details please contact the office on one of the following numbers or email addresses: 630495/630924, cell phone 0733 748421, 0721 582294 or leatoto@nyumbani.org.

Yours sincerely,

.....
Henry Otieno Ochido
Program Manager

PRESS RELEASE (AFTER)

Launch of community project for children with HIV

According to the Kenyan government, the country has more than 100,000 HIV-positive children. Their right to free primary education is guaranteed in our constitution.

Yet, many schools refuse to admit them.

HIV-positive children get stigmatized and teachers and children discriminate against them.

In many cases, the parents of these children have died of AIDS related illnesses. The children are left behind in difficult circumstances. They have to stay with already burdened extended families and have limited access to daily necessities such as food, clothes and money.

Leo Toto helps such children to access education and other basic needs. It is a project of the Children of God Relief Institute, Nyumbani. Leo Toto has assisted HIV-positive children in Kangemi, Kawangware, Ruthimitu, Mutuini and Waithaka.

From August 20th, we will expand our services to children in Riruta. We will be opening our Riruta office at 10 am that day with USAID Kenya Mission Director Dr. Kiert Toh and Honourable Gideon Konchella as the guest speakers. "Parents should report any school head who is reluctant to give space to an HIV-positive child. The school programme is meant for all children, sick or healthy," minister Konchella says.

The event will also be attended by * Charles Muraya, an HIV-positive school child who has been rejected by 3 different Nairobi based schools. He will share his story and will be available for interviews. Members of the diplomatic corps, UN agencies, local politicians, government officials, representatives of NGOs and the local community will also be present.

Date: 20 August 2003

Time: 10 am

Venue: Ndarua Sports Grounds on Naivasha Rd (behind the BP petrol station)

Guest speakers: Assistant minister for Health: Hon. Gideon Konchella; USAID Kenya Mission Director, Dr. Kiert Toh, *Charles Muraya (HIV-positive school child).

Contact person: Henry Otieno Ochido (Program Manager, Leo Toto)

Contact phone numbers: 630 495/ 630 924/ 0734 748421/ 0721 582294

Contact email: leatoto@nyumbani.org

**Charles Muraya is not the boy's real name, as we would like to protect his identity.*

ORGANIZING MEDIA EVENTS

Points to remember:

- You need to know who you would like to invite and where you would like to have your event published or broadcast.
- You need to create a media contact list and constantly update it.
- Merely faxing a press release to a media organization will rarely result in anyone turning up for your event – faxes need to be followed up by phone calls. You need to send the invitation at least a week before it happens, because news rooms need time to plan. Get journalists' cell phone numbers and give yours to them.
- The venue needs to accommodate radio reporters – it therefore needs to have good sound qualities. For TV it needs good visual qualities as well – it can't be a venue that's small and noisy. It is important for the venue to be easily accessible, not too far away from media outlets so that travel is not an issue for the journalists.
- Getting an important person, such as a minister, to be a speaker helps tremendously, because what that person says carries a lot of weight with reporters and their audience. News editors are more likely to assign journalists to stories that involve such a person.
- Provide journalists with a human face to the story: in other words, a good case study.

CREATIVE WAYS OF COMMUNICATING OUR MESSAGES

How can we be more creative in the way we communicate our messages and attract attention to our events? We can for instance have marches with banners. Here are some examples from other countries:

(FROM: GETTING THE MESSAGE ACROSS: COMMUNICATION SKILLS FOR THAI NGOS WORKING WITH HIV/AIDS; FIONA LLOYD, INTERNEWS MEDIA CONSULTANT, 2004)

- **Dancing for peace (Sulawesi, Indonesia)**
Community leaders on the island of Sulawesi were worried about the increasing violence between people from different religions. They decided to hold a traditional dance festival called a "modero." During the festival, people from all religious communities danced all night in a huge circle, while local musicians sang songs. The songs described the recent conflict, but spoke about the need for peace and harmony. While people were dancing there was no chance to fight or disagree. The modero helped to restore friendship and trust to the community.

