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la science et la culture

The Republic of Uganda

**Uganda National Commission for UNESCO**

# Civic Education for Radio Presenters in Uganda to Promote Development



**Training Report – March 2012**

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# Acknowledgements

# Acronyms

| | |
|---|---|
| CBS | Central Broadcasting Service |
| HURINET | Human Rights Network for Journalists |
| IMCU | Independent Media Council of Uganda |
| NAB | National Association for Broadcasters |
| PSA | Public Service Announcement |
| UCC | Uganda Communications Commission |
| UJA | Uganda Journalists Association |
| UJU | Uganda Journalists Union |
| UNATCOM | Uganda National Commission for UNESCO |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| TOT | Trainer of Trainers |

# Foreword

The Uganda National Commission for UNESCO organized training in *civic education for radio presenters to promote development* in Uganda. This is a report of the four training workshops conducted at the regional level, between January and March 2012, in Mbarara for the western region, Jinja for the eastern region, Gulu for the northern region and Kampala for the central region.

The report provides the background to the training and explains the development of the training objectives from the media landscape on the ground. The report also summarizes the training papers and attaches the full workshop presentations in annexure.

The training outcomes from group discussions are highlighted and trainer's recommendations and way forward for specific institutions are provided.

# Introduction

There has been a rapid proliferation of both the print and electronic media in Uganda in the recent years. As at February 2012, Uganda Communications Commission had 255 registered radio stations. Radio has a larger outreach as a medium of communication and a greater potential to provide continuous, independent and accurate flow of information. Radio presenters therefore have the duty to accurately inform, educate and entertain the population without sympathy or antipathy.

However, many of the radio presenters in Uganda and programmers are not professionally qualified. They also often cannot discern content responsibly to positively inform and influence the public in decision making, dialogue, mutual understanding, building peace, reconciliation and development. There are serious cases of abuse of media freedom by some of the radio presenters and this has resulted into misleading the society not only by giving the public inaccurate information, but also flouting media ethics, inciting the public, triggering intercultural misunderstandings and violence.

It is against this background Uganda National Commission for UNESCO took the initiative to organize trainings on *civic education for radio presenters to promote development*. This was aimed at having in place skilled, knowledgeable radio presenters who understand the importance of radio in peace and development.

Article 19 of the Universal Declaration of Human Rights states that:

> *"Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers."*

Timely access to accurate information empowers people and allows them to participate in an informed way in making decisions that affect them, and also holding governments and other leaders accountable. It enables individuals to learn about their rights and so exercise them and

act against their infringement. Free flows of information can also help uncover the misuse of funds that should be allocated for public benefit and positively impact on the quality of delivery.

Radio is able to build awareness of the right to know and its benefits, and disseminate information related to essential matters such as access to public services, social development programs, income-generating activities, protection against abuse and therefore becoming a platform for mutual dialogue and understanding across divides. Citizens should enjoy the right to be informed about political, social, economic and cultural activities in their countries so that they can take part in civil societal activities and in the decision making process. The media as the fourth arm of the state should act as a constructive link between the population and decision-makers to reinforce a culture of peace and tolerance.

The civic education training project for radio presenters aimed at re-orienting radio presenters on their civic roles, obligations and responsibilities to the public.

The training was premised on the adaptation of UNESCO Civic Education for Media Professionals: A Training Manual. An appreiation of journalism was important for this training. Participants were therefore exposed to various aspects of journalism, importance of civic education, civic journalism and radio as a public sphere. They were enabled to differenciate between conventional journalism and civic journalism as well as identify means they could use to include issues of civic journalism in their programming.

**Overall Objective**
The overall objective of this project was:
***"To have in place skilled, knowledgeable and responsible radio presenters who understand the role of radio in peace and development".***

**Specific Objectives**
- To raise greater civic awareness among radio presenters.
- To enhance civic competence of media practitioners and aid them in reporting of civic affairs.

- To encourage greater prioritization of civic information and news among media practitioners.

**Methodology**

The training led by a team of trainers from Makerere University Kampala, was conducted through paper presentations, group discussions and plenary sessions.

Four regional workshops each of 25 participants per region were conducted. The training workshops were held in Mbarara at Rwizi Arch Hotel on January $29^{th}$-$31^{st}$ for the western region, Crested Crane Hotel Jinja was the venue for the eastern region on February $06^{th}$ - $08^{th}$, the northern region workshop was in Gulu at Kakanyero Hotel on March $08^{th}$-$10^{th}$ and the central region workshop was in Kampala at Rwizi Arch Hotel on March $15^{th}$-$16^{th}$, 2012.

# Civic Education Training Papers

The training presentations were developed on the assumption that participants:

- *Have prior basic journalism knowledge and skills.*
- *Are in the process of receiving such knowledge and skills.*

## Paper 1 – An Overview of Uganda National Commission for UNESCO

This paper; an overview of the Uganda National Commission for UNESCO was presented to inform to the participants about UNATCOM, its vision, mission, mandate and general functions. The paper also showed the organisation and management structure of UNATCOM including the overarching objectives of UNESCO's Medium Term Strategy.

## Paper 2 – Journalism

This paper introduced participants to journalism and its tenets. The purpose was to have participants acquire basic knowledge in journalism and set the pace for the training. The participants needed to appreciate and understand the elements and values of the journalism practice. The approach created a link between journalism and civic life; positioning the journalist's role in facilitating civic life.

It noted that journalism is the practice of investigation and reporting of events, issues and trends to an audience in a timely fashion. Though there are many variations of journalism, the ideal is to inform the intended audience. In modern society, news media have become the chief source of information and opinion about public affairs.

Journalism should be able to interpret the decisions or concerns of society, make information plain and simple, inform the public of what all other sectors in society are doing, act as a watchdog on behalf of the public and also provides a forum for discussion and debate. Kovach & Rosenstiel, *The Elements of Journalism,* showcase 10 elements of journalism a journalist has to abide by to fulfil their duty of providing the audience with information they need to be free and self-governing. These include:

I. Journalism's first obligation is to tell the truth.

II. Its first loyalty is to the citizens.

III. Its essence is discipline of verification.

IV. Its practitioners must maintain an independence from those they cover.

V. It must serve as an independent monitor of power.

VI. It must provide a forum for public criticism and compromise.

VII. It must strive to make the news significant, interesting and relevant.

VIII. It must keep the news comprehensive and proportional.

IX. Its practitioners must be allowed to exercise their personal conscience.

X. Emphasize the rights and responsibilities of citizens.

There are different types of journalism practiced depending on the purpose and these include:

- Advocacy journalism - writing to advocate particular viewpoints or influence the opinions of the audience.
- Broadcast journalism - writing or speaking which is intended to be distributed by radio or television broadcasting, rather than only in written form for readers.
- Investigative journalism - writing which seeks to add extra information to explain, or better describe the people and events of a particular topic.
- Tabloid journalism - writing which uses opinionated or wild claims.
- Yellow journalism (or sensationalism) - writing which emphasizes exaggerated claims or rumours.

Like Robert McLeish argues,*" Good journalism is based on a set of values - it must be accurate and truthful, it stems from observation and inquiry, and it must do more than react to events, in that it attempts to be impartial and objective. It must actively seek out and test views. It has to make sense of events for listeners, resisting the pressures of politicians, advertisers and others who may wish to cast the world in a light favorable to their own interests or cause. Any society*

*founded on democratic freedom of choice requires a free flow of honest news. It is totally pointless to run a broadcast news service unless it is trusted and believed."*

**Values of good journalism**

- Human interest - favouring items to do with people rather than things
- Unusual - different story angles
- Significance - what it means and its context suits the intended audience
- Relevance - localized issues that surround a given community are more relevant to them than those outside their community
- Watchdog function - this calls for investigative reporting
- Accuracy - getting the facts right
- Intelligibility - conveying immediate meaning with clarity and brevity
- Legality - knowing the constraints the law imposes
- Impartiality & fairness - reporting a broad range of views
- Good taste.

## Paper 3 – Broadcast Journalism

Broadcast journalism is the field of news and journals which are published by electrical methods; Broadcast methods include radio (via air, cable, and Internet), television (via air, cable, and Internet), and, especially recently, the Internet generally. Such media disperse pictures (static and moving), visual text, and/or sounds. Radio was the first medium for broadcast journalism and many of the first radio stations were co-operative community radio ventures not making a profit. Later, radio advertising to pay for programs was pioneered in radio.

Radio facilitates journalism through carrying live reports, conveying atmosphere and events, being easy to report for (e.g. mobile phones), use of light and flexible technology (recorder & microphones) and does not require a technical crew like in television.

## Paper 4 – Civic Education

This presentation focused broadly at the role of the media to society and specifically to the public sphere and civic journalism as elements that can enhance the traditional journalistic roles. Participants were introduced to civic education, its importance to journalists and how it can be applied. The goal was to make participants appreciate that the media has an obligation to play in society, besides giving information; media can facilitate democratic growth.



Civic Education in a democracy is education in self-government. Self-government means that citizens are actively involved in their own governance; they do not just passively accept the dictums of others or acquiesce to the demands of others. In other words, the ideals of democracy are most completely realized when every member of the political community shares in its governance. Members of the political community are its citizens, hence citizenship. This implies participation and this must be based on informed, critical reflection, and on the understanding and acceptance of the rights and responsibilities of the members.

Civic education in a democratic society is concerned with promoting an understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy. Democracy is generally defined as a form of government in which all adult citizens have an equal say in the decisions that affect their lives.

The ideals of democracy include citizen participation in the decision making process, members of society can collectively enjoy equal rights like freedom of speech and expression, offer mechanisms which can lead to good governance, and where people in power are transparent

and accountable to the public.

