



International Center for Journalists trainee conducts voter survey

Strengthening Independent Media Program in Timor-Leste

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QUARTERLY PERFORMANCE REPORT #3

Reporting Period: January 1 – March 31, 2007

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1.0 Introduction

The International Centre for Journalists (ICFJ) is pleased to submit this third quarterly report on the Strengthening Independent Media Program in Timor-Leste (SIMPTL) to the U.S. Agency for International Development (USAID) in compliance with Article A.5 of the cooperative agreement.

This report summarizes activities that took place during this quarter including: the completion of set-up (staff hiring, office equipment acquisition, renovation of office facility); media law work with our subcontractor IREX; coordination with local partners, the first part of an elections coverage program including a national voter's survey and the development of issues-based elections stories; preparations for national pool coverage on voting day (April 9th); the first phase of training to prepare Timorese journalists to become trainers in upcoming phases of SIMPTL.

This 3rd quarterly report covers the period from January 1st to March 31st, 2007.

2.0 Program Goals

The main goal of this program is to support the long-term development of a more professional and sustainable independent media sector in Timor-Leste. SIMPTL aims to improve Timorese journalists' ability to deliver better quality news and programming and to enable more Timorese citizens to access media-generated news and information. A core effort is to train future Timorese journalism trainers. Another important initiative is to ensure that Timorese media professionals will have a say in the creation of the nation's media laws and broadcast regulations, and to play their crucial role in the development of the enabling environment in which they will operate.

The program will also deliver training, coordination and assistance to improve media elections coverage in the upcoming presidential and parliamentary elections, scheduled to take place on April 9th, 2007 and on June 30th, 2007, respectively. This effort will improve the Timorese media community's ability to produce responsible and accurate reports and coverage of the elections that are necessary for voters to participate fully in the election of the new government. Most important, it will assist the still fragile media community to become more confident, professional, and capable of keeping all citizens of Timor-Leste informed of those issues affecting their new nation.

3.0 Milestones

- January 14th – January 23rd, 2007: Timor-based international training advisors recruited and hired.
- January 16, 2007: Renovations begin on project office facility.
- January 25, 2007: New Country Director Tom Willard arrives in Dili, East Timor.
- January 28 - February 9, 2007: ICFJ Vice President for Finance and Administration Nancy Frye and Senior Program Director Vjollca Shtylla in Dili to meet with program staff and local partners to assist with the refinement of financial systems and initial setup of permanent administrative systems.
- February 1, 2007: Permanent financial and administrative processes for local office established.
- February 2, 2007: Office layout and work planning complete.
- February 2, 2007: Orientation for training advisors
- February 4, 2007: Journalism Training-of-Trainers Consultant/Team Leader for training advisors Lisa Schnellinger arrives in Dili.
- February 5 – 9, 2007: Local operations and administrative staff recruited and hired.
- February 5 – 16, 2007: Requisition and purchase of office equipment (generator, work stations, computers, etc.) completed and delivery scheduled.
- February 5 – March 1, 2007: Curriculum developed for Phase I training of journalism trainers.
- February 12 – 16, 2007: Four-member Special Projects Team recruited and hired.
- February 12 – 24, 2007: Interviews conducted with nominees for Timorese journalism training team positions
- February 14, 2007: ICFJ chosen as evaluator for year-long Timor-Leste Journalists' Association (TLJA) training program funded by UNDEF.
- February 16, 2007: Initial office equipment received.

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- February 24, 2007: Training advisors conduct elections workshop in conjunction with IFES during two-day training sponsored by Timor-Leste Media Development Center (TLMDC).
- February 26, 2007: Final journalism trainer candidates selected.
- February 26 – March 30, 2007: Coordination meetings held in Dili with UN agencies (UNMIT, UNDP), GOTL organs (CNE, STAE) and CEPPS partners (IFES, NDI, IRI) for support of Timorese media in coverage of presidential elections.
- February 27- March 31, 2007: Recruitment and selection of experienced media law coordinator.
- February 28 – March 22, 2007: Six-member media analysis unit (MAU) recruited and hired.
- March 1, 2007: Memorandum of Understanding (MOU) concluded with state broadcaster Radio Television Timor-Leste (RTTL) to provide 5 trainer candidates for ICFJ program.
- March 2, 2007: Orientation for Timorese journalism trainer candidates.
- March 2, 2007: Phase I training of journalism trainers, focused on enhancing core skills and developing model stories based on elections program, begins.
- March 10 – 31, 2007: National survey of 625 voters completed in all thirteen districts by trainer candidates working in conjunction with community radio reporters, NGO field office staff and civil society groups.
- March 10 – 23, 2007: ICFJ receives copy of proposed Timor-Leste media law (in Portuguese), completes translation; IREX facilitates legal analysis; ICFJ briefs U.S. Embassy Timor-Leste Chief of Mission, mission staff, and USAID staff on issues related to the proposed law; at request of local media leaders, briefing on proposed law scheduled for April 12th, after presidential elections.
- March 12 – 15, 2007: Office furniture and equipment orders arrive.
- March 15, 2007: Renovations complete on office facility.
- March 16, 2007: Operations manager Fernando Silva hired.
- March 17, 2007: Consultant Zach Alpern arrives to design training program and begin training Media Analysis Unit (MAU) analysts.
- March 19 – 31, 2007: Preparations for support of ICFJ-led national pool coverage by Timorese media, coordinated from Dili-based elections media center.
- March 26, 2007: MAU begins training.
- March 28, 2007: MOU signed with RTTL for support of campaign reporting and elections day pool coverage.
- March 29, 2007: Internet service established in local office.
- March 29, 2007: MOU signed with Timorese national elections commission (CNE) to co-host elections media center.
- March 30, 2007: Elections Media Center operational prior to official launch and first CNE press conference on April 2nd.

4.0 Technical Activities

- During this reporting period, ICFJ completed set-up activities including the recruitment and hiring of more than three dozen staff and consultants; acquisition of office furniture, computers, printers and network gear; establishment of Internet service; initiation of finance and administration systems to be used by staff; and renovation of the office facility and upstairs quarters.
- In February and March 2007, ICFJ/Knight Program Consultant Lisa Schnellinger and training advisors Setyo Budi, Kym Smithies and Jesse Wright recruited, established and began trainer-training for a ten-person Journalism Training Team (JTT) composed of journalism trainer candidates from leading Timorese print, radio and television outlets including two daily newspapers, community radio, and the state radio/TV broadcaster, RTTL. ICFJ consultant Virginia Moncrieff also traveled to Dili in March 2007 to assist TV trainer candidates and RTTL reporters in the enhancement of their core skills in advance of elections.
- In March 2007, ICFJ recruited and hired a six-member Media Analysis Unit (MAU). ICFJ consultant Zach Alpern traveled to Dili in mid-March to prepare a training program for the new analysts and began their basic analysis training. The MAU also worked closely with the Journalism Training Team (JTT) to increase both teams' professionalism, enable a shared understanding of international journalism standards and begin a cross-fertilization of technical skills and ethics.
- Also in March, ICFJ received and translated a copy of the draft media law for Timor-Leste, which was then analyzed for its potential impact on the media community by IREX and IREX's pro-bono

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- legal partner, Covington & Burling. Analysts identified fundamental flaws with the proposed legislation, and ICFJ provided a briefing about the implications of the law to the U.S. Embassy Chief of Mission, staff and USAID in Dili.
- In the first half of March, the JTT worked closely with freelance reporters from community radio stations and other outlets, and field staff for a variety of NGOs and civil society organizations doing development work in the districts, to complete a nationwide survey of 625 voters in all thirteen districts. This was the only survey of its kind completed in Timor-Leste before the elections. Results of the survey were used in the development of issues-based stories by journalists at major outlets.
 - In the second half of March, ICFJ/Knight Program consultant Vanessa Johanson traveled to Dili to coordinate a program of pooled coverage in six districts, including the remote Oecussi enclave in West Timor, on voting day (April 9th) in conjunction with consultant Lisa Schnellinger and involving the JTT trainers and 40 Timorese journalists and freelancers. Johanson also led the establishment of an Elections Media Center (EMC), which would coordinate the pooled coverage and, in cooperation with the elections commission (CNE), would host twice-daily press conferences about the voting and tabulation of results.
 - Throughout this reporting period, ICFJ held advance coordination meetings with various stakeholders in the elections process including UNMIT's Chief Electoral Officer, UNMIT's PIO, UNDP Elections Project Officer, Media Advisors and Civic Education Advisors, STAE Civic Education Advisors, CEPPS partner NGOs including IFES, NDI, IRI and The Asia Foundation, observer groups from the New Zealand Electoral Commission and the European Commission, international and local media, and Timorese media development organization TLMDC, to share resources and training, coordinate elections activities and schedules, and reduce duplication of efforts.
 - Throughout the reporting period, ICFJ held three meetings with the approximately 20 media managers and senior journalists who make up the proto-Steering Committee for what will be established as the Timor-Leste Media Institute (TLMI) to continue the development of an organizational charter and bylaws; describe the JTT training program, introduce consultants and training advisors, solicit participation and discuss candidates; outline the role and consultative approach of the MAU; discuss the findings of the voter's survey; and encourage participation in and coordinate the execution of pooled coverage on voting day. At the request of these media managers, briefings on the new draft media law were delayed until after the presidential elections.

