

MODULE 5



BUDGET ADVOCACY PART III: MEDIA AND COMMUNICATIONS

MODULE 5 ■ BUDGET ADVOCACY (CONTINUED)

PART III: MEDIA AND COMMUNICATIONS

SUMMARY TABLE

<p>Duration of module</p>	<p>9 hours, 45 minutes (Parts I, II, and III) 13 hours, 10 minutes (Budget Advocacy Group Work & Presentations)</p>
<p>Structure & timing of this module</p>	<p>This module corresponds with the following sessions in the <i>Health & Budgets Training Workshop Agenda</i>:</p> <p><u>Part I: Planning for Budget Advocacy (3 hours, 30 min.)</u> ✓</p> <ul style="list-style-type: none"> • Part of SESSION 4 on Day 2; • Part of SESSION 1 on Day 3; and • Part of Session 2 on Day 3. <p><u>Part II: Power, Stakeholder, and Opportunity Mapping (3 hours, 30 min.)</u> ✓</p> <ul style="list-style-type: none"> • Part of SESSION 2 on Day 4; • SESSION 3 on Day 4; and • Part of SESSION 4 on Day 4. <p><u>Part III: Media and Communications (2 hours, 45 min.)</u></p> <ul style="list-style-type: none"> • SESSION 2 on Day 6; and • Part of SESSION 3 on Day 6. <p><u>Part IV: Budget Advocacy Group Work and Presentations (13 hours, 10 min.)</u></p> <ul style="list-style-type: none"> • Part of SESSION 3 on Day 6; • SESSION 4 on Day 6; • SESSIONS 1-4 on Day 7; • SESSIONS 1-2 on Day 8; and • Part of SESSION 3 on Day 8. <p>(Note that one session is 1 hour, 45 minutes.)</p>
<p>Resources needed for PART III</p>	<ul style="list-style-type: none"> • Flipchart paper and markers • Roundtable Media Cards (4) • Internet access • ARASA video on YouTube (http://www.youtube.com/watch?v=MkWoKgLhDVs) • Post-It notes of different colors (as many as possible) • In the Participants' Workbooks: <ul style="list-style-type: none"> ➤ TASK 5.10 ■ Media Strengths and Weaknesses ➤ TASK 5.11 ■ Media Delivery Wheel Scenarios

	<ul style="list-style-type: none">➤ READING 5.7 ■ Introduction to Media➤ READING 5.8 ■ Guidelines for Working with Media➤ READING 5.9 ■ New Media➤ READING 5.10 ■ Sample Media➤ READING 5.11 ■ Some Key Media Terms
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LEARNING OUTCOMES TO BE ACHIEVED

During Parts I and II of Module 5, participants learned about:

- ✓ The key elements and importance of an advocacy strategy;
- ✓ Formulating a strategic objective and making it SMART;
- ✓ The value of evidence-based advocacy;
- ✓ The need to sharpen and add substance to advocacy strategies by examining the budget dimension of development problems;
- ✓ Powerbrokers in the budget process; and
- ✓ Developing a power map and an opportunity schedule for the advocacy plan.

By the end of Part III of Module 5, participants will have built further on the knowledge and skills acquired in the previous parts of the module and will have:

- Developed SMART advocacy objectives;
- Recognized why message development is important in budget advocacy;
- Formulated a clear budget advocacy message;
- Recognized why it is important to work with the media in an advocacy campaign;
- Summarized different types of media and differentiated the roles within the news media;
- Explained various techniques for gaining media attention;
- Matched media publicity to the budget cycle; and
- Considered how to gear message delivery to specific contexts and time constraints.

STRUCTURE OF MODULE 5 (PART III)

Media and Communications

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| 1. ENERGIZER: Eliminating Jargon | 10 minutes |
| 2. BRAINSTORM AND DISCUSSION: Why Work with the Media | 20 minutes |
| 3. INPUT AND DISCUSSION: The Changing Media Environment | 10 minutes |
| 4. TASK 5.10 ■ Media Strengths and Weaknesses | 10 minutes |
| 5. TASK 5.11 ■ Media Delivery Wheel Scenarios | 20 minutes |
| 6. INDIVIDUAL READING: Techniques for Getting Media Attention | 45 minutes |
| 7. FACILITATOR INPUT: Working with New Media | 10 minutes |
| 8. TAKE A WALK: Sharing Experiences of New Media | 20 minutes |
| 9. ROUNDTABLE: Engaging with the Media – Practical Tips | 20 minutes |