In a democratic society the possibility of effecting social change is ever present, if citizens have the knowledge, the skills and the will to bring it about. That knowledge, those skills and the will or necessary traits of private and public character are the products of a good civic education. And this is whether the media comes in as part of the agents that can facilitate civic education. Civic education seeks to jump start the process of democratic socialization by promoting support for democratic behaviours and values among ordinary citizens.

## Paper 5 – Importance of civic education to journalists

Civic awareness enables media practioners and users to appreciate the role of journalism and media in building democratic societies. For democracies to survive and flourish, a critical mass of its citizens must posses the skills, embody the values and manifest the behaviours that accord with democracy.

Journalists facilitate citizen knowledge about the basic features of a democratic political system to be able to access it when their interests are at stake. Citizens are in position to believe in the importance of certain key democratic values such as tolerance for divergent viewpoints and support for the rule of law.

Journalism encourages citizens to participate in local and national politics and must believe that their participation is important for continued viability of the democratic political system. Civic education to journalists encourages the development of a free and independent media. Free flow of information is recognized as a cornerstone and basis for democracy. This can introduce citizens to basic rules and institutional features of democratic political process. Journalists do provide citizens with knowledge about democratic rights and practices and convey specific set of values thought to be essential to democratic citizenship such as political tolerance, trust in the democratic process, respect for the rule of law and compromise. Journalism encourages responsible and informed political participation, which has a cluster of activities as voting,

campaigns, lodging complaints, and can facilitate good civic education training programmes for the society.

## Paper 6 – Role of the broadcast media in society

Broadcasting provides the audience with the basics of information, education and entertainment. In a developing society there is need to have a healthy balance between the necessity of public service broadcasting and the inevitable growth of competitive, commercial, advertising-based broadcast media.

When listeners tune in to the several popular phone-in programmes and talk shows, they join with others and viewers as a meeting place, or common cultural ground, in a similar political sphere and with shared terms of reference. The broadcasting systems are the only ones that provide its audience with this unique social space. They provide a unifying influence, encapsulating the diverse backgrounds, interests and needs.



On top of informing, educating and entertainment; radio helps to build a healthy national consciousness; to inspire a positive sense of shared national purpose; and to create necessary ethical sensibilities. Radio helps in the exchange of experiences, knowledge and techniques and being actors in debating issues of national importance. It is a means of raising public awareness, enabling public opinion formation and motivation. It is therefore the duty of all who contribute articles to the broadcast media to ensure the realization of all these aspirations.

## Paper 7 – Broadcast media as a public sphere

Broadcast media as a public sphere is 'communicative space' to the public, as developed by Jürgen Habermas under the notion or framework of the public sphere in 1964. Through this

communicative space, the media plays a key role in determining the forms of consciousness and the modes of expression and action which are made available to its audience (Murdock 1997:205). This makes the media important in providing the means and an arena for playing out events as pointed out by McQueen (2000).

The theory of the public sphere is concerned that unless there is a level and equitable interexchange of ideas in the media, genuine democracy cannot take place. This notion has become a useful guide for discussing the role of the media in promoting citizen participation and democracy. In its inception, the theory was based around discussions among the educated elites, which were political focusing on contemporary affairs and state policy. This was done in gentlemen's clubs, salons and coffee houses, which provided space for these informed conversations that help form and shape public opinion.

The ideas and ideals of this framework include:
- Open access
- Voluntary participation
- Participation outside institutional roles
- The generation of public opinion through assemblies of citizens who engage in rational argument
- The freedom to express opinions
- The freedom to discuss matters of state policy and action
- The freedom to criticize the way state power is organized.

This framework is important for the media in the following ways:
- The media must be structured and operated in a way that makes them readily accessible to divergent societal agendas and open to alternative political perspectives.
- The media must not ignore political manifestations in a given society because they represent pluralism and diversity of ideas. These can be used as a measure for the democratic health of a society.

- Media coverage ought to promote greater respect for civic virtues of tolerance and integrity.

The media therefore is expected to be organized in a way that:

- Can be open to all people, regardless of their standing or position in society. The media must be accommodating to all groups of people in society.
- Must encourage voluntary participation of those who want to participate in the formulation of public opinion.
- Must be open to all divergent views.
- Must facilitate discussion of matters of state policy and action.
- Must allow for the criticism of the way state power is organized or whatever may be criticized.

## Paper 8 – Civic Journalism

The purpose of journalism is to encourage people to participate in public affairs and democratic processes (Fraser 1990 cited in Haas & Steiner 2001:124). **Civic journalism** is an attempt to abandon the notion that journalists and their audiences are spectators in political and social processes. In its place, the civic journalism seeks to treat readers and community members as participants.

At its heart is a belief that journalism has an obligation to public life – an obligation that goes beyond just telling the news or unloading lots of facts. The way journalism is practised affects the way public life goes. The basic tenets of public/civic journalism include:

- Attempting to situate media as active participants in community life, rather than as detached spectators.
- Making media a forum for discussion of community issues.
- Favouring the issues, events and problems important to ordinary people.
- Considering public opinion through the process of discussion and debate among members of a community.

- Attempting to use journalism to enhance social capital.

Mathews, the president of Kettering Foundation and a supporter of civic journalism states that, *"when people are in the business of making choices, they are going to look for information to inform their choices."* Mathews affirms that civic journalism is aimed at aligning journalistic practices with the ways that citizens form publics, in turn creating a more efficient and reciprocal way of communicating with readers. Therefore, civic journalism recognizes the fact that the journalist is a citizen first and then a media professional. It encourages the journalists to:

- Raise consciousness
- Facilitate change
- Enable resolution.

## Paper 9 – The Role of the media in civic life

The media performs specific roles in a democracy to enable citizenship and these include:

- Enabling adults to make basic judgements about policy in their capacity as voting citizens of a democracy.
- Providing access to adequate information and to a diversity of representations, which is a basic precondition for effective functioning of a democratic policy and for full exercise of citizenship rights.
- Keeping citizens engaged in the business of governance by informing, educating and mobilising them.
- Acting as watchdogs through investigating and exposing all sorts of evils and providing a platform for public debates and formation of public opinion.
- Telling the truth investigating the hidden and presenting facts so that a well-informed electorate can make reasoned choices. All these help to shape citizen participation in civic life.

**Good news reporting**

This can be defined as providing information that is new, interesting and true.

- *New* in that it is an account of events, which the listener has not heard before, or an update of a story familiar to him/her.
- *Interesting* in the sense of the material being relevant and
- *True* because the story is factually correct.

**Basics**

- The basics are who, what, when, where, why and how?
- More important, who cares, so what do both sides (all sides) learn of the story?
- Develop reliable and credible sources of news.
- Verify everything and ensure the source of the information is reliable.
- Allow the people who are concerned to respond to any allegations against them.
- Take notes and avoid relying on memory.
- Write down interview questions in advance to avoid forgetting or misquoting.
- Be fair and avoid stories that favour one group to hurt another
- Identify source of material if not develop by the journalist.

**Writing news for radio**

According to the BBC Guidelines, *"The first sentence in a radio news story is all-important. It must have partly the character of a headline. It must instantly establish the subject in the listener's mind, show him or her why the story is worth hearing and signpost the direction it is going to take. But it should not try to say too much."*

- Vocabulary: Broadcast writing requires small vocabulary. Use very basic words for your communication.
- Brevity: Broadcast stories must be so brief because mass-audience attention spans are extremely short. It is generally recommended that 10 – 45 seconds is okay for radio.
- Language: Use language that is easily understood by the people/ your target audience.
- Numbers: On radio numbers are heard once. Bring this to life by creating significance.
- Focus: Find the single most important thing and make that the lead (the theme of the

story); the rest of the story supports the lead.

## Paper 10 – Journalism ethics

This presentation covers ethical challenges and how they can be managed. Its emphasis is that there should always be a balance between professional ideals and practical realities by applying the relevant ethical approaches.

One kind of self-regulation for many professional organizations e.g. lawyers, journalists, doctors, etc. is to have an ethical code. This is usually a set of moral values and principles, which members agree to follow in the execution of their work. Values are the ones that guide people's preference between alternative actions or modes of behaviour; they determine an individual or society's choices.

There are many determinants of values, but the main ones are the ecological setting, everyday expectations, the prevailing situation, historical experience and other values held. Some values like love, truth, freedom, fairness, solidarity, tolerance, responsibility, life, etc. are universal whereas other values are specific to a given community or group.

Sometimes values are in conflict:

- Truth vs. loyalty
- Individual vs. community
- Short term vs. long term
- Justice vs. mercy.

There are three basic ethical approaches:

1. Follow the rules
2. Do the greatest good, and/or the least harm
3. The golden rule.

**Ethical Issues and the Law**

These issues are important to think about when you make radio programmes. In some countries there is a legal or regulatory requirement for the station output to be balanced. But even where this is not the case, people making radio programmes should at least have thought carefully about the issue.

**Balance** is about allowing a range of different views and opinions to be expressed, without you (the programme maker) saying "this is the correct view". It is helpful to think about balance in three contexts:

1. Community stations often look at issues not properly covered by the mainstream media. The fact that you are looking at the issue may be providing a balance to the range of information available to the listening public. This is an important element of providing balance;

2. Throughout the week and the year, your community station will cover a huge range of issues. People with very different views will present and make programmes. Still more people will express opinions in those programmes. If your station encourages wide and full participation by a large range of people, it will very likely provide balance over a period of time;

3. Your programme may look at a range of issues each week, or throughout the year. Does your programme allow a diverse range of opinions to be expressed? Are there some opinions that don't appear in the mainstream, or that don't appear throughout the year on your station, which you also exclude from your programme? Think about why you exclude them. You probably have very good reason if they are insulting to different groups of people (e.g.: racist, sexist etc). But what if you exclude them because they don't tow the same line as you?