5.0 Detailed Technical Activities

During this reporting period, ICFJ accomplished the activities identified in our previous report's Outlook section including training of journalism trainers, establishment of the Media Analysis Unit, and preparations and training to support reliable coverage of the country's Presidential Elections on April 9th. SIMPTL also made progress on the completion of a charter, bylaws and other institutional arrangements for the Timor-Leste Media Institute (TLMI). Together, ICFJ and IREX also facilitated and led discussions on the draft media law with the local media.

Set-up Activities

ICFJ located and leased a house to serve as SIMPTL's office facility in December 2006, and began renovations to make the house suitable shortly after the new year. Because the house had been vacant for several months, contractors were called in to replace fixtures and electrical outlets that had been looted, repair water damage and replace portions of the roof, repaint the interior and make other modifications. Living quarters in an upstairs apartment were also rehabilitated to house the incoming Country Director; this step was taken to reduce costs and avoid renting long-term hotel accommodation. The contractor also installed air conditioners in key locations. A firm was contracted in February to provide round-the-clock security. Utility services were restored to the house in January, and all renovations were complete in March.

SIMPTL Country Director Tom Willard arrived in Dili on January 25th, and ICFJ Vice President for Finance Nancy Frye and Senior Program Director Vjollca Shtylla arrived January 28th to assist with the refinement of financial systems and initial setup of permanent administrative systems (e.g., HR forms, vehicle logbooks, work order requests, etc.). Senior staff surveyed the facility, established and designed work spaces that would facilitate SIMPTL project activities. Team rooms for the Journalism Training Team

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(JTT), Media Analysis Unit (MAU), Special Projects Team (SPT) and Media Support/Business Development Team (MSU) were identified with an eye toward enabling collaboration between the groups. A training room with appropriate lighting and facilities was designated, and offices were assigned. ICFJ also completed a physical IT network topology, with locations for Ethernet ports in the team rooms and offices, and selected a vendor to install cables. After estimating the electrical load on the facility, ICFJ placed an order for an 18kva diesel generator to provide back-up power during Dili's frequent electrical outages.

In the previous quarter, SIMPTL received a small amount of surplus office furniture from USAID, which was adequate for the project's needs during that quarter. With office layout and work space design completed and permanent financial systems in place, SIMPTL staff specified the appropriate dimensions for the rest of the office furniture and requested bids from several vendors in February. At the same time, staff sought bids from ICT vendors for desktop computers, monitors, printers, laptops, and uninterrupted-power-suppliers (UPSs), mobile phones and other ICT equipment. Suitable office systems were not available in Timor-Leste, so vendors had to import them. Some ICT equipment had to be imported, though SIMPTL also acquired a number of locally-built computers for immediate needs. Small shipments of furniture and ICT equipment began to arrive in late February, with the bulk arriving in late March. SIMPTL also received a transfer of two surplus Ford Ranger double-cab pickup trucks from USAID grantee The Hironnelle Foundation after the end of their project, and gained possession of these vehicles in February.

SIMPTL announced staff vacancies for admin positions through the East Timor Development Agency (ETDA) in the last quarter, and began receiving curricula vitae in January. For positions in the project teams, SIMPTL took special measures to avoid "poaching" candidates from the outlets we would be working with, and other organizations in the tiny media community.

To recruit the most qualified individuals without "poaching" the most experienced journalists in Timor-Leste, SIMPTL first approached the members of the TLMI proto-Steering Committee and asked them to nominate candidates, then sent a written announcement and invitation to nominate candidates to all media outlets. Applications were open to all, so that these positions would not be filled by patronage. Nominees and un-nominated applicants were required to provide a letter, signed by a manager, releasing them from their originating organization. After the applications were sorted, a list of those selected for interviews was circulated to the proto-Steering Committee to ensure transparency. SIMPTL interviewed about a dozen people and announced the successful candidates to the outlets.

During the reporting period, SIMPTL reviewed more than 100 CVs and held more than 60 interviews to hire: 1) a ten-member Journalism Training Team (JTT); 2) a six-member Media Analysis Unit (MAU); 3) a four-person Special Projects Team (SPT); 4) one team coordinator; and 5) finance, admin and operational support management and staff. In a very tight labor market for skilled individuals, SIMPTL was fortunate to hire so many staff who are committed to the project. Only two refusals were received from individuals to whom SIMPTL had extended offers. These two positions, and two other coordinator positions for project teams, are currently unfilled but SIMPTL anticipates filling them in the next quarter.

Finally, SIMPTL also recruited international consultants for the project. Three Dili-based internationals with experience working alongside local print, radio and television media (Setyo Budi, Kym Smithies and Jesse Wright) were hired as Training Advisors for the JTT in January, and began work on February 5. SIMPTL also provided a small grant (equal to three months' half-time pay) for Smithies to complete technical training at RTTL begun by former USAID grantee The Hironnelle Foundation in the prior year. SIMPTL also employed Virginia Moncrieff, an Australian television journalist and trainer, to assist TVTL for five weeks during the presidential election campaign and voting. Zach Alpern arrived on March 17 to design a training program for the MAU and work with them during their first month. ICFJ's Knight International Journalism Fellowships program also provided funding for Lisa Schnellinger, the Training-of-Trainers consultant, who arrived in Dili on February 7, and Vanessa Johanson, Elections Coordinator, who arrived March 17.

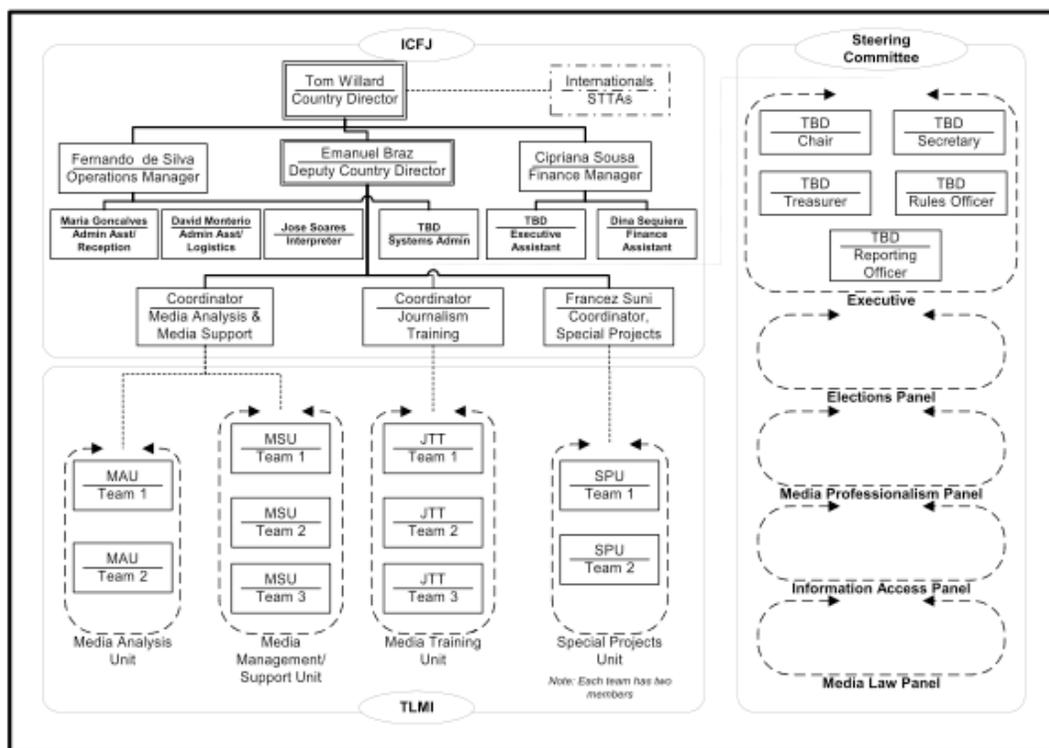
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TLMI & Steering Committee

In February and March, ICFJ held three meetings with the approximately 20 media managers and senior journalists who make up the proto-Steering Committee for what will be established as the Timor-Leste Media Institute (TLMI).