- **Sarongs with health messages (Tanzania, East Africa)**
In Tanzania, women wear beautiful cotton sarongs that have traditional proverbs and wise sayings printed on them. Some NGOs had the clever idea to use these sarongs as a way of publicizing information about issues like breastfeeding and child nutrition. Soon it became very fashionable to wear these special sarongs!
- **The Men's March Against Rape (Alexandra, South Africa)**
A few years ago, a small South African NGO dealing with rape and domestic violence organized a demonstration with a difference. One Saturday morning, several hundred young men marched through the streets of Alexandra (a community where rape was a great problem). The young men carried banners saying "real men don't rape!" and sang songs, urging their brothers to stop this behavior. When they reached the local soccer stadium, the women of Alexandra were waiting to welcome them. The women held a traditional ceremony of cleansing and forgiveness – a ceremony that is usually held for African warriors returning from battle. This was a symbolic way to bring healing and forgiveness to a community that had been full of pain. After the ceremony, many men came to the NGO to talk about their own experiences as abusers or rapists, and to find a way to change their lives for the better.

There are many other examples of creative ways to communicate messages.

What do you think of these?

- Work with local community theater groups to create a drama about the issue you wish to publicize. Perform the drama in schools or markets – anywhere your target audience is usually found. At the end of the performance, conduct a question-and-answer session with the people who have been watching the play.
- Work with local artists to paint a big outdoor picture (a mural) on a wall in a public place (like a hospital or clinic). The picture can contain the messages you want people to think about.
- Collaborate with a famous local sports star – someone who is very popular with your target audience. Invite this person to be the "voice" of your organization. For example, if you are trying to persuade young people not to take drugs, they will accept the message more easily from someone they admire (like a soccer star) than someone from an NGO!
- Do people enjoy flying kites in your community? Organize a festival in which kites carry the messages and information that you want to disseminate. At the end of the day, everyone can set the kites free so that the information can travel far.

Verbal communication skills

The world's best communicators have one thing in common: the ability to make their audience identify with their message – and remember it.

How do we do this?

1. Give the **human angle**, provide the human “face,” instead of complicated statistics.

For example, imagine your NGO is running an anti-cholera campaign. You want people to understand that cholera is a real danger – and that the disease could affect them personally, if they do not take the correct precautions.

Don't say: “20% of the population is likely to be at risk from cholera during this rainy season.”

Instead, say: “Think of 4 people you know. One of them may catch cholera this rainy season. It could even happen to you!”

Now you have your listener's full attention. He or she is ready to receive your health message.

2. Repeat **key words** and **key ideas**.

If you want your audience to remember important information, repeat this information – often! Use simple, clear language to express key ideas.

3. Ask **questions**.

When you ask a question, your audience immediately connects with you. They start to relate what you are saying to their own experience. Questions open minds and encourage more interaction between you and the people you're talking to. For example: “When you think about someone living with HIV/AIDS, what picture comes into your mind?”

4. **Motivate** people, without preaching or sounding clever.

Good communicators never put themselves above their audience. Instead, they speak to them **on the same level**. As an Indonesian NGO worker explained:

“When you talk to people, try to share ideas with them – don't tell them what they have to do! Go to them respectfully, as someone who understands their problems. Laugh with them, sing songs together, eat together. In that way you become like a brother or sister.”

From: Getting the Message Across: Communication Skills for Thai NGOs Working with HIV/AIDS; Fiona Lloyd, Internews Media Consultant, 2004

14th October 2005

MEDIA RELEASE

HUNDREDS OF CHILD DEATHS DUE TO LACK OF ARVs

*John Kimani, a 10 year old HIV-positive boy, dropped out of school because of serious AIDS-related illnesses. He almost died. But, a year ago, his life drastically changed when an AIDS organization put him on life prolonging medicine called anti-retroviral drugs.

Today, John is back in school and one of the best pupils in his class. He no longer gets life-threatening sicknesses.

John is extremely fortunate.

Many of the 200,000 children with AIDS in Kenya have not been as lucky. They have been denied access to drugs that could afford them the opportunity to grow up. This is mainly due to poor guidelines and coordination of the treatment program by the government and other stakeholders.

“It is essential that this problem gets addressed,” says AIDS activist James Kamau. “Children with HIV have the right to live, but have been left behind in the response to HIV.”

Representatives from the POLICY Project, the AIDS Care and Treatment Services (ACTS) program at the University of Nairobi, Family Health International (FHI), the National Empowerment Network of People living with HIV/AIDS in Kenya (NEPHAK), Kenya Network of HIV-positive teachers (KENEPOTE) and Hope Worldwide have decided to join hands in this fight. Key spokespeople will be addressing the media on the rights of HIV-positive children to live on:

- **Time: Friday, October 14 2005 at 11am**
- **Place: IPS Building 6th floor (Internews office right next to the Stanley Hotel)**

A NASCOP government official will be present to answer questions on the government’s plans with regards to HIV drugs for children. John Kimani, the 10 year old boy, and his mother, will be present and available for interviews. Dr. Elizabeth Obimbo from the University of Nairobi and activist James Kamau will answer medical and policy questions on pediatric ARVs.