**Bias** is about:
- Always giving one side of an issue

- Pushing that view on the listeners

- Ignoring facts or clear arguments that would support another view.

Of course, it should take into account the dominant views put forward by the mainstream media, but there is always a huge diversity of views NOT being covered by the mainstream. One should think about their role in looking at this range of issues, and at the diversity of opinions that exist within issues. **Objectivity:** This is the most difficult one. Many people would argue there is no such thing as objectivity, and that everything depends on the viewpoint you are looking from. Clearly, if a programme is a review/critique then it is objective. Radio presenters responsible for the news, or a current affairs programme, then think clearly about objectivity. The information presented should be the views of a range of people, not their views. The listener probably wants to be well and broadly informed. Whether or not there is such a thing as objectivity, the presenters try to avoid bias in your programmes. The role of the radio station is to allow expression to the various components of controversy but not to engage itself in the argument nor to lend its support to a particular view e.g. CBS, Christian Stations, etc.

**Controversial issues and station policy**

Your audience may have strong views about politics, religion, ethnicity, sexuality etc. Your station should have a policy on issues that are likely to be controversial... and should give you guidance about how to deal with these issues. Remember, your programme is part of the whole output of the station. Whilst it should have its own identity and its own way of dealing with controversial issues, you should keep in mind the "tone" of the whole.

**Legal considerations**

Uganda has laws that affect what and how you are allowed to broadcast. But you should be careful about the following issues. If it is not exactly illegal - it may well be very questionable. It is up to you to learn about the laws affecting you.

**Defamation and slander**

If you broadcast something that damages a person's reputation and/or their ability to earn a living, you may be breaking a law. You are usually safe if what you are saying is a fair criticism of a public person. If you are accusing someone of doing something underhand or criminal, you should be very sure it is true.

**Contempt of court**

Reports about court cases or people who have been arrested or charged with a crime, or have been a victim of a crime may be covered by special laws. If you are not sure get advice from your station's legal officer. It would certainly be suspect to broadcast that a person is "clearly innocent/guilty" if they haven't yet been dealt with by the court. You should also be very careful about not naming children or young people who have been charged with a crime or who are victims of a crime. Think carefully before broadcasting information about anyone who has been a victim of a sexual crime or who might be at risk if his or her whereabouts become public.

**State secrets and banned topics**

Most countries have issues that the government considers to be a state secret. There are usually very strict laws about sensitive military, police and diplomatic information. Seek advice before broadcasting anything you think may come under such laws. Before you begin broadcasting - especially if you broadcast on a live programme and/or a current affairs type programme - you should also find out if there are any topics, people or information that are banned. For example in Britain at one time it was not allowed to broadcast the voices of Sinn Fein members or the voices of members of a number of other "proscribed" Irish organisations. You could, however, report what they have said.

**Election reporting**

There may be special laws surrounding public elections. This may affect who you are allowed to interview; when you are allowed to interview them or what you are allowed to say. You need to check what laws or regulations exist for local, state/regional, national and EC elections.

**National broadcasting standards**

There are often agreed-on" standards" that affect what you can broadcast. They may not have the strength of laws, but you may risk your station license or risk a fine if you break the standards. You should be very careful about broadcasting material that contains explicit sex or violence, racial hatred, etc. Your station may also have a policy on other broadcasting standards. What is the station policy on sexism, racism etc?

## Paper 11 – Guidelines for journalistic professional conduct

- Identify yourself if asked
- Don't record people without their knowledge
- Respect people's privacy and moments of grief
- Keep promises of confidentiality
- Never plagiarize, attribute information
- Don't pay for information, don't accept things of value
- Resist pressure from government and advertisers.

**Libel, fair play and good taste**

- Don't air libellous material – something false, harmful, and malicious or reckless.
- Always try to verify allegations.
- Give people a chance to respond to accusations.
- Be balanced, accurate and fair.
- Avoid obscene, vulgar or graphic details unless necessary.

**Conflicts of interest**

- Don't cover a story if you can't be fair.
- Avoid political involvement and second jobs that cause listeners/viewers to doubt your fairness.
- Disclose unavoidable conflicts.

**Paper 12 – Media as a platform to promote cultural dialogue**

It is a tragic reality that our history is full of examples of the media being misused to:

- Incite violence;

- Disseminating messages of disinformation, intolerance, and hate (the case of Rwanda, and Kenya).

Less documented is the great potential of media to foster the health of society when it respects and represents diversity of voices. Moreover, the media has a demonstrated ability in fostering dialogue and mutual understanding by communicating across divides, thus bringing competing narratives together into a shared story.

**Understanding intercultural dialogue**

Intercultural dialogue is understood to mean an open and respectful exchange of views between individuals, groups with different ethnic, cultural religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect. It operates at all levels – within societies, between societies, and the wider world. It contributes to political, social, cultural, and economic integration and the cohesion of culturally diverse societies. In this sense, intercultural dialogue fosters equality, human dignity and a sense of common purpose. Its purpose is:

- To share visions of the world, to understand and learn from those that do not see the world from the same perspective;

- To identify similarities and differences between cultural traditions and perceptions;

- To achieve a consensus that disputes should not be resolved by violence;

- To help manage cultural diversity in a democratic manner, by making the necessary adjustments to all types of existing social and political arrangements;

- To bridge the divide between those who perceive diversity as a threat and those who view it as an enrichment;

- To share best practices particularly in the areas of intercultural dialogue, the democratic management of social diversity and the promotion of social cohesion through the promotion of full respect for human rights, democracy and the rule-of-law;

- To build inclusive societies so as not to marginalize anyone;
- To become a powerful instrument of mediation and reconciliation through critical and constructive engagement across cultural fault-lines.

**The role of the media in intercultural dialogue**

Cultural references determine our identity and the ways in which we construct reality; they affect the perception of ourselves, the way we encounter others, and the way we interact with the world. The media greatly influences not only what we think, but also how we act.

To realize this potential of the media, what is needed at the most basic level is an open space where ideas can flourish and be debated democratically - among the spaces is the Radio a very powerful tool.

i.   Use of information and communication to ensure that different cultures have the space to freely express themselves on their own terms is vital to advancing mutual understanding among peoples and between cultures.

ii.   By challenging prevailing attitudes and assumptions concerning the many "others" in our world, the media can move beyond scripted stereotypes, stripping away the ignorance that breeds mistrust and suspicion, thus promoting a tolerance and acceptance of difference that values diversity as an opportunity for understanding.

(a) Through stereotyped portrayals, the media reinforce existing patterns of attitudes and behaviour towards specific individuals and groups, especially minority groups. This is a hindrance to dialogue and mutual understanding.

(b) These portrayals tend to be consistently negative, showing such people as having undesirable attitudes and fewer positive characteristics than members of the dominant group in which the media function.

(c) Listeners incorporate these meanings into their memories as relatively stereotyped interpretations they use when thinking about or responding to any individual of a portrayal category, regardless of his/her actual personal characteristics.

(d) From the above, it is clear that stereotyping is one of the most dangerous forms of media practice, which does not help in dialogue and mutual understanding.

iii.   Perhaps the best way a media can work towards building mutual understanding is by strengthening the media culture itself. A media that is vibrant, independent, pluralistic, inclusive and fair, editorial free and beyond censor and influence from interests, political, commercial, or otherwise. Only a *free* media will innately contribute to the dialogue and understanding across divides. Moreover, a media that is free is essential for the provision of information and knowledge upon which informed democratic participation and good governance depend.

iv.   As a journalist you must be able to practice your profession without fear or favour. You must exercise the highest ethical and professional standards and conduct yourself in accord with general ethical principles.

v.    It is vital to encourage accurate, professional and ethical reporting. Such media accountability should be organized through self-regulation systems that facilitate the direct dialogue between readers, listeners, viewers or Internet surfers and the media professionals. Only the application of high professional standards will give media the credibility with their public.

vi.   The media not only acts as a watchdog against abuses by authorities or large corporate bodies – they also empower citizens with the information they require to exercise their democratic rights. In this way the media can cultivate good governance by enabling a dialogue between the public and their elected officials.

**Conclusion**

It is important to emphasize, that the use of information and communication to ensure that different cultures have the space to freely express themselves – on their own terms – is vital to advancing mutual understanding among peoples and between cultures.

**However, it is also important for radio presenters to reflect on the following questions:**

- Is the media where I live completely free?
- If not, what steps am I taking to ensure that a free press becomes a reality?
- Am I actively engaged in building democratic values?
- Am I prepared to sacrifice to create conditions in which a free press can thrive?
- How are we using the space we have in our media organization to promote dialogue and mutual understanding?
- To what extent do I observe the principle of pluralism in our media organization?
- To what extent has my media organization practiced stereotyping?
- Are we ready to discuss the dangers of stereotyping in our media organization?
- What steps have been taken to curb stereotyping in my media organization?
- Am I persuaded by the principles of civil journalism and to become a civic journalist in approach?
- Do I, as a media practitioner, fully appreciate of the role of the media and my responsibilities as a journalist?

- Am I willing to undergo further orientation and training in the new world trend of emphasizing dialogue and mutual understanding in the media?
- Do I deserve the job I am holding?

# Group Discussions

Participants were divided into groups and given specifc questions and below are their responces.