As presented in our work plan, TLMI is intended to be the organizational home for SIMPTL activities. The Steering Committee (SC) is intended to provide insight, feedback and support for SIMPTL activities through its individual panels and governance through its officers. SC meetings are meant to be venues where officers and the general membership can gain experience working as a collective body to establish priorities and identify worthwhile projects. ICFJ staff and coordinators provide day-to-day management of projects and report on their progress to the SC during its regular meetings. While formal institutional arrangements are being drafted, ICFJ convenes and chairs these meetings. The relationships are illustrated in the following organizational chart.



In February, SIMPTL convened a SC meeting in RTTL's large conference room to introduce the new Country Director, review upcoming priorities and discuss the completion of a charter and bylaws. Proto-SC members suggested that ICFJ draft the charter and present it to them; however, it was clear that this process would not produce sufficient support among the membership for the SC and would undermine its goals. SIMPTL stood firm. A compromise was reached through which small working groups would deal with sections of the charter and then reconvene as a group to debate the entire draft. The initiation of this process was delayed, due to concerns about workloads for these media managers through the elections.

In this meeting, SIMPTL also described the JTT training program, introduced consultants and training advisors, solicited broader participation and discussed candidates. Participants also discussed the role and consultative approach of the MAU. SC members shared their concerns that the mistakes of a prior media analysis initiative (carried out by member organization TLMDC), i.e., very junior analysts telling editors and managers what was wrong with their work, not be repeated. Several SC members volunteered their services as paid analysts. Others pledged to nominate members of their staff.

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In March, SIMPTL convened a SC meeting to discuss findings of the nationwide voter's survey carried out by the JTT, freelance journalists in the districts, and to discuss the project's planned support for coverage of voting day during the presidential elections. Unfortunately, due to a last-minute press event by the European Commission Observer Mission at Hotel Timor, a large number of members did not attend. For the members in attendance, Lisa Schnellinger and Vanessa Johanson described the survey results and planned elections program while soliciting feedback and support. The portion of the agenda dealing with the charter and bylaws was excluded because of the low turnout. A second meeting was scheduled for early the following week. Most members were able to attend this meeting, expressed interest in the survey results and gave their enthusiastic support (and more important, committed resources) to the elections program.

Although ICFJ had planned that the charter and bylaws would be completed by the end of this quarter, this was not possible. The lengthy but necessary process of negotiation and achieving buy-in from all proto-SC members could not be completed in a very tight quarter in which all local media's attention was focused on elections. The process of drafting these organizational documents has continued, with varying levels of attendance and support by SC members, and SIMPTL anticipates that significant progress will not resume until the fourth quarter, after parliamentary elections are held on June 30th.

Media Professionalism and the Journalism Training Team (JTT)

In February and March 2007, ICFJ/Knight Fellowships Consultant Lisa Schnellinger and training advisors Setyo Budi, Kym Smithies and Jesse Wright recruited, established and began trainer-training for a ten-person Journalism Training Team (JTT) composed of journalism trainer candidates from leading Timorese print, radio and television outlets. These included two daily newspapers (*Timor Post* and *Tempo Semenal*), community radio stations, and the state radio/TV broadcaster, RTTL.

Training Concept

The core of SIMPTL's effort to enhance the professionalism of Timorese media is journalism training. Rather than importing a series of foreign journalism trainers to teach workshops on specific techniques, SIMPTL's approach has been to train 10 to 12 senior Timorese journalists as trainers, and then guide these trainers in improving the skills of their colleagues through a series of special coverage programs that produce real stories for publication and/or broadcast. Certifying these trainers as close as possible to the *beginning* of the program ensures that they have the maximum amount of supervised experience working together in teams of two to train their colleagues in workshops, in-house consultancies at their home outlets, and in field-based reporting programs for print, radio and broadcast media over the life of the program.

At the heart of the effort to certify Timorese trainers is ICFJ's practical, skills-based, production-oriented methodology, which enables journalists to gain core skills very quickly (or build on the core skills they already possess). Classroom work proceeds with each hour-long block of instruction focused on a specific trainer skill and featuring 10 to 20 minutes of explanation, followed by 5 to 10 minutes of demonstration and half an hour of practical exercises. This skills-based training is designed to be progressive, with later tasks building on earlier tasks. Once basic skills are mastered, advanced skills are taught using the same approach, which reinforces the basics. The result is a shorter learning curve, more visible results and more manageability.

While the methodology is rigorous and challenging, it is also flexible, and intended to be adapted to local conditions. Lisa Schnellinger and her team of training advisors initially adapted the curriculum for local conditions (including the successful applicants for the JTT) in February 2007. After members of the SC (who are also the employers of the 10 selected trainer candidates) expressed anxiety about the upcoming elections and their trainers' availability, SIMPTL changed the curriculum and created a Phase I practical cycle, in which trainers would focus their efforts on producing solid news stories about the elections as part of the elections program (see 5.x below). SC members were pleased with this adaptation. After the end of parliamentary elections, SIMPTL may propose a new practical cycle for the trainer candidates based on other specialized coverage (security, inflation, the justice system, development-related news, oil and/or coffee related issues, and so forth), or schedule the original formal training-of-trainers, depending on the results of external trainer evaluations.

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Recruitment

SIMPTL took extensive measures to ensure that the trainer candidates would be made freely available for the project. At the request of SC members, the trainer candidates' commitment was reduced to part time (except for the formal TOT period) and the curriculum redesigned to accommodate this. To avoid "poaching" candidates from the exceedingly small Timorese media community, we followed a careful and transparent procedure of consultation as outlined above in 5.1 Set-up Activities.

SIMPTL also negotiated a Memorandum of Understanding (MOU) with the public broadcaster Radio Television Timor-Leste (RTTL), to provide experienced radio and television journalists from the public services Radio Timor-Leste (RTL) and Television Timor-Leste (TVTL) for the trainer certification. Because RTL has the greatest broadcast signal reach and TVTL is the only provider of television in the country, this step was deemed essential to improving the professionalism of Timorese media overall, and increasing the availability of high-quality news and information throughout the country. These trainers will remain RTTL employees and, once certified, become in-house trainers for the public broadcaster. They will also be available for special programs initiated by ICFJ.

Applicants for the JTT were screened on the basis of their journalistic experience and invited for interviews with Lisa Schnellinger (Knight Fellowships TOT Consultant) and Training Advisors Setyo Budi, Jesse Wright and Kym Smithies. The interviewing team evaluated all applicants on the basis of their understanding of journalism fundamentals, aptitude as trainers and their leadership potential. RTTL provided names of trainer candidates who were interviewed as part of the same process. Although ICFJ made special efforts to invite applications from the small number of experienced female journalists working in Timor, female applicants went through the same selection process as their male counterparts. The three women chosen as trainer candidates were selected solely on the basis of merit and were at least as qualified (and often, more qualified) than the men chosen.

The roster of trainer candidates is shown below. In the next quarter, SIMPTL will also make efforts to include trainer candidates from two additional daily print outlets, *Suara Timor Lorosae (STL)* and *Diario Nacional*, which were unable to nominate applicants during the first round of solicitations.