A light lunch will be served.

For more information, please contact Job Akuno on 252492 or 0733 934797 or 0723 850599 or akunos2002@yahoo.com.

* Not his real name.

PROGRAM

- 11:00** Arrival and registration
- 11:30** Welcoming and introduction of speakers
Master of Ceremonies: Esther Gatua, Policy Project
- 11:45** Keynote speaker: Dr. Elizabeth Obimbo (University of Nairobi)
“Why children need access to anti-retroviral therapy.”
- 12:05** John Kimani* and his mother
“What anti-retroviral therapy did for us.”
- 12:25** HIV activist James Kamau
“The reasons for children not having access to treatment.”
- 12:40** NASCOP official – name to be announced at event
“What the government plans to do about this problem.”
- 12:55** Closing – Master of Ceremonies thanks speakers and announces arrangements for media interviews.
- 13:00** Media interviews in studio – please book a slot with Job Akuno.
- 14:00** End

DAY FOUR

Objectives	By the end of this session participants will:
	1. Better understand how to conduct media interviews.
Time	6 hours 50 minutes not including lunch and tea breaks (1 hour 15 minutes)
Session Overview	
	A. Coffee and Reflection 20 minutes
	B. How to Do Good Media Interviews 1 hour
	C. Tea break 15 minutes
	D. Doing Media Interviews from Two Journalists' Perspective 1 hour
	E. Group work: Organizing the Media Event 1 hour, 30 minutes
	F. Lunch break 1 hour
	G. Group work continues 3 hours

Materials & Resources

- Markers or pens
- Flipchart
- Two five-minute examples of good and bad broadcast interviews (one radio and one television interview)
- Laptop and speakers to play the radio interview
- Television to play the television interview
- Two experienced HIV journalists/presenters: one radio and one television journalist (these journalists should be different from the two used on the first workshop day)

A. Coffee and Reflection (20 minutes)

Step 1 Greet and ask participants to reflect on the previous day's sessions and tell how they plan to use what they have learned to organize the next day's media event.

Step 2 Get feedback on how the planning for the media event is going and explain that the entire day will be spent on arrangements for the media event, except for the "media interviews" session.

B. How to Do Good Media Interviews (60 minutes)

Step 1 Explain that this session will focus on live broadcast interviews, as the skills learned in such a session are transferrable to general media interviewing skills.

Step 2 Discuss the basics of live radio interviews and ask participants to take notes.

- Radio in studio interviews (15 minutes)
- Papers make rustling noises that microphones are hypersensitive to – if you take long notes during the interview, you should take care not to shuffle them around.
- It is important not to be "off mic" – if you're not sitting right in front of the microphone, your voice will sound "off mic"; i.e., as if you're speaking from a distance. Listeners will not be able to properly hear what you're saying.
- Do not attempt to take along written answers to possible questions, as listeners can tell when you are reading from text. Your audience wants to hear interviewees talk, not read.
- Radio microphones are sensitive to throat-clearing noises or short phrases, such as "umm, ahh, you know" – if you use these often, you need to become aware of it and practice not doing so.
- If you don't know the answer to a question, say so. Mention that the question would be better answered by someone who specializes in another field. Don't attempt to guess or fabricate answers.
- Speak to the presenter or producer on the phone in detail before accepting an interview. Make sure the program focuses on the field in which you specialize.

Step 3 Play an example of a 5-minute live radio interview or an excerpt from it and ask participants to critique it. (15 minutes)

- Guide participants on what was good and bad in the interview.
- Discuss how the "bad" aspects could be improved.

Step 4 Discuss the basics of live television interviews and ask participants to take notes. (15 minutes)

- Don't wear white or striped shirts; television cameras automatically focus on the detail of small patterns, and white comes across as too bright (explain what it looks like on camera and that it distracts the attention of viewers).
- Most television stations will offer to assist with your make-up. Whether you are male or female, you will need to wear a powder foundation, or your face will be shiny.
- Never take along notes to read from: people will be able to see it, and you will look nervous and insecure if you are reading from your notes.
- Most live television news interviews are relatively short (3 to 5 minutes). Be prepared to answer questions concisely.
- Don't look at the camera. Look at the presenter. The camera has been set up in such a way that it gets the best view of you if you look at the presenter when you answer questions.