**How can your radio station be inclusive of the issues in your community?**

1. Identifying particular issues that are affecting different communities like water shortage, education, and health and put them on the radio programme agenda.
2. Taking radio down to the community so that their voices can be heard. This shows that the media regards community as serious stakeholders in radio programming.
3. Verifying community information with relevant bodies and policy makers before airing out.
4. Providing relevant programming; Engaging in pro-people programming as community dialogues or debates.
5. Good packaging of development programmes in various types (features, news, edutainment programmes).
6. Use of social communicators/opinion leaders to set the agenda.
7. Providing advocacy programming.
8. Formation of listener clubs.
9. Carrying out community trainings on specific issues through Trainer of Trainees (TOT) programmes.

10. Emphasizing a corporate social responsibility of the radio with an understanding of the community within which the radio is working.

**Identify a topical civic issue in your community and show how your radio station would handle it?**

1. Radio has a responsibility to the community.

2. Initiate programmes that can deal with issues and where and how the community can seek redress (police, legal aid, and probation officers).

3. Using a programme approach that can best handle the issue (testimony, talk shows, etc).

4. Partnering with other community players in handling these issues (civil society, opinion leaders and parents).

5. Creating programmes that will provide a platform for community debates.

6. Using radio to play a moderator role between the community and other partners in development.

7. Making Public Service Announcements (PSA).

8. Doing research on the topical issues so as to be able to inform the community with accurate information.

**How can civic education be practically carried out to the masses through radio programmes?**

1. Creating radio programmes aimed at building trust in the community.

2. Continuous sensitization of the community through daily tips (dramas, PSA, jingles, and mentions).

3. Hosting leaders and technical personnel in the fields that are of interest to the masses (audiences).

4. Storming particular areas unexpectedly (undercover/uncovering) to investigate a given issue.

5. Involving the radio management (owners &managers).

6. Including civic issues in the news bulletins.

7. Doing pre-recorded programmes about civic issues as features and field recordings.

8. Researching on civic issues to inform programmes before airing out.

9. Making civic issues part of the agenda for community debates (taking radio down to people).

10. Involving experts/people with information experience in programming.

11. Doing research and segmenting the programmes that include topics that are developmental to the public/communities.


## Trainers' Observations

From the training, participants appreciated the role that radio plays in society and in particular civic journalism and how it can advance and build better societies. Participants were eager to implement what they had learnt by:


1. Always doing research to improve their radio content;

2. Making civic education part of their radio programming;

3. Being activists of civic awareness;

4. Undergoing more training and upgrading so as to ably inform society;

5. Passing on the knowledge acquired to colleagues.


However, participants pointed out the challenges that they face in carrying out professional journalism. The following are the challenges and recommendations.


### Networking/Team building/Associations

There is a need to have a network or association to foster unity and act as a supportive mechanism for collective responsibility for the development of journalism. Such a network or association would be a strong force to advocate for better journalism policies and better working environments. This platform would further link journalists to other opportunities beyond media houses. Such opportunities include further training, scholarships, and other

employment opportunities. Such networks if properly used would create ethical discipline among members/journalists; encourage professional conduct and growth, and the protection of the journalism profession. Journalists would be able to come up with agreeable methods of conduct, which they can adhere to, and the applicable remedies when they default.

### Training

It was recommende that training should cover station owners and management. This would help in enlightening the decision makers on what journalism is all about and how their decisions affect/could affect the operations of journalists. There is need to carry out continuous orientation trainings for radio staff (individual stations) in other fields of journalism as specialized reporting (budget, peace, HR reporting) and hands on trainings. There was a call for UNESCO to take lead in providing scholarship opportunities for practicing Journalists at all levels as a way of upgrading professionally.

### Job security

Journalists reiterated that they could do their jobs better if they had assurances of holding their jobs as they follow what journalism requires of them. To this end it was noted that there is need for unified terms of reference and employment contracts. The contracts should further provide better remuneration for journalists, which will guarantee job security, journalist's protection and a sense of belonging.

### Quality

It was noted that the radio platform has been invaded by several people who have not had journalism training and this has affected the quality of the programmes. This influx is made easier because of the lack of a minimum professional requirement as a yard stick to practice journalism. Professionalism has also been challenged by the commercial orientation of most private radio stations and in their daily operations; journalists have to deal with striking a balance between profit and professionalism.

*Work environment*

In practicing journalism, it was pointed out that employers do not respect the professional work flow. There is no respect for established offices, duties and responsibilities given to journalists. A case in point was in one station where the station owner directed that a story was aired without the knowledge and approval of the news editor.

There is evidence of overexploitation of journalists by their employers through manning high work overload. A single individual ends up working as the programme manager, news anchor, and presenter among others, which compromises quality of output.

Station managers tend to monopolize given opportunities and do not pass them on to their juniors (like attending training workshops). This kills motivation and chance for exposure and professional growth. Other factors include lack of equipment, poor administrative structures and competition between radio stations.

*Programme quality*

It was pointed out that some radio programmes are not well researched and therefore not very informative. They are not accurate and rich in content and therefore inadequate to guide the audience in making informed decisions. This was attributed to limited research and preparation on the part of the programme producers and presenters. Most of the programmes on radio are meant to impress the audience (build heroes or 'celebs' out of presenters) instead of enriching audiences with information packages that have an impact on the communities. Where stations have tried to have a component of information programmes, the attitude is that these programmes lack creativity and cannot generate income. Therefore the preference is entertainment programmes, which attract advertisers, hence generating income. More investment should be put in improving quality of programmes.

*Independence*

This is a very sensitive area that has affected the operations of journalists. Very often, government officials dictate and interfere with programme content. For example if it is a talk show, they give the presenters guiding questions developed by them; this does not yield to constructive debate. There is evidence of intimidation of journalists by security organs as they purse to serve their audiences better. A participant cited an incident where she was hosting a talk show and army officers surrounded the station premises waiting to arrest her after the show.

This is one of many other incidences that happen to journalists while in the field looking for information. There is external pressure from advertisers, politicians and station management on what should be aired, which affects objectivity.

## Closing ceremony for the civic training

The civic education project was officially closed during the last training workshop held in Kampala on 16th March 2012. The Secretary General of UNATCOM, Mr. Augustine Omare – Okurut in his concluding remarks highlighted the following issues:

- UNESCO's role in promoting peace through its programme areas that is premised in the Preamble of UNESCO's Constitution that states that;

  *"...Since wars begin in the minds of men, it is in the minds of men that the defencesof peace must be built"*

- National Commissions for UNESCO act as a link between UNESCO and its Member States and most of them like UNATCOM operate as departments of Government.

- UNATCOM and UNESCO have played a significant role in capacity building for media practitioners in Uganda and this civic education particularly targeted radio presenters because of their pivotal role in shaping public opinion and guiding informed decision making process to promote peace and development.

- Radio also has a large outreach and the civic education was designed to promote civic awareness among radio presenters.

- Encouraged all the stakeholders to promote and strengthen their networks in order to realise the objective of the civic education.

The Uganda Human Rights Commission (UHRC) is the Constitutionaly mandated organ that promotes and protects human rights including those of journalists. The Secretary, UHRC delivered a speech on the media and human rights as appended in the annexure.

The training was officially closed by Uganda Communications Commission which is the regulatory authority in as far as the media is concerned in Uganda. The detailed speech of the Executive Director is also appended in the annexure.

# Recommendations

The training made the following recommendations:

1. **To UNATCOM**

   More training needs to be carried out to sensitize and engage radio owners and managers, district leaders and government agencies about the role of journalism in democracy and building civic societies, which usually brings conflicts between these agencies and journalists. Further training that is station specific should be carried out in individual stations as a way of orienting personnel, encouraging specialization in reporting and improving programming and programme packaging.

   UNATCOM should create an online platform for civic journalism issues to foster sharing of ideas and other issues among journalists. This will help them to continuously identify civic issues and programme them within context to the communities that they are serving.

2. **To UNATCOM and UCC**

   To promote the vision of UNATCOM of having a learning cultured, informed and peaceful nation, UNATCOM should take lead in working with Uganda Communications Commission (UCC) to make it a licensing requirement for radio owners to undergo basic training in journalism, employ qualified journalists personnel and have a standard payment package for their employees before they are granted operational licences.

3. **To UNATCOM and government**

   UNATCOM should work with or compel government to translate key documents/publications into local languages. These documents are reference points in programming as a way of fostering more citizen participation.

4. **To radio stations**

Radio stations should be encouraged to have information resource centres where producers and presenters can look for information that would form their programme content. This would facilitate better programme preparations and packaging hence benefiting the listeners.

5. ***To the Journalists***

Journalists should be encouraged to build a strong and active journalist national association that would advocate for journalism independence, rights and protection of journalists. This would facilitate the way to a free media, which has benefits in fostering active citizen participation in nation building and democracy at large.

# Training Conclusion

Civic education and civic journalism is important in building a peaceful nation. However this cannot be achieved on its own if impediments to the radio platform and journalism at large which are supposed to spearhead this still exist. A number of areas which include policy, institutional operations, and regulation need to be addressed or redressed and all players brought on board if the role of journalism in building democratic nations is to be appreciated and achieved.

Therefore, there is need to partner with the Directorate of Information and Guidance, the media regulatory bodies in this case for radio as Uganda Communications Commission, Media Council, Independent Media Council of Uganda (IMCU) and journalists associations as Uganda Journalists Association (UJA), Uganda Journalists Union (UJU), Human Rights Network for Journalists (HURINET) and National Association for Broadcasters (NAB) among others to address the issues that have been highlighted.