MEDIA AND COMMUNICATIONS

Duration of session: 2 hours, 45 minutes

STRUCTURE OF THE SESSION

1. ENERGIZER: Eliminating Jargon	10 minutes
2. BRAINSTORM AND DISCUSSION: Why Work with the Media	20 minutes
3. INPUT AND DISCUSSION: The Changing Media Environment	10 minutes
4. TASK 5.10 ■ Media Strengths and Weaknesses	10 minutes
5. TASK 5.11 ■ Media Delivery Wheel Scenarios	20 minutes
6. INDIVIDUAL READING: Techniques for Getting Media Attention	45 minutes
7. FACILITATOR INPUT: Working with New Media	10 minutes
8. TAKE A WALK: Sharing Experiences of New Media	20 minutes
9. ROUNDTABLE: Engaging with the Media – Practical Tips	20 minutes

1. **ENERGIZER: ELIMINATING JARGON** **10 MINUTES**

- In plenary, ask participants to identify the common jargon words that they all use regularly in the course of their work. List these words on a sheet of flipchart paper.
- Some examples are: capacity building, pro-poor, sensitize, beneficiaries, empowerment, sustainability, grassroots, etc.
- Divide groups into pairs by asking participants to cross the room to a person opposite them.
- Working in pairs, each person should have a turn, explaining his or her job, as if talking to someone at a party. But they're not allowed to use any of the identified jargon words. The person not talking should "beep" the other person every time a jargon word is used.
- It's a great exercise in learning how to explain oneself in simple, everyday language.

2. **BRAINSTORM AND DISCUSSION: WHY WORK WITH THE MEDIA?** **20 MINUTES**

- **The aim of this brainstorm and discussion** is to enable participants to explore why it is important to work with the media to achieve advocacy goals.

- Introduce the brainstorm by posing the question: Why work with the media? Before inviting responses, briefly frame the question with the points outlined below.
- The media play a key role in today's society, and no advocacy or communications campaign can hope to succeed without media exposure. With any campaign, there are usually three possible objectives, and most campaigns usually combine one or more of these:
 - to inform and educate;
 - to change attitudes and beliefs; and
 - to change behavior.
- These objectives are progressively more difficult to achieve. It is easier to inform and educate than to change attitudes and beliefs. But it is even more difficult to change behavior through the media, as has been demonstrated, for example, by campaigns to prevent the spread of HIV/AIDS.
- For an organization involved in budget advocacy work, this means that media campaigns will be good for creating awareness of budget-related issues and perspectives. However, to change behavior—for example, to change the decisions of policy-makers or the votes of legislators—it is not enough to use the media alone. Media activities must be part of a broader, integrated advocacy campaign.
- Next ask participants to brainstorm reasons for working with the media. Write their responses on a piece of flipchart paper. Use the following information to discuss the theme further.
- If any of the following reasons do not emerge from the discussion, add them to the list:
 - *To communicate your perspective on the budget.* On budget day, the government will try to put the most positive spin on the budget, opposition parties will find something to criticize, and a range of individuals and organizations will have their say. Your organization will have its own view, based on your own analysis and on the key issues that you are concerned about. Unless you are able to get your views into the media, they will go unnoticed. The more frequently and prominently you can get your issues and views into the media, the more likely it is that policy makers will feel pressured to respond to them.
 - *To hold the government accountable.* Your research may show that the budget figures don't add up, or that a key program is unaffordable, or that resources for schools are disappearing

before they get to their destination. Once you get this information into the media, those responsible for these problems will know that the “game is up” and that they are being watched, not only by you, but also by the public in general. An often-cited example comes from Uganda, where increased public access to information was shown to reduce the capture of public funds through corruption from 80 percent in 1995 to less than 20 percent in 2001.

- *To influence policy makers directly and indirectly.* It is possible that key decision-makers such as the finance minister could reconsider and make changes in the budget after coming across your research and opinions in an influential publication or program. (South Africa’s former Minister of Finance, Trevor Manuel, acknowledged at least hearing the views of callers who contributed to a radio program called “Tips for Trevor.”) But change is more likely to happen indirectly: your media exposure provides vital information or motivation to a broad range of citizens and civil society groups, and they in turn engage in advocacy activities.
- *To set the agenda.* In communication circles, there’s a very famous line that goes like this: “The media may not be very successful in telling people what to think, but they are stunningly successful in telling people what to think *about*.” This means that the media determine the issues that the public thinks and talks about. This is only common sense: if the media don’t cover a story, nobody knows about it or talks about it. The opposite is also true: once an issue receives high levels of media coverage, it is on everybody’s lips. One of the key aims of your work with the media may be to simply put an important budget-related issue firmly onto the public agenda. Journalists are bombarded by faxes and e-mails from businesses and vested interests. Nobody will start talking about the need to improve delivery of government grants or to pay attention to the problem of rural poverty, unless you can get these issues into the media.
- *To frame the way in which an issue is discussed.* Framing refers to the perspective from which an issue or problem is viewed. Framing is often used in persuasive messages in an effort to link an issue with people’s key beliefs or values. For example, evaluations of a government budget may differ widely, depending on people’s perspectives and beliefs. To a person who values efficiency, a successful budget is one that shows careful use of money to achieve particular aims. To a person who values equity, a successful budget is one that helps reduce inequality, even if it means sacrificing some efficiency. Often the aim of your work with the media will be to influence the *frame* through which people view budget policy and implementation. Everyone may agree that education is important and that many schools