Step 5 Play an example of a 5-minute live television interview or an excerpt from it and ask participants to critique it. (15 minutes)

- Guide participants on what was good and bad about the interview.
- Discuss how the "bad" aspects could be improved.

C. Tea Break (15 minutes)

D. Doing Media Interviews from Two Journalists' Perspective (60 minutes)

Step 1 Ask each journalist (one television and one radio journalist) to give a 10-minute overview of what he or she expects from interviewees. (20 minutes)

Note: Pay the journalists for their time and ask them to prepare lesson plans so that you're sure they will focus on different issues. The objective of using journalists in this session is twofold: first, to allow the participants to hear the thoughts of "people in the field," and second to allow the trainees to build personal relationships with two additional senior journalists.

Step 2 Facilitate a 20-minute discussion between the two journalists and the participants about media interviews. Encourage them to discuss the next day's interviews, and ask the journalists to offer tips on being a good interviewee. (15 minutes)

Step 3 Ask the trainees for two volunteers. One volunteer will be an interviewee and the other an interviewer. Ask them to do a 5-minute interview and allow for a 15-minute critique session afterwards. Ask the journalists to first each give a short critique and then open up the discussion to the participants. (20 minutes)

Step 4 Ask the journalists and trainees to exchange business cards and contact details. (5 minutes)

E. Group Work: Organizing the Media Event (90 minutes)

Step 1 Make sure participants complete the following:

- Write a press release;
- Phone up journalists to attend the event;
- Fax the press release to media outlets;
- Confirm guests and speakers;
- Decide on who does what interview and prepare focus points; and
- Rehearse interviews.

F. Lunch break (60 minutes)

G. Group work continues: Organizing Friday's Media Event (180 minutes)

Step 1 Help participants complete the aforementioned tasks in preparation for Friday's media event.

DAY FIVE

Objectives	By the end of this session participants will have: <ol style="list-style-type: none">1. Participated in a live media event that they organized themselves.2. Received feedback from journalists who attended the media event.3. Completed the training.								
Time	5 hours, 30 minutes								
Session Overview	<table><tr><td>A. Preparing for Today's Media Event</td><td>2 hours</td></tr><tr><td>B. Media Event</td><td>2 hours</td></tr><tr><td>C. Review of the Event</td><td>1 hour</td></tr><tr><td>D. Graduation</td><td>30 minutes</td></tr></table>	A. Preparing for Today's Media Event	2 hours	B. Media Event	2 hours	C. Review of the Event	1 hour	D. Graduation	30 minutes
A. Preparing for Today's Media Event	2 hours								
B. Media Event	2 hours								
C. Review of the Event	1 hour								
D. Graduation	30 minutes								
Handouts	5A Example of an Evaluation Form								

A. Preparing for Today's Media Event (120 minutes)

Step 1 Make sure participants have created a checklist they can tick off as they're completing tasks. The list should have checks for the following, and participants can add items as needed:

- Made at least forty copies of the press release.
- Made at least forty copies of the journalist fact sheet.
- Refreshments confirmed to arrive one hour prior to the start of the event.
- Interviewees and speakers briefed.
- Confirmed the availability of two or more communication officials or other representatives who are willing to be reached on their cell phones by journalists for at least four hours after the event (to answer follow-up questions).
- Prepared media event room.
- Faxed each invited journalist and the reporter's editor a media release.
- Followed up with a phone call to each journalist.
- Prepared a contact list with each journalist's email address, landline and cell phone numbers.
- Prepared a registration list (or guest book) with categories for the names, email addresses and phone numbers of everyone attending the event.
- Prepared a program for the media event.
- Made at least forty copies of the program.
- Organized and confirmed transportation for speakers.
- Assigned three participants to each keep track of media coverage of the event for radio, television and print.

Step 2 Make sure that all the above tasks are completed. Mentor trainees throughout.

B. Media Event (120 minutes)

Note: The senior journalists who participated in the workshop sessions on the first day and the fourth day should take part in this session. It is important that their consultant contracts state that they are contracted for a workshop session, to attend the media event and to take part in the evaluation session of the media event and the graduation. Make it clear that you are not paying them to cover the media event, although they are free to do so – instead, you are paying them to provide feedback to trainees on their media event. In almost all the Local Voices offices, journalist trainers also covered these events for their media outlets, as they found it newsworthy. Make sure trainees are aware of the fact that the journalists will be evaluating them.

a. Press Conference (60 minutes)