There are challenges and obstacles that affect the quality of journalism practice which include lack of a strong national association, poor working environment and remuneration, lack of training and equipment, intimidation from government officials and agencies and lack of independence were highlighted. Recommendations have been made in this report: UNATCOM is recommended to strengthen the cooperation with Uganda Communications Commission to promote better working conditions for journalists. Further UNATCOM is advised to compel government to translate key publications into local languages in order to engage more civic participation. Radio stations should be encouraged to establish information resource centres in order to raise the quality of their programme content. And journalists are recommended to build a strong and active journalist national association that would advocate for journalism independence, rights and protection of journalists.

# Annexure

## Annex 1. Joint Message of the Director General of UNESCO and Secretary General of International Telecommunication Union on the occasion of the World Radio Day, 12th February 2012

**United Nations Educational, Scientific and Cultural Organization**

Organisation des Nations Unies pour l'éducation, la science et la culture

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura

Организация Объединенных Наций по вопросам образования, науки и культуры

منظمة الأمم المتحدة للتربية والعلم والثقافة

联合国教育、科学及文化组织

**International Telecommunication Union**

**Union internationale des télécommunications**

**Unión Internacional de Telecomunicaciones**

**Международный союз электросвязи**

الاتحاد الدولي للاتصالات

**国际电信联盟**

**Joint Message of the Director-General of**
**UNESCO**
**and Secretary-General of International**
**Telecommunication Union**
**on the occasion of *World Radio Day***
**established by the UNESCO General Conference**

**13 February 2012**

Writing a century ago, the American poet, Josephine Preston Peabody described the ability of radio to "fly a thought across a stretch of sky" as a "marvel of the universe."

The world has changed since then. New technologies have emerged and communication has deepened. And yet, as we move into the 21st century, the power of radio remains as remarkable as ever. Established by the UNESCO General Conference, this first *World Radio Day* is an opportunity to recognize the transformational power of radio and make the most of it for the benefit of all. February 13 marks also the day when the United Nations Radio was launched in 1946.

At a time of expanding communication, radio retains unique strong points. It is a cheap and relatively simple technology. Widely accessible, it has unparalleled reach to all parts of the world and all members of societies. This includes a strong connection with remote communities and marginalised groups, especially as a channel for education. It is a powerful platform for sharing information and promoting public debate. It can play a vital role in supporting crisis and disaster communication and responses.

Radio is not immune from global dynamics of change. New technologies are enabling it to move away from single delivery platforms to multiple platforms, including over-the-air transmitters, broadband internet and mobile devices. New tools are emerging for producing audio materials, while distribution is becoming more effective. Radio is becoming ever more digitised, democratised and personalised.

In a world of change, we must strengthen radio's role in promoting human rights and fundamental freedoms, especially freedom of expression. This goal guides UNESCO's commitment to bolster communication between all societies for the purpose of deepening mutual understanding through the "free flow of ideas by word and image." UNESCO works to ensure that radio is a tool for peace -- sharing knowledge and information about the diversity of cultures, encouraging a pluralism of voices and widening access to knowledge.

To this end, UNESCO supports free, independent and pluralistic media through all transmission platforms -- including community radio, "radio-in-a-box" start-up kits, shortwave and satellite radio use. UNESCO trains personnel, with a focus on women and marginalised groups, and helps to set global and national policy standards -- through its Media Development Indicators and Public Service Broadcasting seminars. Supporting freedom of expression is the thread running through all of UNESCO's activities.

With its mandate to 'Connect the World,' the International Telecommunication Union is pleased to associate itself with this *World Radio Day*. ITU is committed to strengthening radio as the world's most accessible, pervasive and multilingual communication technology and to ensuring it continues to be an immensely powerful tool for delivering social and economic benefits, especially for the world's rural and most remote communities.

Actively involved in promoting the benefits of radio since its first days, ITU is proud to act as the steward of the radiofrequency spectrum that makes global radio broadcasting possible. On this basis, ITU works every day to ensure that the benefits of radio will remain as strong as ever in the coming decades.

In a world changing quickly, we must make the most of radio's ability to connect people and societies, to share knowledge and information and to strengthen understanding. This *World Radio Day* is a moment to recognize the marvel of radio and to harness its power for the benefit of all.

Irina Bokova                                               Hamadoun Touré

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# Annex 2.  Remarks by the Executive Director of UCC at the Closing of the Civic Training for Radio Presenters in Uganda (Mr. Godfrey Mutabazi)

**Rwizi Arch Hotel in Kansanga, Kampala, March 16, 2012**

Distinguished Delegates,

Ladies and Gentlemen.

I am pleased to officiate at the closing of this civic training for radio presenters, organized by the Uganda National Commission for UNESCO, that has been taking place at Rwizi Arch Hotel, here in Kansanga.

On behalf of the Uganda Communications Commission, and on my own behalf, allow me to thank UNESCO for this valuable training, which has brought together many radio presenters from the Central region with a view of promoting journalism in Uganda. Thank you also for similar training that has been conducted for the Eastern, Western and Northern region held in Jinja, Mbarara and Gulu respectively.

As the regulatory body of the communications sector in Uganda, UCC and the Government of Uganda in general, recognizes the importance of broadcasting (and the media in general) in promoting democracy in Uganda.

Media freedoms are enshrined in the 1995 Uganda Constitution (as Amended) and protected both by Electronic Media Act (1996) and the Uganda Communications Act (Cap 106 Laws of Uganda), and in line with international treaty obligations.

These statutory instruments lay out the powers of the Commission in regulating the sector as well as the relationship between the media and UCC. Important to mention is the minimum broadcasting ethical standards (First Schedule of the Electronic Media Act) and licensing requirements for broadcasters.

Accordingly, we hold the media in high esteem. We believe a free media is one of the foundations of a democratic society. A free and responsible broadcast media is crucial for the development of democracy in Uganda's newly multi-party system in a number of ways:
- Media freedom is a cornerstone of human rights. It holds governments responsible for their acts, and acts as a warning to all that impunity must not be tolerated. Therefore, the media provides a bedrock for democratic exchange and respect for human rights;
- By exposing violations of human rights, the media improves the climate of democratic debate and reduces corruption in public life;
- The media (including electronic) promotes discussion and debate and ensuring political accountability, and;

- It provides reliable information through which Ugandans, the civil society, and government at all levels, can work together to promote development and to eliminate arbitrary abuse.

Since the liberalization of the communications sector in the 1990s, about 270 FM radio stations and 60 TV stations have been licensed in Uganda.

Ladies and Gentlemen, I wish to emphasize that UCC would like to urge radio presenters, and journalists in general, to act professionally, ethically and responsibly! Uganda, like any other democratic country, needs a responsible, ethical and professional media. Without a professional media, it is impossible to advance and protect human rights or contribute to the development of a democratic Uganda.

As has been discussed during this training, there are still a number of challenges and threats to media freedom in Uganda. However, our commitment to realizing a vibrant media cannot be underestimated.

Allow me to point out that last year UCC and the National Association of Broadcasters of Uganda agreed on *"Best Practice Guidelines for Electronic Media Coverage/Reporting and Broadcasting of Live Events"*. These guidelines, which was signed between UCC and NAB at the Serena Kampala Hotel on June 9, 2011, among others, aim to assist journalists and media practitioners in covering live events, especially those involving violence that might endanger national unity, peace, and stability. Please take time to read and internalize them.

From the proceedings of this workshop, it is clear that civic education for journalists, especially radio presenters, is highly desirable in Uganda. This training, therefore, has provided us an opportunity to interact and share experiences in radio broadcasting, with regard to the development of democracy and media freedom in Uganda.

Lastly, I wish once again to thank you for sparing your time to attend this workshop and hope the time has been sufficient to enable continued interactions as we strive to develop journalism in Uganda and entrench freedom of the media.

At this juncture, I now take the honour to officially declare this workshop closed and to wish you a safe journey back home.

I thank you for your kind attention.

# Annex 3. Address by the Secretary, Uganda Human Rights Commission at the Closing of the Civic Training for Radio Presenters in Uganda
## (Mr. Gordon Tumwesigye)

**Media and Human Rights**

The role of the Media is implicated within the right to freedom of speech, expression and opinion under **Article 29 of the Constitution** and it is a platform for advancing democracy, good governance, human rights, transparency, development and accountability in Uganda. It plays a fundamental role in informing and educating the public about issues that affect them so as to enable them to make informed decisions. Equitable, accurate and balanced reporting should be done by the private and public media and there should be unlimited accessibility to all stakeholders.

The UHRC appreciates the efforts made by the media through its press coverage, broadcasting and reporting in that it has also enabled the UHRC to keep abreast of what is happening and to monitor the human rights situation from the news received from around the country. The Uganda Human Rights Commission has also utilized the services of the media to inform and sensitize the public on its activities (monitoring, complaints handling, human rights/civic education) during the implementation of its mandate to promote and protect human rights in Uganda. It is because of the common interest in human rights issues by The Uganda Human Rights Commission and the Media that we are both strongly interlinked and complementary to closely monitor and observe and to accurately report or comment on human rights issues.

For a country to count itself truly democratic, the aspect of a free media is a must. **Article 29(1) (a)** of the 1995 Constitution of Republic of Uganda *stipulates;* "Every person shall have the right to freedom of speech and expression which shall include freedom of Press and other media". Further **Article 43(1)** provides for the limitation clause which is subject to non prejudice towards fundamental and other human rights and freedoms of others or public interest.

Since the enactment of the 1995 Constitution of Uganda on 8$^{th}$ October 1995 we have seen a proliferation of Radios in this country. As we talk now there we move than one hundred radios (registered) and a lot more of the unregistered village radios. Radio has become increasingly the favored medium of communication. The reasons for this are not very difficult to find. In a country still with high rates of Illiteracy, the radio comes in handy in ensuring that the people are informed.