lack sufficient resources. You may want to ensure that the debate focuses on how existing funds can be better spent, rather than on the need to allocate more money to education.

- *To ensure journalists ask the right questions.* Sometimes your work with the media can be invisible to the public, but still produce powerful results. Most journalists are not comfortable with figures, and research by journalism educators has repeatedly shown that a shockingly large number of even experienced, well-educated journalists are not good with numbers. Surprisingly, many do not even understand basic concepts such as “average” or “percentage.” By providing them with background briefings, training, and basic analyses, you can help to ensure that they do a better job of reporting on the budget and that they ask better and more probing questions when they interview decision makers. In budget work one often finds that economic and budget issues are framed in the media from the perspective of business or the elite. For example, headlines in newspapers after budget day will often focus on the tax implications for corporations or the likely impact on foreign investment, since these aspects are important to the wealthier readers that most newspapers want to attract. Because these aspects of the budget receive a lot of focus in the elite media, policy makers feel pressured to respond to these concerns. Issues of poverty generally get much less media attention, and one can only speculate how public discussion of the budget and economic policy might shift if newspapers were to carry large front page headlines highlighting the budget’s changes to pensions or the prices of staple foods, and the implications for the poor.
- **Note:** Participants will find all this information in **READING 5.7 ■ INTRODUCTION TO MEDIA** in their Workbooks.

3. INPUT AND DISCUSSION: THE CHANGING MEDIA ENVIRONMENT 10 MINUTES

- Introduce the theme of this input by talking about how the media sector is becoming increasingly diverse and complex.
 - New technologies have made it easier to produce media and easier to access a wide range of media.

- We are also seeing a dramatic change in how news is made: the model of the authoritative, trustworthy news institution is breaking down as Internet and cell phone technologies make it possible for ordinary people to produce news.
 - We've seen the rise of citizen journalism, blogs, media-sharing portals, etc. These have dramatic implications for the ways in which the media influences public discussion and policy makers. For example, videos posted onto YouTube are powerful lobbying tools.
 - Likewise, in a number of countries bloggers have come to exert a great deal of influence on the mainstream media and thus on political life. It is important to keep up-to-date with these developments and to constantly seek innovative and effective ways to respond.
- Each type of medium has strengths and weaknesses that need to be considered.
 - Ask participants what kinds of media are most common in their countries, and which can be used for budget advocacy in particular. Ask them to think about, for example, live performance, radio, television, magazines, newspapers, etc. Allow approximately five minutes for this discussion.

4. TASK 5.10 ■ MEDIA STRENGTHS AND WEAKNESSES 15 MINUTES

- **The aim of this task** is for participants to examine different types of media and the strengths and weaknesses of each.
- Take three sheets of flipchart paper. On the top of the first sheet, write the heading "PRINT." At the top of the second, write "RADIO," and at the top of the third, "TELEVISION."
- Distribute two different colors of flashcards or pieces of paper to each of the participants. One color will be for "strengths" and the other color for "weaknesses;" for example, green for weaknesses and yellow for strengths. This means participants should get three green flashcards and three yellow flashcards apiece so that they can write the strengths of each type of media on the green cards, and weaknesses of each on the yellow.
- Ask participants to use the colored flashcards or paper to record the strengths and weaknesses of each type of media (print, radio, and television). Allow approximately 10 minutes for this task.
- Ask participants to stick their responses up on the sheet of flipchart paper with the appropriate heading.

- When most of the contributions have been posted, ask participants to walk around and read the contributions of the other participants.
- Facilitate a brief plenary discussion to summarize the various strengths and weaknesses. Look out for the points highlighted below and fill in the gaps where necessary.
- Encourage participants to record the ideas emerging from this discussion on the worksheet for **TASK 5.10 ■ MEDIA STRENGTHS AND WEAKNESSES** in their Workbooks.