Medium	Trainer Candidate	Organization
Radio	Pauola Rodriguez	RTL
	Luis Gorzaga Amaral	RTL
	Alfredo de Araujo	Radio Comunidade Los Paulos
	Pedro de Oliveira	Radio Rakambia
TV	Nelio Isaac	TVTL
	Pascuela dos Santos	TVTL
	Casimero da Cruz	TVTL
Print	Carlos de Jesus	Timor Post
	Rita Gama de Almeida	Timor Post
	Afonso Xavier Pereira	Tempo Seminal

Table 1 - ICFJ Trainer Candidates as of March 2, 2007

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Implementation & Adaptation

After trainer candidates were recruited and adjustments made to the training approach and calendar to accommodate SC members' concerns, training during the remainder of the reporting period proceeded as follows:

Mondays through Thursdays, trainer candidates met in three teams (radio, print, TV) with their advisor for half the day, normally from 8 a.m. to noon. This varied somewhat when they were given conflicting assignments from their outlets or met with other logistical constraints. During these blocks, trainer candidates received guidance and instruction on professional skills, worked on model stories for elections coverage and collaborated with their colleagues on the voter's survey and preparations for the voting day pool coverage (see 5.5 below). They then convened as a group on Fridays from 8:30 a.m. to noon for formal training, to review the previous week's activities and critique stories. Trainer candidates were also fully integrated into the elections program, as described in 5.5 below.

Training advisors were free to develop mini-modules targeted to their specific medium, such as developing graphics, editing sound bites, or technical training on equipment. However, the bulk of the work focused on a handful of key areas:

- Laying the foundation for the formal TOT
- Orienting the trainer candidates to SIMPTL and to their role
- Developing rapport and trust among team members
- Developing teamwork skills
- Explaining and applying international journalism standards
- Assessing trainer candidates' skill levels in detail
- Reviewing and reinforcing core skills
- Assessing needs of Timorese journalists, in general and for elections
- Understanding media law, particularly defamation

Progress during the first month was uneven, with attendance issues (mostly affecting the RTTL trainers) and lack of clarity on trainer responsibilities being especially difficult to overcome. Close evaluation of trainer candidates' basic journalism skills has also revealed that they have a long way to go before being able to complete trainer certification or serve as role models for other journalists. However, all show high motivation during training, and some trainer candidates (especially the print team) show a willingness to put in much longer (unpaid) hours than asked in order to improve their craft.

Finally, training advisor Jesse Wright and trainer candidate Rita Almeida traveled to the remote enclave of Oecussi to conduct skills training for the *Lifau Post* newspaper. Besides improving the skills of journalists at the paper, this trip also resulted in an agreement to collaborate on presidential elections.

Media Analysis Unit (MAU)

In March 2007, ICFJ recruited and hired a six-member Media Analysis Unit (MAU) to: 1) analyze and evaluate the quality, according to international journalism standards, of news coverage available to Timorese citizens; 2) assess the coverage of major news categories (e.g., elections, security, economy, development issues) in major outlets; and 3) provide feedback, either privately to outlets about their own coverage or publicly in roundtables and published reports about thematic issues affecting all media (e.g., "How well did we do covering the presidential elections?"). By working with the JTT and using the same carefully codified list of international journalism standards in its analyses, the MAU will also stimulate demand for training provided by JTT.

Methodology

Prior to the launch of SIMPTL, ICFJ consultants developed a baseline system to score news stories' quality on the basis of their adherence to generally accepted standards of international journalism. A sample and brief explanation of some of these standards is provided in Figure 1.

During the reporting period, SIMPTL training advisors assisted JTT trainer candidates in translating and adapting these standards to the Timorese media context. Table 2 illustrates one technique for assigning a

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score for the Accuracy Standard to a trainee’s news story in the baseline system. While these metrics cannot capture all that is good and valuable about news stories, and must be adapted to the local context, they provide a useful tool to enhance the quality and professional presentation of news.

By training the MAU to use these adapted standards SIMPTL has created the elements of a feedback loop, in which fair and objective analyses, delivered as a service and accepted by outlets, illustrates for editors their outlets’ specific deficiencies and suggests priorities for training, which can be provided by the JTT. As the MAU gets up to speed and generates more analyses, and the JTT become more proficient in their skills and seasoned as trainers, ICFJ anticipates this feedback loop to grow increasingly valuable.

<p>Accuracy. Use sources who are knowledgeable about the subject. As you get answers to your questions, make sure you understand the answers you’re given. Verify key facts with another source. Double-check dates, names, titles. Be sure that numbers add up. Ask yourself: Will the reader believe the story?</p> <p>Fairness. No story has only one side, and many stories have more than two sides. All sides of the story must be included. Your opinion is not part of the story, and you must be certain that you’ve treated all sides fairly, even those people you disagree with. Ask yourself: Will the reader trust the reporter?</p> <p>Timeliness. Old news is not news. The story should be about something that is happening now or that happened very recently. Ask yourself: Will the reader learn about something new?</p> <p>Quotes. Take extra care to quote exactly the words that the source spoke. Choose quotes that are interesting and that add something different to the story. Quote ordinary people, not just officials. Ask yourself: Will the reader “hear” the voices of people ?</p>
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Figure 1 - Sample International Journalism Standards explained (Source: “Center for International Journalism (Afghanistan) Guidelines for Contributors,” Lisa Schnellinger and Tom Willard)

Content Area	Self-Check	Metrics
Accuracy	<ul style="list-style-type: none"> • Are full names given and spelled correctly? • Are proper titles given? • Is a consistent style of translation and/or transliteration used throughout the story and all updates? • Are dates correctly and precisely represented? • Are the order, location, and time of events properly and accurately detailed? • Have you corroborated data used in the story (statistics, budget numbers, etc.) with an independent source? 	<p>4 – <u>all standards met</u></p> <p>3 – <u>most standards met</u>, (but) most names and proper titles are accurately given; one or two names misspelled or translation/transliteration used inconsistently;</p> <p>2 – <u>some standards met</u>; (but) some dates are missing or incorrect; data given is uncorroborated</p> <p>1 – <u>few standards met</u>; serious inaccuracy(ies) or events not detailed or inaccurately detailed</p>

Table 2 - Illustrative scoring parameters for the Accuracy Standard

Implementation

SIMPTL’s first step in implementing the MAU was recruitment of a select team with a mix of skills, talents and background in print, radio and television. These would include (a) one or two senior journalists with the ability to speak as peers to media managers when presenting the MAU’s product; (b) one or two mid-

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level journalists with a solid grasp of media issues and an ability to learn the methodology we envisioned for them; and/or (c) one or possibly two junior people, not necessarily journalists, with the capability to learn the methodology inside and out, and to consistently produce (after training) a high volume of precise, detail-oriented analysis. Actual hires, listed below, very closely matched these goals.

Name	Background	Notes
Jose Ximenes	Senior, print	Senior editor at Timor Post, worked at STT and STL during Indonesian times.
Bendita dos Santos	Senior, print	Dili Correspondent for Lifau Post (Oecussi)
Cristiana Belo	Midrange, video	CAMS-TL archivist
Olinda Lucas	Junior, economics	University degree in management and decision sciences
Isadora (“Nita”) Vieires	Midrange, TV	Studied in Indonesia and worked in Indonesian print and new media
Ivan Lopes	Midrange, radio	Community radio freelancer

Table 3 – MAU team members

The training plan for the MAU envisioned the following work flow: Beginning with print media, analysts would read the papers every day and answer a list of questions related to international standards about each of the news stories. All analysts would complete these questions, then discuss their results; revisions that resulted from the discussions would be noted separately. The reading list is currently very broad, so that the team gains the most practice; however, the SIMPTL work plan envisions these analyses eventually being commissioned by outlets for individual analyses or by government or NGOs for thematic analyses. The most senior journalists, who are well known and respected by the whole community, will be charged with presenting the results. These presentations will be closed-door meetings, offered with respect as a service to the outlet and not by experts from “on high,” with an eye toward identifying training needs that the JTT might later fulfill.

ICFJ consultant Zach Alpern arrived in Dili in March to develop and deliver the training and to support spreadsheet tools that would facilitate audit trails for each analysis. Alpern suggested that as a first stage in the training, the existing bank of detailed questions used to evaluate a given story should be condensed into a maximum of twenty or thirty to reduce the number of steps and shorten the process, thereby facilitating more learning cycles. The additional questions will be added later, as the MAU becomes more confident in their analyses.

The MAU began training in the last week of March with a block of instruction on each of the detailed questions, including a practical exercise with a sample of recent news stories, and additional training in computer and spreadsheet-navigation skills.