Currently, many of these radio stations are privately owned by politicians and they were however set up specifically to propagate their political programmes and win those votes during the election time. These radios stations are manned by people who have had inadequate training in media and professional ethics and more often than not, they are not mindful of the effect some of their utterances will have on the general populace.

In our monitoring, we have seen a few radio stations expose ethnic bias and some have aired programmes calling for cessation while others have labored to sow seeds of disunity and anarchy in the country.

Needless to say that radio stations play a very important role in informing and educating the public. When well used radios can be a very important development tool. However when negatively used they can be a source of real danger ultimately leading to abuse of human rights. An example is the Genocide in Rwanda in the early 90's was triggered off by Mille Collins, a radio Station that was airing hate messages and programme against one ethnic entity. We all know what happened after that.

The Uganda Human Rights Commission as a national human rights institution has the constitutional mandate to protect the rights of all persons in Uganda including journalists. This year, we signed a Memorandum of Understanding with the Uganda Journalists Association to establish an interface and point of cooperation and assistance rendered to the latter which includes investigating and following up allegations of violations of rights of journalists and sensitizing/training on human rights and its link to the media. At the moment systemic investigations on the rights of journalists is being done by the UHRC basing on the increased complaints of violations of their rights by perpetrators. The UHRC would like to encourage all media practitioners to use its services.

The Media Council needs to go beyond mere registration and ensure that the following things are done:-

- Set benchmarks on the types of programmes to be aired.

- Ensure that there is a minimum level of professional training needed before you take up a job of a radio broadcaster.

- Regularly monitor these radio stations and ensure that these radios are not used for negative ends.

- Where radio stations have violated the set code punishments should be handed done including closure of these radio stations. Thank you for listening to me.

# Annex 4. Training Programme

| Time | Activity | Responsibility |
|---|---|---|
| **Day One** | | |
| **9:00 am** | Welcome remarks and introductions | UNATCOM |
| **9:15 am** | Workshop overview and training activities | UNATCOM |
| **9:30 am** | Training background | UNATCOM |
| **10:00 am** | Reactions/discussion | Participants |
| **10:30 am** | **Tea Break** | **Hotel** |
| **11:00 pm** | Presentation 1 Journalism | Consultants |
| **12:00 pm** | Presentation 2 Radio & journalism | Consultants |
| **1:00 pm** | **Lunch** | **Hotel** |
| **2:00 pm** | Presentation 3 Civic education | Consultants |
| **3:00 pm** | Presentation 4 Importance of civic education to journalists | Consultants |
| **4:00 pm** | Emerging issues & wrap | UNATCOM |
| **Day Two** | | |
| **8:30 am** | Recap | All |
| **9:00 am** | Presentation 5 Role of the broadcast media in society | Consultants |
| **10:00 am** | Presentation 6 Broadcast media as a public sphere | Consultants |
| **10:30 am** | **Tea break** | **Hotel** |
| **11:00 am** | Presentation 7 Civic journalism<br>Presentation 8 Role of the broadcast media in civic life | Consultants |

| 1:00 pm | Lunch | Hotel |
|---|---|---|
| 2:00 pm | Group presentations | Consultants |
| 3.00 pm | Group exercise | Participants |
| 4.00 pm | Emerging issues & wrap | UNATCOM |
| **Day Three** | | |
| 8:30 am | Recap of the previous day | All |
| 9:00 am | Presentation 9 Journalism ethics | Consultants |
| 10:00 am | Presentation 10 Guidelines for professional conduct | Consultants |
| 10:30 am | Tea break | Hotel |
| 11:00 am | Presentation 11 Media as a platform for promoting intercultural dialogue | UNATCOM |
| 12:00 pm | Emerging issues & way forward | UNATCOM |
| 1:00 pm | Lunch | Hotel |
| 2:00 pm | Departure | All |

# Annex 5. List of participants per region

| S/No | Name | Designation | District | Radio Station | Freq. |
|------|------|-------------|----------|---------------|-------|
| | **Western Region, Mbarara, Rwizi Arch Hotel, 29th January - 1st February 2012** | | | | |
| 1 | Akamumpa Jesca | Presenter | Mbarara | Greater African Radio | 98.3 |
| 2 | Ayebare Daniel | Producer | Mbarara | Radio West | |
| 3 | Bamanyisa Patrick Abbooki | Head of Programs | Fortportal | Voice of Tooro | 101 |
| 4 | Biryomumaisho Sarah | Programme Manager | Mbarara | Love FM | 95.8 |
| 5 | Biryomumaisho Sarah | News Anchor/Presenter | Mbarara | Endigyito FM | 88.3 |
| 6 | Busaghiryo Scovia | Presenter | Kasese | Guide Radio | 91.4 |
| 7 | Byendwa Moses | Presenter | Bushenyi | Bushenyi FM | 92.2 |
| 8 | Byenkya Joshua Amooti | Programme Director | Hoima | Liberty FM | 89 |
| 9 | Galandi Samuel | Manager | Bundibugyo | Development FM | 94.2 |
| 10 | Kaahwa Martin | Presenter | Masindi | BunyoroBroadcasting Services | 98.2 |
| 11 | Kagasa W B Mark | Programme Director/Producer | Fortportal | Better FM | 89.4 |
| 12 | Kebirungi N. Phionah | Presenter | Kabale | Freedom | 94.7 |
| 13 | Kobusinge Sarah Mijumbi | Presenter/Reporter | Kyenjojo | Kyenjojo FM | 92.4 |
| 14 | Mucunguzi Lawrence | Programme Director | Rubirizi | Grace Radio | 92.6 |
| 15 | Mugabe Hassan | Presenter | Kamwenge | Voice of Kamwenge | 87.9 |
| 16 | Murungi Sarah | Presenter | Mbarara | Vision FM | 89.1 |
| 17 | Musinguzi Hilary | Programme Director/Presenter | Bushenyi | Crane Radio Entuuha | 87.6 |
| 18 | Rukunya Benon | News Reporter/Presenter | Kyenjojo | KDR FM | 96.7 |
| 19 | Thembo Mathias | News Reporter/Presenter | Kasese | Messiah FM | 97.5 |
| 20 | Tumuhimbise Bernards | Presenter | Ibanda | Efurembe | 89.7 |
| 21 | Turyatemba Grace | News Editor | Rukungiri | Radio Rukungiri | 96.9 |

| S/No | Name | Designation | District | Radio Station | Freq. |
|------|------|-------------|----------|---------------|-------|
| | **Eastern Region, Jinja, Crested Crane Hotel, 6th - 8th March 2012** | | | | |
| 1 | Anyango Catherine Teko | Programme Presenter | Moroto | Nenah FM | 104.7 |
| 2 | Ebau Peter | Programme Director | Soroti | EmongLoTeso | 87.6 |
| 3 | Mwangi Percy | Presenter | Tororo | Rock Mambo | 106.8 |

| | | | | | |
|---|---|---|---|---|---|
| 4 | Oloit Sine Paul | Programme Director | Ngora | Aisa FM | 92.3 |
| 5 | Godfrey Salongo Kitonde | Presenter | Mukono | Dunamis | 100.3 |
| 6 | Titi Gloria | Presenter | Mbale | Signal | 88.1 |
| 7 | Olokojo Ambrose | Presenter/Assistant Manager | Mbale | Faith Radio | 90.5 |
| 8 | Waisi Paul | Presenter/Sub Editor | Budaka | Bugwere FM | 97.2 |
| 9 | Oreet James | Station Manager | Amuria | Savior FM | 104.2 |
| 10 | Muluga Alex | General Manager | Kapchorwa | K.T.R. FM | 94.1 |
| 11 | Ailel Janet Ikony | Presenter | Kumi | Continental FM | 94.7 |
| 12 | Akeru Charles | Presenter/Producer | Kumi | Continental FM | 94.7 |
| 13 | Michael Cheket | Presenter/Manager | Kapchorwa | Elgon FM | 95.4 |
| 14 | Mike Musungu | Presenter/Manager | Kapchorwa | Imani Radio | 101.0 |
| 15 | Sedde David | Presenter/Manager | Kibuula | Challenge FM | 91.9 |
| 16 | Sam Edunyu | Presenter/Editor | Soroti | Voice of Teso | 88.4 |
| 17 | Perterson Mateeka | Presenter | Soroti | Kyoga Vertas | 91.5 |
| 18 | Otuba James Rockie | Production Manager/Presenter | Jinja | Kiira FM | 88.6 |
| 19 | Mugasa David | Presenter | Jinja | UBC Radio | 95.7 |
| 20 | Namadale Sulaiman | Presenter | Iganga | Eye FM | 98.8 |
| 21 | Magoba Issa | Presenter | Jinja | NBS | 89.4 |
| 22 | Egwang Fred | Presenter | Jinja | Baba FM | 87.7 |
| 23 | Sserwadda Joseph | Presenter/Manager | Bugiri | Impact FM | 92.9 |
| 24 | Kibekityo Julius | Presenter | Jinja | Busoga FM | 96.0 |

| Northern Region, Gulu, Kakanyero Hotel, 8th - 10th March 2012 | | | | | |
|---|---|---|---|---|---|
| S/No | Name | Designation | District | Radio Station | Freq. |
| 1 | Tumwesigye Arnest | Reporter | Gulu | Radio King | 90.2 |
| 2 | Omona E. Claude | Reporter | Gulu | Rupiny FM | |
| 3 | Owor Arthur | Programme Director | Gulu | Media Association of Northern Uganda | |
| 4 | Ogaba Benekazi | News Caster/Presenter | Pader | Luo FM | 92.4 |
| 5 | Ayugi Lucy | Presenter | Lira | Radio Wa | 89.8 |
| 6 | Ssebina Kenny | Presenter | Arua | Nile FM | 94.1 |
| 7 | Oroma Prisca | Presenter | Nebbi | Rainbow FM | 88.2 |