SUMMARY OF MEDIA STRENGTHS AND WEAKNESSES

Print (serious newspapers in particular)

- Good for very technical information
- Good for detailed arguments
- Good for putting matters on the record. People can keep print materials for reference and reread them if they need to check details or if they didn't fully grasp the ideas on a first reading.
- It is often possible to pay for a special insert in a major newspaper. If an organization has conducted a budget analysis and wishes to communicate a lot of detailed information, it could consider buying space.
- Print media cannot reach people who can't read.

Radio

- Good for immediacy and interacting with the public (for example, through a live call-in show where you can take calls and respond to queries) and for providing general information about an issue
- Radio can reach those who cannot read.
- Not very good for presenting complex, detailed information, such as long lists of budget figures
- If radio listeners aren't able to grasp something the first time they hear it, it's too late.
- People usually listen to the radio while doing other things, so they are easily distracted and cannot concentrate on details.

Television

- Good for visual and emotional impact
- Reactions more to how you come across on TV and less to the content of what you say

Internet (and other technologies, e.g., e-mail, cell phones, social networking sites)

- Good for immediacy, interactivity, and advocacy

- Effective to coordinate like-minded groups, build international support, and mobilize activists.
- Not available as a medium to those without access to a computer, although cell phones are more widely available.

5. TASK 5.11 ■ MEDIA DELIVERY WHEEL SCENARIOS

20 MINUTES

- **The aim of this task** is to provide participants with an opportunity to practice tailoring an advocacy message for different audiences and to consider the challenges faced when delivering messages in different contexts and timeframes.
- Input: The way in which you deliver your advocacy message will be informed by whom you are framing the message for and by when and in what context it will be delivered. The participants have already had some practice framing messages for different audiences in this workshop.
- Highlight the points below before initiating the media wheel activity:
 - To communicate with finance officials, for example, it is important to demonstrate an understanding of how things work: procedures in the finance department, financial and other constraints faced by government, the way in which decisions are made, etc. Finance officials are regularly bombarded by wish lists presented by all sorts of individuals and groups, and they are used to filtering these out. They know there are many competing needs and claims. They are more likely to listen to someone who understands this and offers solid, evidence-based arguments to back up any proposals.
 - It is also helpful to link values-based arguments to pre-existing requirements and legal frameworks. For example, “According to the Constitution the government is obliged to provide immunization for children,” rather than “It is morally wrong to deprive children of immunization.”
 - If the intention is to reach the broader public in order to motivate people to join a campaign or to pressure decision makers, then simple, punchy messages are needed. Emotional messages are also an important way of reaching a general audience.
- Ask participants to arrange themselves in two circles, with one circle inside the other. Each person in the inner circle should face a partner in the outer circle.

- The people in the inner and outer circles will take turns playing the role of a particular target audience. In each pair, one person will have a scenario to present to the other player. (Scenarios are listed below.)
- The person who is in the role of the target audience does not interrupt or ask questions when the other person is presenting the scenario.
- After one minute, ask the inner circle to move one step to the right.
- The people in the outer circle then have to explain a different scenario to the new faces in front of them. After one minute, ask the inner circle to again take one step to the right.
- Inner circle participants always move to the right; outer circle participants remain in the same place.
- Repeat this until all of the scenarios have been completed. There are four scenarios, and each participant will have two opportunities to talk.
- Facilitate a brief plenary discussion, inviting participants to comment on what they or their partners managed to convey well, struggled with, found challenging, and so forth.

SCENARIO #1: INNER CIRCLE

Your campaign HEALTH FOR ALL NOW has organized a press conference to release your recent, preliminary research findings.

You are the lead researcher for this research. As you leave the press conference, a journalist from an independent TV station confronts you and asks, “Would you say that government is corrupt and does not care about health access for the poor in our country?”

You have one minute to respond to the journalist.

SCENARIO #2: OUTER CIRCLE

The word is out. Your research has received top story coverage across Polarus.

As the advocacy head of the campaign HEALTH FOR ALL NOW, you have been invited to an interview on national radio – on the “Affairs of the Nation” program – at 7:30 in the morning on a weekday.

You are at the interview. In the studio with you is the representative for Sunrise State from the national Task Team on Health Reform. The interview starts with a short introduction about the findings of your research, and then the interviewer asks, “What do you want government to do?”

You have one minute to respond to the interviewer.