Presidential Elections Coverage Program

SIMPTL was involved in training for the elections from February on, with training advisors Setyo Budi and Jesse Wright giving a two-hour workshop on elections coverage as part of a two-day TLMDC-sponsored event. In the first half of March, the JTT also worked closely with freelance reporters from community radio stations and other outlets, and field staff for a variety of NGOs and civil society organizations doing development work in the districts, to complete a nationwide voter’s survey. This was the only survey of its kind completed in Timor-Leste before the elections. At the end of March, trainer candidates began using results of the survey to develop issues-based stories with journalists at major outlets.

ICFJ’s team of 10 Timorese journalists and their colleagues interviewed 625 voting-age citizens in all 13 districts of Timor-Leste during a three-week period, March 10-31. Those interviewed included a cross-

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section of Timorese designed to match national demographics as described in the 2004 census, in terms of age, education level, and residence.

Findings of the survey included:

- 97 percent planned to vote in the presidential election on April 9.
- Security was named as a top problem by 44 percent of those surveyed, and inflation was named by 34 percent.
- Natural disasters – mostly referring to the delayed rains – was mentioned as a major problem by 20 percent of all those surveyed.
- The system of justice, from police up through judges - which voters said is inconsistent and in some places nonexistent - was named as a top problem by 19 percent.
- Among subsistence farmers and fishers, who make up 46 percent of the population, the ranking of problems differed. This population rated inflation and natural disasters as their top problems, named by 42 and 40 percent respectively, while security was third with 33 percent.

The survey also asked, “If you could speak directly to the president, what would you say?”

Results of the survey were used in preparing news features about top issues in the presidential election. Voters’ comments were also used in questioning presidential candidates.

In the second half of March, ICFJ/Knight Fellowships consultant Vanessa Johanson traveled to Dili to coordinate a program of pooled coverage in six districts, including the remote Oecussi enclave in West Timor, on voting day (April 9).

The pooled coverage design envisions the JTT trainer candidates acting as team leaders, logistical support provided by members of the Special Projects Team (SPT), and forty to fifty Timorese journalists and freelancers reporting on actions at polling stations, any intimidation or obstruction of voters, early results, breaking news and views of voters taking part in the poll. Training was developed for team leaders, journalists and others taking part in pooled coverage to be fully prepared on voting day. ICFJ consultant Virginia Moncrieff also traveled to Dili in March 2007 to assist TV trainer candidates and RTTL reporters in the enhancement of their core skills in advance of elections.

Johanson also organized the establishment of an Elections Media Center (EMC), which would coordinate the pooled coverage and, in cooperation with the elections commission (CNE), would host twice-daily press conferences about the voting and tabulation of results. The media center was in operation by the end of March, and officially opened on April 3.

Beginning in December and continuing throughout the reporting period, SIMPTL staff held more than two dozen coordination meetings to ensure that Timorese media were involved in the elections process and well positioned to provide responsible and accurate coverage of the voting and tabulation of results. These included meetings with UNMIT’s Chief Electoral Officer, UNMIT’s PIO, UNDP Elections Project Officer, Media Advisors and Civic Education Advisors, STAE Civic Education Advisors, CEPPS partner NGOs including IFES, NDI, IRI and The Asia Foundation, observer groups from the New Zealand Electoral Commission and the European Commission, international and local media, and Timorese media development organization TLMDC. These meetings resulted in better access to information by Timorese journalists, sharing of resources and training, a more coordinated response to elections activities and schedules, and reduced duplication of efforts. Meeting with CEPPS partners, and especially IFES, were very helpful in ensuring that Timorese journalists received necessary information about the mechanics of the electoral process and were prepared to report on fraud or any other violations observed at polling stations during the pooled coverage.

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Photos of Pre-Election Survey



Media Law

One of the serious challenges faced by Timorese journalists is uncertainty about their obligations and protections under the country's regime of media-related laws. Although the constitution guarantees freedom of information and protection for journalists in accordance with Article 19 of the Universal Declaration of Human Rights and other international agreements, the legal mechanisms by which such protections would be enacted have been absent. Laws still deemed to be in effect from the period of Indonesian occupation or the UNTAET administration have been interpreted inconsistently, often to the detriment of journalists and media outlets.

Efforts to clarify the media laws have been of great concern for Timorese journalists. During the previous reporting period, SIMPTL raised awareness about a draft law that would have put the government in day-to-day control of the public broadcaster by obtaining a copy of the law, having it translated and analyzed, and presenting the analysis to members of the SC. The result of this was greater efforts by the Portuguese advisor who drafted the law to seek more input from the Timorese media community in venues such as the SC meetings, and a pledge from her to recommend that such laws be circulated in advance for comment by the affected community. The draft law was subsequently scrapped.

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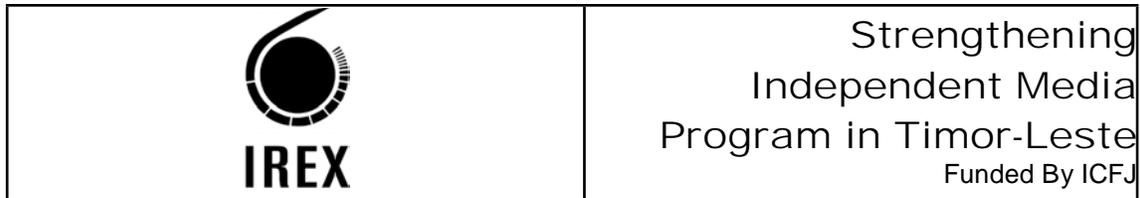
In March, similar events took place because of a new, more far-reaching media law, which also threatened to give the government extensive control over the media. Again, SIMPTL obtained a draft of the law and had it translated. SIMPTL partner IREX contacted IREX's pro-bono legal partner, Covington & Burling, to provide a legal analysis of the law's potential impact on the media community. Analysts identified fundamental flaws with the proposed legislation. Upon request, ICFJ Country Director Tom Willard provided a briefing about the implications of the law to the U.S. Embassy Chief of Mission, staff and USAID in Dili. As the law was being translated and analyzed, SIMPTL sources informed us that further progress on the law was deferred until after the elections. SC members asked that, due to pressing obligations reporting on the campaign, they be given a briefing as soon as possible after the elections. (The briefing was actually held on April 12.)

6.0 Outlook

With a fully staffed and equipped office and trained teams, SIMPTL is ready and well positioned to achieve the following in the third full quarter of the program:

- Further discussion and development of TLMI charter, bylaws and institutional arrangements with the goal of having these approved, electing officers and forming panels for each SIMPTL focus area by the following quarter, after parliamentary elections are complete;
- Continued training of the JTT trainer candidates with an emphasis on further developing their skills in specialized reporting and one-to-one mentoring of other Timorese journalists, with the goal of conducting a formal training-of-trainers course by the end of the year;
- Implement the planned presidential elections coverage program, including pooled coverage, distribution of news from the districts on voting day, improved coverage of the tabulation and announcement of results, and the operation of an Elections Media Center in conjunction with CNE;
- Plan and implement a comparable program for the parliamentary elections that is revised to incorporate the lessons learned from the presidential elections program;
- Complete preliminary plans for a village-level information access survey that complements prior surveys and identifies potential high value projects to increase access by citizens living outside the capital to news and information.

ATTACHMENT A



**Quarterly Report
(January - March 2007)**

SUMMARY

The first quarter of the Strengthening Independent Media Program in Timor-Leste (SIMPTL) saw the following events:

- In March, IREX' s strategic partner, Covington & Burling, provided a legal analysis of Timor-Leste' s proposed media law.
- IREX made preliminary preparations to conduct the first Media Sustainability Index for Timor Leste.
- During the reporting period, ICJF and IREX continued recruiting for a shared Timorese media law coordinator and IREX continued recruiting for a part-time international media law advisor/consultant for SIMPTL.

ACTIVITIES

Media Sustainability Index for Timor Leste. IREX made preparations to conduct the first Media Sustainability Index (MSI) for Timor Leste. The MSI is a comprehensive assessment of the strength of a country's media sector, using 38 indicators to examine progress toward five key objectives. The MSI data is comparable year to year, and the rankings are amplified by a narrative drawn from the assessments provided by the panels of media sector professionals from who conduct the MSI for the country in which they live and work. For the Timor Leste MSI, the moderator manual and instructions for panelists have been refined in preparation for their translation to Bahasa Indonesia. At the advice of ICFJ DCOP Emanuel Braz, the materials will be presented in Indonesian and English. The resulting country report, however, will be translated to Tetum for widest distribution. It is anticipated that the MSI will be conducted during the next quarter.