| 8 | Asiimwe Julius | Programme Manager | Moyo | TransnileBroadcasting Services | 98.6 |
|---|---|---|---|---|---|
| 9 | Munirah Suwed | Sub-Editor | Lira | Voice of Lango | 88 |
| 10 | Ogwal Ronnie | Presenter | Lira | Radio Lira | 95.3 |
| 11 | Tweny James | Editor | Lira | Radio Rhino | 96.1 |
| 12 | Bileni Martin | Sub-Editor | Arua | Voice of Life | 100.9 |
| 13 | Obol Nelson | Manager | Gulu | Choice FM | 92.1 |
| 14 | Ocuna Denis | Manager | Paidha | Paidha FM | |
| 15 | Alioni George | News Anchor | Arua | Arua One FM | 88,7 |
| 16 | Angom O.M. Jane | Station Manager | Gulu | Speak FM | 89,5 |
| 17 | Vuma Bernard | Presenter | Koboko | Radio Koboko | |
| 18 | Anecho Sam | Presenter | Arua | Radio Pacis | |
| 19 | Malaria John | News Anchor | Arua | Voice of Arua | 88,9 |
| 20 | Zondonno Lyn | Manager | Lira | Lira FM | |
| 21 | Okello Paul | Presenter | Kitgum | Peace radio | 88 |
| 22 | Angudri Richard | Presenter | Ajumani | Ajumani FM | 98 |
| 23 | Ocol Daniel | Reporter | Gulu | Mega FM | 105.1 |
| 24 | Otwal Ambrose | Reporter | Kitgum | Salt and Life FM | 91.5 |

| Central Region, Kampala, Rwizi Arch Hotel, 15th - 16th March 2012 | | | | | |
|---|---|---|---|---|---|
| S/No | Participant | Designation | District | Radio Station | Freq. |
| 1 | Susan Nantaba Namakula | Presenter | Kampala | Alpha FM | 102.1 |
| 2 | Hellen Nakacwa | Presenter | Kampala | Bukedde FM | 100.5 |
| 3 | Halimah Namatovu | Makerere Student | Kampala | Campus FM | 100.5 |
| 4 | Alex Nsubuga | Producer | Kampala | Central Broadcasting Service | 88.8 |
| 5 | Frank Mawanda | Presenter | Kampala | Kingdom Broadcasting Service | 93.0 |
| 6 | Juliet Nakimbugwe | Presenter | Kampala | Kingdom Broadcasting Service | 93.0 |
| 7 | Eric Lubega | Chief of protocol | Mukono | Dunamis FM (Prayer Palace Christian Centre) | 93, 104 |
| 8 | Josephine Wanyana | Presenter | Kampala | Impact FM | 102.1 |
| 9 | Victor Anecho | Online editor | Kampala | K-FM | 93.3 |
| 10 | Eddie Semakula | Presenter | Kampala | Route One | 106.1 |

| 11 | Margaret Sentamu Masagazi | Presenter | Kampala | Mama FM | 101.7 |
|----|---------------------------|-----------|---------|---------|-------|
| 12 | Eria BBanda | Producer | Kampala | Metro FM | 90.8 |
| 13 | Rose Namale | Subeditor/journalist | Kampala | Radio One/Two | 90.0 |
| 14 | Nasser Kayanja | Presenter | Kampala | Radio Simba | 97.3 |
| 15 | Sarah Natoolo | Reporter/producer | Kampala | UBC - Radio | 98, 105.7 |
| 16 | Linda Kibombo | News editor/journalist | Kampala | Sanyu FM | 88.2 |
| 17 | Moses Bayola | Presenter | Kampala | Super FM | 88.5 |
| 18 | Kaima Shafiiq | Presenter | Kampala | Ssuubi FM | 104.9 |
| 19 | Bernard Ewalu Olupot | Presenter/producer | Kampala | Touch FM Radio Ltd. | 95.9 |
| 20 | Peter Balaba | Program Manager | Nakaseke | Nakaseke CMC | 102.9 |
| 21 | Kibirige Ivan Gaayi | Program Manager | Nabweru | Nabweru CMC | 102.5 |

# Annex 6. Detailed Papers Presented

## Presentation 1: An overview of Uganda National Commission for UNESCO

**Slide 1:**

**An overview of Uganda National Commission for UNESCO (UNATCOM)**

Presented at the Civic Training Workshop for Radio Presenters.

Peter Olowo
Uganda National Commission for UNESCO
30th January 2012

**Slide 2:**

**Lay out of presentation**

- Background and status
- Vision, Mission, and Mandate
- Functions
- Organization
- Funding
- Challenges

**Slide 3:**

**Background and status**

- Uganda became a member of UNESCO in 1963 and established a National Commission.
- Since its formation UNATCOM has been operating as a quasi-autonomous body under the Ministry of Education and Sports.
- A bill to establish UNATCOM is being drafted.
- UNATCOM runs its programmes through Programme Committees and Specialised Committees of volunteers.

**Slide 4:**

**Vision**

- A learning, cultured, informed and peaceful nation.

## Mission
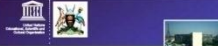
- To provide leadership, engage Ugandans to participate in and influence UNESCO programmes and activities and, to contribute to peace and sustainable development.

## Mandate

- To contribute to the attainment of peace, justice, respect for human rights, freedom and security in Uganda through:
  - education,
  - sciences,
  - culture,
  - communication and information

## General Functions of UNATCOM

- To ensure the promotion and implementation of UNESCO's mandate in Uganda.
- Involve partners at national, local or international level, UNESCO's secretariat and field offices.
- Work with a world wide network of National Commissions.

## Core Functions

**Four core functions:**

- Consultation
- Liaison
- Information
- Programme formulation, implementation and evaluation

## Slide 1

**MEDIUM TERM STRATEGY (MTS)**

**Overarching objectives**
- Attaining quality education for all and lifelong learning;
- Mobilizing science knowledge and policy for sustainable development;
- Addressing emerging social and ethical challenges;
- Fostering cultural diversity, intercultural dialogue and a culture of peace;
- Building inclusive knowledge societies through information and communication

## Slide 2

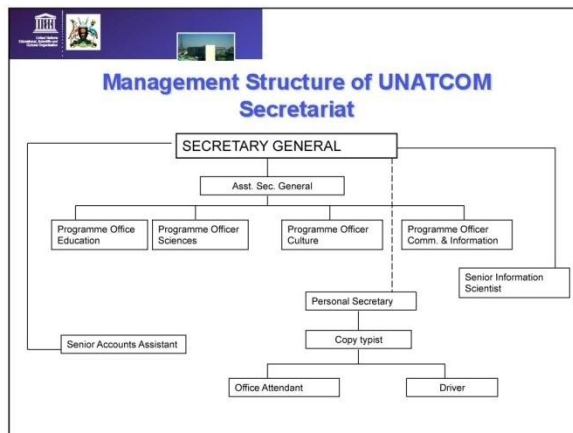**Organization structure of UNATCOM**

```
          GOVERNING COUNCIL
          (Chairperson- MOES)
                  |
          GENERAL ASSEMBLY
                  |
             SECRETARIAT
          (Secretary General)
                  |
        +---------+---------+
        |                   |
   PROGRAMME            SPECIALISED
   COMMITTEES           COMMITTEES
```

## Slide 3

**Management Structure of UNATCOM Secretariat**

```
                    SECRETARY GENERAL
                           |
                    Asst. Sec. General
                           |
  +----------+----------+----------+----------+
Programme   Programme   Programme  Programme
Office      Officer     Officer    Officer
Education   Sciences    Culture    Comm. & Information
                                         |
                                   Senior Information
                                   Scientist

              Personal Secretary
                     |
                 Copy typist
Senior Accounts Assistant
          +----------+----------+
      Office Attendant      Driver
```

## Slide 4

**Funding of UNATCOM**

- UNATCOM gets subvention from government to cover operation costs and projects.
- Specific projects and activities are funded through UNESCO Participation Programmes and Regular Budget and extra-budget sources.
- Collaboration with other partners.

## Challenges

- Increasing visibility and public/partner awareness of UNESCO and its programmes
- Enhancing participation of partners in activities and programmes
- Widening scope of activities and programmes
- Improving the resource base
- Building the peace centre
- Putting in place the enabling law

## Conclusion

- UNATCOM is committed to deliver quality services to its clients.
- Appreciates government support through Ministry of Education & Sports.
- Together with local/ international clients/ partners and cooperation, realize its mandate

## Journalism

UNESCO workshop: Civic education for radio presenters.

Fred Kakooza
Lecturer – Dept. of Journalism & Communication
Makerere University

## Journalism

- Is the practice of investigation and reporting of events, issues and trends to a broad audience in a timely fashion.

- Though there are many variations of journalism, the ideal is to inform the intended audience.

- Journalism should be able to interpret the decisions or concerns of society, make information plain and simple.

- Inform the public of what all other sectors in society are doing, act as a watchdog on behalf of the public and also provides a forum for discussion and debate

## Elements

- Tell the truth.

- Loyalty is to the citizens.

- Discipline of verification.

- Maintain an independence from those they cover.

- Serve as an independent monitor of power.

## Elements cont'

- Provide a forum for public criticism and compromise.

- Make the news significant, interesting, and relevant.

- News comprehensive and proportional.

- Exercise their personal conscience.

- Emphasize the rights and responsibilities of citizens.