SCENARIO #3: INNER CIRCLE

As the advocacy head of the campaign, HEALTH FOR ALL NOW, you have been invited to an interview on community radio. The broadcast reaches one of the local communities in Sunrise State where you’ve been working for the last two years, identifying and documenting access to health care. The show is at 3:00 on a Saturday afternoon. The interview starts with a short introduction to the story, and then the interviewer asks, “Our community is angry. We need the money. People are suffering, dying. We feel that government just does not care about us. What is HEALTH FOR ALL NOW demanding?”

You have one minute to respond to the interviewer.

SCENARIO #4: OUTER CIRCLE

As the lead researcher for the campaign HEALTH FOR ALL, you have been invited to a roundtable discussion on a national television program, “Tell It Like It Is,” on a Sunday evening at 7:00. At the roundtable there is a budget official from the Ministry of Health, as well as the chairperson of the Health Committee in Parliament. After a short introduction to the story, the interviewer turns to you and asks, “What is HEALTH FOR ALL demanding from government?”

You have one minute to respond to the journalist.

6. INDIVIDUAL READING: GUIDELINES TO WORKING WITH MEDIA 45 MINUTES

The aims of this activity are to enable participants to:

- learn key techniques for gaining media attention;
 - think more fully about how best to match media publicity to the budget cycle; and
 - think more creatively about how a small local organization can gain national media attention.
- Ask participants to turn to **READING 5.8 ■ GUIDELINES FOR WORKING WITH MEDIA** in their Workbooks. Invite them to spend 45 minutes reading through the material.

7. FACILITATOR INPUT: WORKING WITH NEW MEDIA 10 MINUTES

- **Note:** Ideally you will have Internet access in order to show participants the sites referred to. If not, be sure to load the sites beforehand or save screenshots of them.
- **The aim of this activity** is to have participants:
 - Recognize that new/digital media are crucial for advocacy;
 - Address concerns that new media are only for developed countries;
 - Recognize the importance of cell phones for advocacy in developing countries;
 - List some of the most important social networking tools; and
 - Be introduced to media tools on the Internet that could be useful for budget advocacy.
- **Input:** We have mentioned the rising importance of new or digital media, but up to now, have focused mainly on mainstream/traditional or “old” media. However, it is crucial to be aware of the exciting possibilities presented by the Internet, social networking, and mobile phones in advocacy.
- The mainstream media will be with us for a long time yet, especially in developing countries, but the new digital media are rapidly changing the media scene. Even a small organization can use the Internet and cell phone technology to have a huge impact.
- Sometimes people argue that the new media are not very relevant in developing countries, as most of the population does not have access to the Internet. However, this argument does not take account of several factors:
 - It is important to differentiate audiences in advocacy. Emphasize that donors, international organizations, business people, policy makers, and journalists DO have access to and use new media more and more. If you do not use the Internet and many of the social networking tools it offers, you will not be reaching these key audiences. New media can be

very effectively used to reach journalists, who in turn can give you exposure in the mainstream media.

- The rise of mobile phones and mobile Internet access. While most ordinary people do not have computers, the use of mobile phones is widespread. Ordinary people in developing countries are increasingly using mobile phones to access the Internet and social networking applications such as Facebook. In addition, even when people don't have sophisticated phones, basic technology such as SMS/text messages can be used powerfully as a campaign or advocacy tool.
- So, what do the Internet and new media offer that mainstream media don't?
 - The ability to tell your story and get your message across to your audience directly, without journalists as the “middlemen.”
 - An ability to cover the kinds of issues and tell the kinds of stories that mainstream journalists are often not interested in covering.
 - The power of numbers. Social networking tools make use ordinary people's networks of friends and acquaintances to spread messages rapidly, often to vast numbers of people.

8. TAKE A WALK: SHARING EXPERIENCES OF NEW MEDIA

20 MINUTES

- Invite participants to self-select a group of four people. Suggest that they take a walk around the workshop venue for 10 minutes – outside of the workshop room – while discussing and sharing ideas of new media. Encourage participants to share how they have used certain “new” media.
- Ask participants to discuss: *How can we use this media particularly to get across information about the budget?*
- Before they leave on their walk, share the following two examples:
 - **Facebook:** Unless you've been living on another planet for the past few years, chances are you know about Facebook already and have your own Facebook account. Facebook is a social networking site that allows people to link with their friends online. It can be accessed on the Internet via computers and Internet-capable mobile phones. Facebook offers powerful advocacy opportunities: you can create groups on Facebook, highlight causes, and share news, views, photographs, and more. A recent example of the power of Facebook occurred in January 2010, when women all over the world suddenly started posting their bra color as their Facebook status, apparently as a way of raising awareness of breast cancer. It seems unclear where this started; it spread virally and rapidly, an excellent illustration of the

huge power of Facebook's social networks. For more information on this see links in

Reading 5.10: Sample Media in your Workbook.