Legal Analysis of Timor-Leste's Proposed Media Law. In March, IREX' s strategic partner, Covington & Burling, provided a legal analysis of a proposed media law for SIMPTL.

Covington & Burling' s lawyers found that the draft law, a comprehensive statute that covers the regulation of journalism in East Timor in print, radio and television, contained a number of perhaps well-meaning provisions that in practice will harm the free flow of information in the country. It would also create a climate of excessive

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content regulation and government involvement in the media' s newsgathering function that could well result in actual governmental censorship and significant self-censorship on the part of journalists and outlets. In the absence of significant revision, particularly as to the presently expansive powers of the National Council for Social Communication, this proposed legislation should not be adopted.

Covington & Burling' s analysis found the following major issues with the law as drafted:

A. Structural Issues

- The Law establishes a National Council for Social Communication whose role is ill-defined, whose powers are too broad and whose mandate will give it the room –indeed the obligation –to engage in various acts of censorship and illegitimate control of the press.

B. Issues Related to Regulation of the Practice of Journalism

- The Law establishes a regime for journalists and media outlets requiring them to apply to the government for licensure and to register with the government.
- The Law unduly restricts who may function as a “journalist.”
- The Law appears to effectively ban “doctrinal publications” from licensing and registration, and presumably therefore journalists of doctrinal publications from such licensing; it could therefore be used to serve to chill or outright suppress significant journalistic activity and undercut journalists’ discussion or representation of minority viewpoints.
- Many of the Law’ s provisions could be interpreted to grant media outlets and practitioners fewer protections than they are granted by the East Timor Constitution.
- The Law sets out a required internal operating structure for newspapers, publications, and radio and television stations which presupposes media outlets should organize themselves in a manner prescribed by the government. Diversity of structures in journalistic enterprise, not conformity, should be the Law’ s goal.
- The Law sets out certain “duties” for journalists to follow when they perform their newsgathering function that are vague and overbroad. The vagueness of the duties imposed puts the government in a position to challenge the objectivity of journalists and media producers –a structural role that is flatly inconsistent with the principles of independent journalism and a free press.
- The Law sets out a depository system whereby copies of periodicals and radio and television shows must be deposited with the government. In a benign system, a government may require deposits of intellectual property for research, academic study or protection of copyright, and a deposit requirement would not be a cause for concern. But in a structure where the government reserves the right to punish speech, a deposit requirement is dangerous for journalists, as the deposited content exposes them to the government’ s arbitrary enforcement regime.

C. Content Issues

- The Law sets out a right-of-reply regime that is far too onerous, as it cedes far too much power to the subjects of news reports and grants members of the

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public far too long a time period in which to invoke their reply rights against media outlets.

ADMINISTRATIVE/OTHER

Meeting between ICFJ/DC and IREX/DC. Vjollca Shtylla, ICFJ/DC SIMPTL program manager, and IREX/MDD deputy director Linda Trail met on March 7, 2007 to discuss Ms. Shtylla's recent trip to Timor Leste and to discuss program implementation issues. During this meeting the following issues were discussed:

1. Part-time media law advisor. IREX interviewed by phone Julia Davey, an Australian lawyer currently residing in South Australia for the program's part-time media law advisor. After reviewing something in the neighborhood of 30 resumes, she is far and away the strongest candidate for program in East Timor. IREX followed up directly with her to obtain a writing sample and salary history, and ICFJ/DC began the process of getting feedback on Ms. Davey's candidacy from the ICFJ team in Dili. Given the most recent bouts of violence and communications issues with Timor, there was delay in getting input from the ICFJ team on the ground in Timor. In April 2007, ICFJ/Timor provided positive feedback on Ms. Davey. IREX checked additional references and entered into negotiations with Ms. Davey. In mid-April, IREX and Ms. Davey reached agreement on a consultancy contract, and IREX began drafting a contract.
2. Local media law coordinator. As previously agreed, IREX and ICFJ will combine the IREX-funded local media law coordinator position with an ICFJ local staff person (to be hired). During Ms. Shtylla's recent trip to Dili, she had an opportunity to review some applications for program positions, and there were neither qualified candidates nor applicants who could be "trained up" to a staff position. As discussed, the absence of this position on the ground in Dili is hamstringing IREX's ability to fulfill the media law component as outlined in the workplan. Also, given delays in program staffing, performance expectations for IREX on the media law component for the May elections is minimal. However, in April, ICFJ forwarded to IREX the resume of Francisco Pinto, a candidate for the shared position. IREX heartily endorsed Mr. Pinto's candidacy and ICFJ/Timor made him an offer.
3. Workplan progress. As discussed, the lack of appropriate staffing on the ground in Dili severely hampers IREX's ability to conduct workplan activities. Once staff has been identified and hired, IREX and ICFJ will revisit an implementation schedule for the duration of the workplan year.

REPORTING THIS PERIOD

1. Weiswaser, Stephen and Enrique Armijo. Assessment: Draft East Timor Media Law (March 2007).

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ATTACHMENT B

Assessment of Draft Media Law

COVINGTON & BURLING LLP

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March 23, 2007

MEMORANDUM

To: Linda Trail, Deputy Director, Media Development Division, IREX
Dru Menaker, Senior Media Advisor, IREX
From: Stephen A. Weiswasser

Enrique Armijo

Re: Assessment: Draft East Timor Media Law

I. Summary

You have asked us to evaluate East Timor's proposed Media Law ("the Law"). The Law, a comprehensive statute that covers the regulation of journalism in East Timor in print, radio and television, contains a number of perhaps well-meaning provisions that in practice will harm the free flow of information in the country. It will also create a climate of excessive content regulation and government involvement in the media's newsgathering function that could well result in actual governmental censorship and significant self-censorship on the part of journalists and outlets. In the absence of significant revision, particularly as to the presently expansive powers of the National Counsel for Social Communication, this proposed legislation should not be adopted.¹

This analysis is not intended to cover every problem with the Law, but to identify significant issues which we think indict this piece of legislation. We begin with a series of brief points summarizing the most significant problems in bullet form. The remainder of the memorandum will then provide the supporting analysis and some specific recommendations.

A. Structural Issues

¹ The Law's English translation uses the term "Counsel." We will follow that spelling but it is likely that the term is actually "Council."

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- The Law establishes a National Counsel for Social Communication whose role is ill-defined, whose powers are too broad and whose mandate will give it the room – indeed the obligation – to engage in various acts of censorship and illegitimate control of the press.

B. Issues Related to Regulation of the Practice of Journalism

- The Law establishes a regime for journalists and media outlets requiring them to apply to the government for licensure and to register with the government.
- The Law unduly restricts who may function as a “journalist.”
- The Law appears to effectively ban “doctrinal publications” from licensing and registration, and presumably therefore journalists of doctrinal publications from such licensing; it could therefore be used to serve to chill or outright suppress significant journalistic activity and undercut journalists’ discussion or representation of minority viewpoints.
- Many of the Law’s provisions could be interpreted to grant media outlets and practitioners fewer protections than they are granted by the East Timor Constitution.²
- The Law sets out a required internal operating structure for newspapers, publications, and radio and television stations which presupposes media outlets should organize themselves in a manner prescribed by the government. Diversity of structures in journalistic enterprise, not conformity, should be the Law’s goal.
- The Law sets out certain “duties” for journalists to follow when they perform their newsgathering function that are vague and overbroad. The vagueness of the duties imposed puts the government in a position to challenge the objectivity of journalists and media producers – a structural role that is flatly inconsistent with the principles of independent journalism and a free press.
- The Law sets out a depository system whereby copies of periodicals and radio and television shows must be deposited with the government. In a benign system, a government may require deposits of intellectual property for research, academic study or protection of copyright, and a deposit requirement would not be a cause for concern. But in a structure where the government reserves the right to punish speech, a deposit requirement is dangerous for journalists, as the deposited content exposes them to the government’s arbitrary enforcement regime.

C. Content Issues

- The Law sets out a right-of-reply regime that is far too onerous, as it cedes far too much power to the subjects of news reports and grants members of the public far too long a time period in which to invoke their reply rights against media outlets.