- Make sure there are no more than three official speakers; e.g., if the media conference focuses on pediatric ART, there should be a mother and child using ART, a doctor, and a government official. There can also be a Master of Ceremonies or trainees who introduce other speakers, but they can't be official speakers as well.
- Speakers do not have to be trainees themselves (although trainees who are experts on the subject of the media event can be speakers too). Speakers can also be someone from the organization for which a trainee works.
- The room should be arranged in press conference style: a long table for the speakers and chairs in rows for journalists facing the speakers' table.
- Two trainees should be assigned to welcome journalists and show them to the media event room.
- Refreshments should only be put out and served after the media event.
- It is very important that each attendee fills out the registration list or guest book. This will make the tracking of media coverage considerably easier and more reliable, as participants assigned to this task will know which journalists to contact for follow-up.

b. Media Interviews (60 minutes)

- If you have access to a studio (all Local Voices offices have radio studios), have journalists book 10-minute interview slots. Assign a trainee to design a booking list and keep track of it.
- If you don't have access to a studio, create space at the back of the media event room or in another adjacent room for interviews. Assign a trainee to design a booking list and keep track of it.
- Serve the refreshments and encourage trainees to intermingle with the journalists while the interviews are happening.
- Assign a trainee to take each interviewee a plate of snacks and something to drink, as they're unlikely to find time to fetch snacks for themselves.

C. Review the event (60 minutes)

- Step 1** Make sure that the four journalists who participated in the workshop as trainers stay to take part in the discussion.
- Step 2** Congratulate the trainees on the event.
- Step 3** Ask the journalists to say aloud what they thought was good about the event, and then what they thought was bad and needed improvement. Give each journalist about 5 minutes to do so. (20 minutes)
- Step 4** Ask trainees for their feedback. Allow everyone to speak. (20 minutes)

D. Graduation (30 minutes)

- Step 1** Announce that the graduation is about to start and that the journalist trainers will be handing out the certificates. Ask the journalists to congratulate each trainee personally.

Note: The objective for using the journalist trainers to hand out the certificates is to further foster personal relationships between the trainees and journalists, so that both can build on those relationships for the future.

- Step 2** Hand out certificates to trainees. (15 minutes)
- Step 3** Remind the two trainees who had been assigned to track media coverage to do so, and announce that a complete list of coverage will be sent out within a week after the training. (5 minutes)
- Step 3** Ask trainees to fill out a workshop evaluation form and thank them for their participation. For an example of an evaluation form see Handout 5C. (10 minutes)

NGO WORKSHOP EVALUATION FORM
30 July- 2 August 2007 (PMTCT)
Nairobi, Kenya

The Internews team would like to know what you think about the workshop. Please fill out this evaluation form honestly. This will help us in planning and structuring future workshops.

What were the most valuable/relevant skills you learned from the workshop?

How will the above skills help you at work?

Are there any skills on working with the media on which you would like extra individual help?

Give your comments/views on the impact our workshop and the guest speakers had on you:

1. Anthony Wafula, Radio Waumini _____
_____ Rating ____ Out of 10

2. Wangari Migwi, Coro FM, _____
_____ Rating ____ Out of 10

3. Anne Soy, KTN, _____

_____ Rating _____ Out of 10

4. Dr Fridah Govedi, KNH/Pumwani, _____

_____ Rating _____ Out of 10

What did you think of the two TV stories you viewed (on ARVs and PMTCT)?

Do you feel our Media Resource Center could be useful to you? Please explain.

What do you think of this PMTCT Media Event that you organized; how was this exercise useful to you? Please explain.

What is your view on:

The 5-day (or 4-day) workshop program (daily activities and timings):

The facilitators (Internews team) _____

Rating _____ Out of 10

What suggestions would you give for a future workshop (to better suit you)?

In your organization (or any other organization you work with closely), is there anyone who interacts with the media who might benefit from a similar workshop? If so, please give their name(s) and contact information so we can invite them to a future workshop.

Your name (optional) _____

Organization (optional) _____

We enjoyed hosting you this week and look forward to working a lot more with you.

We would also like to be invited to your future media events.

Thank you!

Additional copies of this publication are available on the Internews Network website at www.internews.org

Internews is an international media development organization whose mission is to empower people worldwide with the news and information they need, the ability to connect, and the means to make their voices heard.

Headquarters

P.O. Box 4448, Arcata, CA 95518 USA
Phone: 707.826.2030 Fax: 707.826.2136

Washington Office

1640 Rhode Island Avenue N.W., Washington, DC 20036 USA
Phone: 202.833.5740 Fax: 202.833.5745