- **SMS:** The plain old short message service or SMS on your mobile phone can be very powerful. It has been used to send out information rapidly to large numbers of people (either through bulk SMS services that allow you to send out a message to hundreds or even thousands of people at the same time, or through networking, where people just keep passing messages on to their friends, and their friends, and their friends...). It has also been used to gather important information from the field (such as having activists visit clinics and send SMS messages to a central point, indicating which clinics are out-of-stock of certain essential medicines).
 - There are a number of online tools that can assist you to use the power of SMS. One example is Frontline SMS, a large-scale texting tool for NGOs. Also have a look at Mobile Active, a global network of people using mobile services for development.
- Following their walk, invite one or two participants to share their experiences and ideas about how these new media can be used in budget advocacy. Be sure that participants include some of these examples of new media:
 - **Bloggng:** A blog is really an online journal or diary, or even a mini-website, which allows you to express opinions; cover news; share photos, videos, and even audio recordings; and also provide links to other websites that you think are relevant for your audience and message. The most popular blogging sites are WordPress and Blogger. At either of these sites you can very quickly – and without having any technical knowledge – set up your own free blog or mini-website. If you know how to send an email, you can set up your own blog – it's that easy! For an example of how WordPress can be used to set up a campaign website, have a look at the link in your Workbook. Also check out the IBP's Open Budgets Blog.
 - **Citizen Journalism:** Citizen journalism refers to the fact that digital media now allows ordinary people to act as journalists. Using computers, mobile phones, digital cameras (including cameras on mobile phones), ordinary people around the world are able to produce and publish stories of importance to them. Citizen journalism can include blogs, but is not limited to blogging. Some citizen journalism sites combine citizen journalism with an

editorial staff, in order to ensure stories comply with certain minimum standards. One example is Global Voices Online.

- **Twitter:** Twitter is almost like SMS, but it's online. It is a service that allows you to send very short messages (maximum 140 characters) to people who are "following" you. You can also sign up to follow others and get their updates, known as "tweets." A lot of what is on Twitter is really trivial (e.g., "I am having breakfast now."), but many people use Twitter almost like newspaper headlines: to alert their followers to news or to an interesting website or blog. They do this by providing a brief alert, followed by a link to the site in question.
- **YouTube:** YouTube allows you to create, share, and view videos online. It has a specific "channel" dedicated to non-profit groups. Many organizations have used this effectively to share advocacy messages. A good example is the Aids and Rights Alliance of Southern Africa (ARASA). The link to their video is provided in your Workbook. Also check out the IBP video on social audits in Kenya, "It's Our Money. Where's It Gone?"
- These are just a few of the sites and technologies available. There are many, many more, and new ones are springing up every day. It's important to be alert and to try to keep up with new developments by reading blogs and participating in online social networks.
- Refer participants to **READING 7.9 ■ NEW MEDIA**, which includes information on some useful links.

9. **ROUNDTABLE: ENGAGING WITH MEDIA – PRACTICAL TIPS** **20 MINUTES**

- **The aim of this roundtable** is to enable participants to practice writing and developing advocacy messages for different media.
- Refer participants to **READING 5.8 ■ GUIDELINES FOR WORKING WITH MEDIA**.
- Use four sheets of colored A4 paper to print out these four headings (*see full list of headings with bullet points below*): WRITING A MEDIA (PRESS) RELEASE; GUIDELINES FOR PRESS CONFERENCES; GUIDELINES FOR INTERVIEWS; MAKING PRESENTATIONS. Print each one on a different color of paper (e.g., blue, green, yellow, pink).
- Print out each of the bullet points below each heading, with each one on a separate sheet of paper.

- Use different colors of paper for each heading and related bullet points. For example, if you print “Writing a Media (Press) Release” on blue paper, then the bullet points under that heading should also be printed on blue paper.
- Arrange four tables around the workshop room and place on each table a “packet,” that is, one of the headings and the bullet points associated with it. So on one table, you will place the blue paper with the heading “Writing a Media (Press) Release” along with the bullet points printed on separate sheets of blue paper, and so forth.
- Below is an example of how to prepare the media cards, using the information about “Writing a Media (Press) Release”.