II. Analysis and Recommendations

A. Structural Issues

The National Counsel for Social Communication’s powers are too broad. The Law’s drafters state that the NCSC is intended to operate as “an independent body that functions with the National Parliament and freely defines its activities’ guidelines, not being subject to any guidelines from the political power under the strict terms of the Constitution and the law.” Art. 67. The NCSC is in many ways a marked improvement over the regulatory structure set out in East Timor’s previous proposed public broadcasting statute, reviewed by us in December 2006, which provided for direct presidential control over East Timor’s public broadcasting service. Several provisions ensure greater independence for the new regulatory body. For example,

² We understand that the Constitution is less than five years old, and its constitutional protections have yet to be defined, and that statutory law is necessarily more precise than constitutional language. Statutes are, after all, action documents to be interpreted consistent with broader guiding constitutional principles. However, even on its face, Title II, Section 41 of the Timorese Constitution seems to grant greater protection to the press than does the Law; for example, it requires only radio and television stations to be licensed while the Law reaches out to license all journalists.

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appointments to the NCSC are spread across the Timorese government and media sector, *see* Art. 73, its budget is set by a diverse representative body, Parliament, rather than the Council of Ministers, *see* Art. 77, and its members' terms are limited to five years, *see* Art. 74.

However, "all entities that conduct social communication activities" in East Timor "are subject to supervision and intervention" by the NCSC, Art. 67, and many of the NCSC's powers are dangerously broad, particularly those that extend its jurisdiction over journalistic content, licensing of journalists, and registration of print media. These provisions inject the government into the role of supervising authority, grant it the freedom to evaluate whether content is acceptable for broadcast and publication, and to impose penalties if it deems they are not. This regime is unacceptable. Here are a few of the most egregious examples of the grant of excessive power:

- Article 68 grants the NCSC power to "observe, by its own initiative or means of complaint, behaviours susceptible to configure violation of the legal norms concerning social communication bodies, [and] adopting appropriate measures." This provision is at best extremely vague. Combined with the NCSC's power to grant, revoke, and annul licenses to both journalists and broadcasters, its authority over content could well be used to significantly chill journalistic speech. Indeed, it establishes the NCSC as a supervening censoring authority able to punish both for journalistic activity generally and for particular positions with which it disagrees. The NCSC's powers should be limited to licensing radio and television outlets for broadcast and to management of the spectrum. The contours of that limited power are discussed below.
- Article 68 imposes on the NCSC the responsibility to "ensure that social communication bodies conform to journalistic standards" and "ensure the media's accuracy and objectivity." There can of course be no such role for a government agency in a country committed to a free and robust press.
- The NCSC's "supervision and intervention" extends to licensing of journalists and confiscating the licenses of journalists who commit certain "incompatibilities," such as participating in advertising, public relations, or media consultancy activities, as well as violations of the Law's journalistic code. *See* Art. 68.2(b). This provision also restricts journalists' rights to support their own enterprise.

The Counsel also has far too much discretion in the exercise of its authority. In addition, Article 94 seems to set out a regime by which the Counsel may file a complaint against a media outlet "for offenses and disciplinary breaches," but notably, the decision-maker in such a proceeding is the Counsel itself. Complaints filed by the Counsel should be heard by an independent tribunal and its power to revoke a license, as set out in Article 90, should be appealable to a court of law. Alternatively, this provision may grant members of the public standing to bring complaints against media outlets for the Counsel to review, but that is far from clear from the Article's current wording.

Articles 36 and 37 set out the Counsel's power to issue licenses for radio and television broadcasters. They should set out an express nondiscrimination policy making clear that standards for revocation should be clear and non-substantively based; revocation should be a punishment only for violations of the law. In addition, initial licensing decisions should be made without regard to the content the broadcaster intends to air. In short, the Counsel's role should be limited to the issuance of broadcast licenses as stated in Article 68(e) of the Draft Law and Article 41 of the Constitution and to spectrum management purposes, or at most to ensure that such entities undertake to offer a range of content that meets the needs and interests of East Timorese society. Even as to the latter, however, the proscription should be limited to ensuring that a station offers news, public affairs or children-oriented content, without any government power to censor, choose or judge the actual content itself.

- **Prohibition on broadcasting for certain political bodies.** Article 17, Section 3 bars political parties and entities from "the radio and television activity." This provision could be intended to ensure the objectivity of broadcast outlets, but an outright bar drafted as broadly as this one is not appropriate. Allowing for interest groups such as "representative bodies" and "union

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organizations” to have broadcast licenses should not be unacceptable *per se* so long as those bodies were required to self-identify as the licensee or operator of that station. This provision is thus overbroad. Moreover, it is vague. It gives no definition to the term “representative bodies,” and the government could identify any entity with which it disagrees as such and deny it a license on that basis.

- **Forced access.** Article 43’s Section 2 requires that a broadcaster with exclusive rights to any programming “regarded as being of major importance to society” must cede access to any other operator interested in transmission of the programming’s coverage of that event. This provision could do significant harm in the private market for broadcast programming. Assume, for example, that a private broadcaster negotiated for the exclusive right to air the Olympics. A competing broadcaster could invoke his right under Article 43 to air the programming as well. The first broadcaster’s exclusive right, bargained and paid for in the open market, would be diluted. Because of this regime, no broadcaster will negotiate for the right to air programming of national interest, and the result may well be that no broadcaster will purchase rights to air a particular event. Moreover, the Law sets out no standard as to what constitutes programming “regarded as being of major importance to society.”

Exclusivity is critically important in economic terms in both the development and acquisition of content; without it, a broadcaster cannot pay the content provider sufficient value to allow the provider to continue to produce. The provision also cripples the ability of broadcasters to create their own material. If a station invests the funds and resources to create a nationally popular newscast, for example, lack of exclusivity would destroy that newscast’s value because any competitor could be granted access to it.³ Section 2 of Article 43 should therefore be deleted.

- **Broadcasting time requirements.** Article 46 states that radio broadcasters shall air programming for at least 16 hours a day, and television broadcasters will do so for at least 12 hours a day. This obligation is too onerous for startup stations and precludes channel timeshare arrangements between private and community broadcasters. Having on-air minimums could be a policy goal, but those minimums should not be enshrined in this draft of the Law, as they inhibit the ability of new broadcasters to roll out their services. One way of achieving the goal would be to give new broadcast entrants a period of time, such as two years, to reach the airtime minimums.

B. Issues Related to Regulation of the Practice of Journalism

▪ **The “limits on media freedom” are too broad.** Article 6 states that the “only limits on freedom of the press and the media” are those found in the Constitution and international law, as well as those in the law that safeguard “the rigor and objectivity of the information, ... the right to a good reputation [and] to defend one’s image[, to] protect private and family life, [and] the public interest and the democratic order.” The “public interest” and “democratic order” exceptions are far too broad; the provision could be interpreted to mean that a story critical of the government would constitute a danger to the “democratic order.” The government obviously should play no role in determining whether media coverage is sufficiently “rigorous and objective.” Moreover, an individual’s right “to a good reputation” can be protected through private civil libel and defamation actions, and should not be protected through the Law; if the Law references a reputational right at all, it should state simply that the Law “leaves intact any libel or defamation law recognized by the civil law.” Even with that proposed change, however, the Article invites government suppression of speech, and should be narrowed significantly; the provision should be limited to the broad principle that “[t]he only limits on freedom of the press and the media are those found in the Constitution, and international and domestic law.” The rest should be stricken.

³ Article 43’s Section 1 would seem to prevent the attachment of exclusive broadcast rights to programs such as political conventions and state events; to that extent, the “major importance to society” provision may also be redundant, but it may also be read to go well beyond the more limited reach of Section 1.

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- **Licensing and registration of journalists and outlets.** Article 16 states that “[t]he exercise of journalism is conditioned to the qualification with the respective license, which is issued by the National Counsel for Social Communication (NCSC),” and that no media outlet can hire or employ a journalist who is not licensed. *See* Art. 16(1)-(2). Article 18 sets out a mandatory registration requirement for media outlets. *See* Art. 18(1)(a)-(c). The requirements for registration will be set out by a government decree to be promulgated at a later date. *See* Art. 18 (2). Article 102 states that practicing journalists are considered in compliance until the Counsel sets out the procedures for issuing the license, implying that journalists will have to apply for authorization as soon as those procedures are established.