## Nature of Journalists - (who we are)

- Curious about the world
- Questions what they're told
- Wants to tell people what they know
- Enjoys being the 'first to know'
- Passionate about accuracy & fairness
- Interested in people
- Obsessed with news and current affairs
- Never takes 'no' for an answer
- Always wants to know and do more

## Qualities of good Journalism

- Human interest
- Unusual
- Significance
- Relevance
- Watchdog function
- Accuracy - get the facts right
- Conveying immediately & simply
- Legality is about knowing the constraints the law imposes
- Impartiality & fairness

## Radio & Journalism

Radio facilitates journalism through;

- Carrying live reports,
- Conveying atmosphere and events,
- Being easy to report for (e.g. mobile phones),
- Use of light and flexible technology (recorder & microphones) and
- Does not require a big technical crew.

## End

- ✓ Thank you
- ✓ Toda raba
- ✓ Merci beaucoup
- ✓ Asante sana/Asanteni
- ✓ Gracias

## CIVIC EDUCATION

(UNESCO workshop: Civic education for radio presenters)

Fred Kakooza
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Email: fred.kakooza@gmail.com

**Civic Education**

- Is the process of learning to think about ones life as a citizen in a community and cultivating knowledge and skills needed to act as such.

**Citizen**
- A person being a member of a given community and the roles, duties and rights that come with it.

- This implies participation and this must be based on informed, critical reflection, and on the understanding and acceptance of the rights and responsibilities of the members.

- In democratic society civic education is concerned with promoting an understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy.

- Democracy is generally defined as a form of government in which all adult citizens have an equal say in the decisions that affect their lives.

**Ideals**
- Citizen participation in the decision making process.
- Collectively enjoy equal rights like freedom of speech and expression.
- offers mechanisms which can lead to good governance.
- and where people in power are transparent and accountable to the public

**Importance of Civic Education to Journalist.**

- Enables the possibility of effecting social change when citizens are given knowledge, skills and the will to bring it about.

- Enables media practioners to appreciate the role of journalism and media in building democratic societies. (platform for dialogue)

- Encourages the development of a free and independent media as free flow of information is recognized as a cornerstone and basis for democracy

- Encourages responsible and informed political participation in voting, campaigns, lodging complaints and can facilitate good civic education training programmes for the society.

- Journalists provide citizens with knowledge about democratic rights, practices and values such as political tolerance, trust in the democratic process, and respect for the rule of law.

**Exercise:**

- In what ways can journalists be citizens in their community?

- How have you acted as a citizen journalist in your community?



Feel Free To Clap

✓Thank you
✓Merci beaucoup
✓Asante sana/Asanteni

**Role of Broadcast Media in Society**

**Common Thinking**

- Surveillance – Information
- Enrichment – Education
- Diversion – Entertainment
- Companionship
- Unique Social Space

**Normative Roles (Theories)**

- Authoritarian
- Libertarian
- Soviet (working class interests)
- Social Responsibility

**Broadcast Media as a Public Sphere**

- Open access
- Voluntary Participation
- Participation beyond usual roles
- Generation of Public Opinion by citizens engaging in rational argument

### Broadcast Media as a Public Sphere

- The freedom to express all shades of opinion
- Freedom to discuss matters of state policy and action
- Freedom to criticize the way state power is organised and exercised

## BROADCAST COMMUNICATION

Broadcasting is the sending out of radio and television messages to large and diverse audiences.

**Role of the broadcast in Society**

·Information, education and entertainment
·Provides unique social space.
·Unifying influence
·healthy national consciousness.
·exchange of experiences.
·raising public awareness

## PUBLIC SPHERE

Jurgen Habermas under the notion of the public sphere in 1964.

The theory was based around discussions among the educated elites which were political focusing on contemporary affairs and state policy.

The spaces then involved Clubs, salons and coffee houses where informed conversations where made to help shape public opinion.

## Ideals

- Opens access.
- Voluntary participation.
- The generation of public opinion through engagement in rational argument.
- The freedom to express opinions.
- The freedom to discuss matters of state policy and action.
- The freedom to criticize the way state power is organized.

- Unless there is level and equitable interexchange of ideas, genuine democracy cannot take place.

- Media provides a communicative space which is key to determining consciousness and modes of expression.

- A yard stick in evaluating the role of the media in promoting citizen participation and democracy.

### Relevance to media

- Readily accessible to divergent societal agendas and open to alternative political perspectives.

- Must not ignore political manifestations in a given society because they represent pluralism and diversity of ideas.

- Media coverage ought to promote greater respect for civic virtues of tolerance and integrity.

### Action points.

- Should be open to all people, regardless of their standing or position in society.

- Must encourage voluntary participation of those who want to participate in the formulation of public opinion.

- Must be open to all divergent views.

- Must facilitate discussion of matters of state policy and action.

- Must allow for the criticism of the way state power is organized or whatever may be criticized.

### Qtn:

- Basing on the knowledge of this theory, how have we performed?

### Civic Journalism

### Conventional journalism

- Public Service
- Objectivity
- Autonomy
- Immediacy
- Ethics
- Discipline of Verification

### Verification

- Separates journalism from entertainment, propaganda, fiction or art.
- Verification is hinged on the following core concepts:
  - Never add anything that wasn't there
  - Never deceive the audience
  - Be as transparent as possible – methods & motives
  - Rely on your own original reporting
  - Exercise humility (don't be arrogant)

### Civic Journalism

- Recognises journalist as citizen first; media professional second
- Premised on concept of encouraging journalists to undertake:
  - Raising Consciousness
  - Facilitating Change
  - Enabling Resolution

### Raising Consciousness

- Public learns issue; becomes aware of its existence and meaning
- Helping the public to set the agenda
- Media engage public at their points of need proactively

### Facilitating Change

- Confronting the need for change
- People must abandon passive-receptive mode
- Reduce issues to choices
- Cultivate art of public listening among journalists
- Highlight core values

### Facilitating Change

- Spell out costs & consequences of each choice
- Bridge the expert – public gap
- Facilitate deliberation
- Promote civility

### Enabling Resolution

- Both a means and an end in itself
- People get satisfaction when the choices they made are acted upon
- Public problem solving

## Comparison

**Civic Journalism**

- Change – orientated
- Experimentation & Creativity
- Citizen participation
- Citizen involvement in production processes
- Journalistic activism

**Conventional Journalism**

- Tradition – bound
- Fear of experimentation & creativity
- Media – centrism
- Journalistic professionalism
- Professional objectivity

## Journalism Ethics

## What is Ethics?

- Conventions vs Laws
- Ethics relates to generally agreed ways of doing work in a given profession
- Normally spelt out clearly as written codes
- Ethical issues normally confront you at the individual level

## Universal values

- Love
- Life
- Compassion
- Human Dignity
- Peace/Security
- Freedom
- Equal Rights
- Social progress

## Conflicting Values

- Truth vs Loyalty
- Justice vs Mercy
- Individual vs Community
- Short-term vs Long-term

## Conflicts of Interest

- Holding second jobs
- Political belonging
- Religious belonging
- Business interests
- Social relationships

## Approaches to Ethics

**MACRO – LEVEL**
- Do the greatest good or the least harm
- Do the greatest good to the greatest number of people (utilitarian)
- The Golden Rule
- Cost-Benefit
- Moral Rights
- Ethical Codes

## Approaches to Ethics

**MICRO – LEVEL**
- Do not record people without their knowledge
- Do not buy information
- Do not accept things of value
- Respect peoples' privacy
- Be humane in moments of grief
- Resist pressure from owners, government and advertisers!!!

## News reporting

News can be defined as that what is new, interesting and true.

• New in that it is an account of events, which the listener has not heard before, or an update of a story familiar to him/her.

• Interesting in the sense of the material being relevant .

• True because the story is factually correct.

## Basics

- The basics: who, what, when, where, why, how
- More important: who cares, so what learn both sides (all sides) of the story
- Develop reliable and credible sources
- Verify everything—make sure people are telling the truth
- Allow people to respond to any allegations against them
- Take notes, don't rely on your memory
- Write down your interview questions in advance so you don't forget
- Be fair-do not do stories because they help friends or hurt those your don't like
- Identify where material comes from if you did not develop it yourself.

## Writing news for radio

- Vocabulary; broadcast writing requires small vocabulary. Use very basic words for your communication.
- Brevity; broadcast stories must be so brief because mass-audience attention spans are extremely short. It is generally recommended that 10 – 45 seconds is okay for radio
- Language; use language that is easily understood by the people/ your target audience.
- Numbers; on radio numbers are heard once. Bring this to life by creating significance.
- Focus; find the single most important thing and make that the lead (the theme of the story); the rest of the story supports the lead

**THANK YOU**

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## *Online Resources*

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2.  http://mdk12.org/instruction/curriculum/social_studies/what_is_civiced.html)
3.  http://www.npr.org/yourturn/ombudsman/2001/010705.html
4.  http://www.pjnet.org/charter.shtml
5.  http://www.pewcenter.org/doingcj

# Annex 8. Photo Gallery

## Civic training in Kampala (15th – 16th March 2012, Rwizi Arch Hotel - Kansanga)



Participants of the civic training for central region



Consultant John Matovu, the trainer, during one of the sessions

Peter Olowo, Programme Officer Communication and Information, illustrating a point



Dan Kaweesi, Programme Officer Culture, making his presentation



Participants listening attentively to a presenter



Lunch Break

UNATCOM Secretary General


The secretary, UHRC, giving his closing remarks


The representative of UCC officially closing the training


Participants pose for a group photograph after the training

# Civic training in Mbarara (29th January – 1st February 2012, Rwizi Arch Hotel)

**Civic training in Jinja** (6th – 8th March 2012, Crested Crane Hotel)

**Civic training in Gulu** (8$^{th}$ – 10$^{th}$ March 2012, Kakanyero Hotel)