EXAMPLE OF HOW TO PREPARE MEDIA CARDS (each text box represents a sheet of paper):

<p>Writing a Media (Press) Release</p> <p>(print heading in large font on one sheet of A4 paper)</p>	<p>Press releases should appear on your organization's stationery. They should try to cover all the classic questions that journalists are taught to ask in relation to the topic being addressed: who, what, when, where, how, and why.</p>	<p>Press releases should have short, informative headings, and should be written so as to grab the reader's attention. It can be very effective to compose press releases according to the so-called "inverted triangle" format: the most important information in the initial paragraph(s), tailing down to the less important information lower down (such as background about the organization and more in-depth details).</p>	<p>Provide concise and interesting quotes within the body of the press release and attribute them to organizational spokespersons. For example: "The head of the Give Us Medicines campaign, Moreblessings Lopez, says, "The government has repeatedly denied that medicines are out-of-stock. Our spot check shows that shortages do exist, and we hope the government will now act quickly to ensure that these drugs are available in clinics countrywide.""</p>
<p>Standard information about the organization (such as the organization's mission and key background details) should be included at the end of the press release.</p>	<p>Once a press release is distributed (by fax, email, or other means), it is important to follow up with a phone call to key journalists and editors to make sure the release has been received and that it has been noticed.</p>	<p>It is important to include a release date (and embargo details, if applicable), along with the name/s of the contact person/people, and associated telephone and email details, to enable journalists to follow up, if they want further information.</p>	

- Invite participants to walk from table to table and read the "packet" on each table. Encourage participants to walk in pairs and discuss what they read.

CONTENT FOR MEDIA CARDS:

Writing a Media (Press) Release

- Press releases should appear on your organization's stationery. They should try to cover all the classic questions that journalists are taught to ask in relation to the topic being addressed: who, what, when, where, how, and why.
- Press releases should have short, informative headings, and should be written so as to grab the reader's attention. It can be very effective to compose press releases according to the so-called "inverted triangle" format: the most important information in the initial paragraph(s), tailing down to the less important information lower down (such as background about the organization and more in-depth details).

- Provide concise and interesting quotes within the body of the press release and attribute them to organizational spokespersons. For example:
 - “The head of the Give Us Medicines campaign, Moreblessings Lopez, says, “The government has repeatedly denied that medicines are out-of-stock. Our spot check shows that shortages do exist, and we hope the government will now act quickly to ensure that these drugs are available in clinics countrywide.””
 - Standard information about the organization (such as the organization’s mission and key background details) should be included at the end of the press release.
- Once a press release is distributed (by fax, email, or other means), it is important to follow up with a phone call to key journalists and editors to make sure the release has been received and that it has been noticed.
 - It is important to include a release date (and embargo details, if applicable), along with the name/s of the contact person/people, and associated telephone and email details, to enable journalists to follow up, if they want further information.

Guidelines for Press Conferences

- Press conferences should be held rarely. As a rule of thumb, only hold a press conference when issues are so complex that you need to provide detailed explanations as well as interaction with journalists to ensure that all questions are dealt with, or when you want to intentionally dramatize an announcement. Journalists are busy and will not attend a press conference unless the matter is especially important or dramatic.
- Press conferences should be held as close to most media organizations’ offices as possible, and at times that take into account the deadlines of the key media in which you want the news to appear.
- At the press conference, take a register of journalists who attend. This will help you track which reporters and media outlets are actually interested in your issue, as well as provide you with useful contact names and numbers. The register can also be used to identify the media that should be monitored afterwards, in order to monitor coverage.
- Press kits should be prepared beforehand and handed out to reporters. These should contain hard copies of all statements or speeches to be made at the press conference, as well as any useful background information. This should come in the form of press-friendly briefing sheets rather than long academic papers. Photographs are also a good idea. It can be a good idea to provide a CD or DVD containing photographs, background material, and short audio and video

clips. However, it is important to investigate beforehand which technologies invited media have access to in order to ensure you provide material in the most useful format.

- It is a good idea to have two or three speakers, so that journalists can gain a variety of quotes and perspectives – but not too many. Journalists should not feel their time is being wasted for the sake of letting organizational office bearers feel important. Be sure to allow enough time for questions from the floor.
- It can be a good idea to provide opportunities for media to interview individuals who are affected in some way. For example, at a press conference to announce the results of research into the number of gun-related deaths, Gun Free South Africa arranged for some people who had lost family members to gun violence to be present and tell their stories. This provided powerful emotional content and gave a human face to the statistics presented in the research.

Guidelines for Interviews

- Ahead of any interview, it is important to be sure of the purpose of the interview.
- If the interview is requested by a journalist, it is important to find out not just the purpose of the interview, but also when and where it will appear, the length (size of story, number of words, time in minutes), when and where the interview will be held, and the name of the interviewer.
- For television and radio, it is important to know whether the interview will be live or prerecorded (and probably edited beforehand).
- It is advisable to settle on no more than three key points that you wish to get across during any specific interview, and to stick to these. For television and radio news and current affairs, answers to questions should generally be short and to the point – around 20 to 40 seconds. Answers should never exceed a minute.
- It is important to prepare key quotes or “sound bites” that are catchy and effective. Sound bites are short audio clips that journalists use in television and radio news reports. The standard sound bite used during a radio news bulletin lasts about 12 seconds; during a current affairs report, perhaps 30 seconds to a minute. Television news sound bites are short – 10 to 15 seconds. Thus, prepare punchy, memorable phrases that are 10-12 seconds long, which encapsulate a key point you want to make.
- Language should be kept clear and simple. Steer away from excessively complex arguments as well as too many facts and figures. However, two or three well-chosen statistics can be used very effectively. It is important, though, to think about the simplest ways of getting figures across (for example, say “five out of every ten people,” rather than “fifty percent of the population.”).

- It is always a good idea to provide one or two concrete examples to illustrate each key point being made – particularly if the points being made are relatively abstract issues of process or policy.
- Practice and preparation are key. It is a good idea to rehearse with a colleague beforehand and to anticipate possible negative questions and pitfalls. It is also a good idea to have someone record all interviews and to listen to them afterwards in order to identify mistakes or areas for improvement.

Making Presentations

- Presentations are crucial. Whether you are addressing journalists at a press conference or members of the parliamentary health committee, you need to be able to get your message across clearly and effectively. Remember also that the members of your audience hear many presentations; yours needs to stand out so that they remember it. Here are some tips:

Preparation

- Your presentation starts long before you stand in front of your audience. Preparation is crucially important.
- Defining the objective of your presentation. Be clear about what you want to achieve, or what you want to convey to your audience.
- What do you want them to remember? Think about ways to make your key message stick.
- Engage your audience by building on what they already know. Use familiar reference points.
- Make what you say important to your audience. Put yourself in their shoes and think about why they would care about your issue.
- People remember firsts and lasts. Pay attention to the end and the beginning.
- Give them reason to listen. Break their pattern. Present the unexpected.
- Have a strong, clear ending.

Ensuring Impact

- Plan your words, one idea per sentence.
- Use active verbs.
- Paint pictures: SHOW, don't tell.
- Use the power of visual communication – use graphics, photographs, and maps to help your audience understand your research and what it means.
- Everyone has a preferred sense for learning -- make use of the five senses as much

as possible. Use visuals and audio if you can.

Delivery

- Take control of the room. You must be in charge.
- Start with energy. Show enthusiasm.
- Position yourself in the same area as your visual aids. Don't make your audience divide their attention between you and a screen.
- Keep looking forward. Always focus on your audience. Don't have your back to them while you look at the screen.
- Signpost important points. You can literally say, "Now this next point is very important!"
- Consider the wider environment: Are there noises outside the room, are people too cold or too hot? Often, if you briefly acknowledge distracting factors, the audience will be able to put the distraction out of their minds and refocus on you.
- Pay attention to your voice: clarity, projection, pace, and pauses.
- Make eye contact with your audience.
- If possible, handle questions and answers before your ending, then wrap up with a strong take-home message, a definite, clear climax.

Visual Aids

- If you use PowerPoint, use it effectively (see below).
- Remember PowerPoint is just one possible tool among many. You don't have to use it.
- Think about using other types of visual aids, such as flipcharts, whiteboards, and others. Be creative.
- Have handouts for your audience.

Use PowerPoint Effectively

- PowerPoint can be a powerful tool, but too often it is used badly, putting audiences to sleep.
- You don't want your audience focused on the screen and not on you. Your slides should support you, not take over.
- *Don't* write your presentation using PowerPoint. Prepare and structure your presentation and *only then* go to PowerPoint and think about how you can use slides to support your presentation.
- Keep slides simple. *Less is more!* Leave the detailed notes for the handouts. One idea per sentence. Short sentences. Maximum three sentences per slide. Some of the most effective

slides can consist of just one word. Or an image.

- Be sure that any graphs and other illustrations with your budget information are clear, that they can be understood and interpreted at first glance.
- Avoid busy backgrounds, fancy colors, and other visual gimmicks. Plain black on white is often the best. Every element should support your message, not detract from it.
- Don't be a disembodied voice in a darkened room, with everyone just staring at your slides.
- Continually bring your audience's focus back to you. (Tip: You can use the "W" key to make the screen go white, or the "B" key to make it go black.)
- Remember that the most memorable speeches in history were given without slides. Winston Churchill, Martin Luther King, and Nelson Mandela never used PowerPoint!