Licensing and registration regimes are inconsistent with international standards of freedom of expression. Licensing as a governmentally-mandated prerequisite to the practice of journalism threatens the independence of journalists by granting the NCSC the authority to exclude applicants who are critical of the government. The registration requirement grants the government the power to withdraw, delay or deny registration so as to frustrate expression of criticism or dissent. It also interferes with competition in the media marketplace by possibly requiring outlets to seek permission from an official body before starting a publication or other outlet; because the ordering decree has not yet been promulgated, there is no way to know what conditions will be placed on registration. Finally, as a practical matter, this provision likely is inconsistent with Article 41, Section 6 of the Constitution, which states that “radio and television outlets” – but not journalists or newspapers – shall be licensed. Both the licensing and registration requirements should be abolished.

In addition, the definition of “journalist,” those individuals who are eligible for such a license, is too narrow. Article 2(a) defines “journalists” as those who practice journalism “as their main, permanent and remunerated occupation.” It then defines “collaborators and correspondents” as individuals who also practice journalism, but not as their “main, permanent and paid occupation.” This term would include freelance, part-time, and unemployed journalists, among many others. *See* Art. 2(d). The Law then proceeds to set out the rights and obligations of journalists, but makes no further mention of “collaborators and correspondents.” Is this distinction intended to protect only those media professionals who practice journalism full-time?

There is no reason why the Law’s protections should be limited only to those individuals practicing journalism as their primary profession, or even those who do so part-time. In a nascent media market such as East Timor, it may well be the case that start-up news outlets will be staffed with stringers and other freelancers, and under the current draft Law these individuals would appear to receive no protections; indeed, given the licensing requirement already discussed, they could be barred from practicing journalism outright.

The definition also accepts the notion that “journalistic activity or reporting” is the exclusive province of the organized media; in so doing, it removes from its protection exactly those individuals who may, through media such as blogs or other Internet websites, be expressing minority views that are not otherwise being received in society. They are therefore the group most in need of protection. Minority viewpoints are often introduced not in the mainstream media by full-time journalists, but by the sole pamphleteer; it should be the role of the public, not the government, to decide whether these ideas are of enough force or value to be accepted into the mainstream.

- **Searches of media outlets.** Article 11 starts out promisingly by setting out a shield law for journalists’ sources, stating a court may force a journalist to reveal a source only if the information could “very hardly” be obtained in any other manner. However, Section 7 of the Article discusses “searches in media outlets,” stating that such searches “shall only be authorized by the judge who personally presides the formality” and that the president of the journalists’ union must be present for such searches. Searches of any sort are serious incursions on freedom of the press. A subpoena system, where media outlets are compelled by courts to produce a specific, particular piece of reporting product, and the reporter or media outlet has the right to challenge the determination that the material should be turned over, is far more protective of the media. The provision does not state the kind of case where such a “search” would be appropriate; any regime

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requiring the media to participate in cases in which it is not a party should be limited to criminal prosecutions. Searches conducted pursuant to warrants are necessarily overbroad in the case of media outlets; an official would have to read, view or listen to everything in order to find anything.

- **Definition of “doctrinal publication.”** As we’ve noted above, the Law defines certain terms so as to include or exclude them from its protections. Its definition of “doctrinal publication” excludes from the legitimacy of journalism publications that are deemed to be “doctrinal.” It defines such a publication as one that “through content or approach aim[s] to predominantly divulge any ideology or religious creed”; later in the Law, journalists are granted “the right to participate in the editorial guidelines of the social communication organization where they work, except when their nature is doctrinal.” See Art. 13. Unlike other definitions in Article 3 such as “national publications” and “foreign publications” which are more structural in nature, the “doctrinal publication” definition relates to the content of a particular publication or, as used in Article 13, the content of a particular journalist’s work. The government should not have a role in regulating the content of publications, or in making determinations as to whether they are “doctrinal” in nature. The definition should therefore be removed.
- **Journalist withdrawal provision.** Article 12, Section 4 grants a journalist the right to terminate his employment contract “in the case of profound alteration in the orientation line or in the nature of the social communication body, confirmed by the National Counsel for Social Communication.” This provision, consistent with Article 19 discussed below, contemplates a role for the National Counsel for Social Communication in monitoring media outlets’ editorial line, a function which may well be considered to be censorship. The clause “confirmed by the National Counsel for Social Communication” should therefore be removed.
- **Public broadcasters’ obligations.** Article 54 establishes the obligations for broadcasters in East Timor’s public broadcasting service. As we discussed in our earlier December Memorandum, the Law’s proposed regulation of the public broadcasting service retreats in many important respects from the U.N. Transitional Authority’s Establishment Regulation, which required the broadcast service to present the views of minority parties and other groups whose positions may differ from the government’s. Instead the new Law requires that the public broadcaster “assure innovative, quality programming that is balanced and diverse.” Article 57, which provides for the right to broadcast time, also minimizes access for minority views, as it grants half the time to parties not represented in the National Parliament that it provides for parties who are; even nonrepresentative parties receive an additional entitlement of thirty seconds “for every 1500 votes” obtained in the general election. Article 61, which grants nonrepresented minority parties the right to refute, is helpful in equalizing the balance. It is fine to ensure that public broadcasters provide for competing candidates in some objective way. But this regime is too onerous to be implemented properly. It is both too vague and too precise: too vague, in that it does not distinguish among the importance of races, for example those that are national and those that are local, and too precise, in that its down-to-the-second guidelines will be impossible for the public broadcasting service to implement. Also, this regime undercuts the journalist’s and broadcaster’s ability to design coverage of important political races that maximizes the public’s understanding of the issues and the choices before it. An equal time provision, applicable to both national and local races, would be far more effective.
- **The “duties” of the journalist.** Article 14 sets out what is in effect a code of conduct for journalists, requiring them to “inform with accuracy and impartiality,” “refuse functions or tasks that might compromise their independence,” and “reject[] sensationalism and clearly separat[e] facts from opinion.” Article 92 gives “professional disciplinary sanctions” for a journalist’s failure to follow the code, ranging from written sanction to 12-month suspension of professional activity. To have a code of journalistic ethics in the law is to grant government the power to enforce it when it determines that journalists are not following it — an invitation for officials to suppress speech with which they do not agree. Moreover, many of the provisions here, such as “refrain[ing] from collecting declarations or images which undermine the dignity of persons,” are vague, and others, such as “not to participate in the presentation of recreational materials, namely

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competitions or hobbies,” are simply irrelevant to the functioning of a free and independent press. Articles 14 and 92 should be deleted.

- **Mandated internal operating structure.** Article 21 mandates a management structure for media outlets, setting out election procedures for editorial boards, the responsibilities of those boards, and hiring and firing policies. Media outlets themselves are far better equipped to establish their management structures than is the state, and nothing is gained by requiring them to organize according to the dictates of the Law. The government should encourage diversity in the development and management of media outlets, not uniformity; depending on the issue, a one-person pamphlet can often contribute as much if not more to public debate than a large public broadcasting service. Article 21 should therefore be removed.
- **“Editorial statute” requirement.** Article 19 requires that each media outlet “adopt an editorial statute that clearly defines its orientation and goals.” The editorial statute must be sent to the National Counsel for Social Communication within 10 days, and alterations must also be sent to the Counsel. While many media outlets will choose to adopt a statement of purpose or editorial line and share it with their readers, listeners or viewers, nothing is added by making this a state-mandated requirement. As noted above, the state should have no role for the state in monitoring its media outlets’ editorial line, as doing so creates the opportunity for selective enforcement of other applicable laws. There is no benefit to the Counsel’s compilation of information of this sort. Article 19 should therefore be deleted.
- **“Incentives” regime.** Articles 29 and 34 propose a system of “non-discriminatory support incentives” for newspapers and radio broadcasters to ensure “that different currents of opinion may be expressed and compared” and “free expression and the right to air different points of view.” The substance of these incentives will be “based on general and objective criteria” and “determined in specific legislation.”

This provision is exceedingly vague. As written, it appears to set the table for an awards program allowing the government to reward media outlets whose coverage comports with its interpretation of “non-discrimination.” Without the “objective criteria” to be “determined in specific legislation,” there is no way to assess the possible value or harm of an “incentives” regime, or the incentives to promote or censor certain viewpoints that it may create. An “incentive” for “approved” speech is merely the reverse of its far more commonly found brother – a sanction for unapproved speech – and shares the same defects.

- **“Legal deposit” regime.** The Law’s Article 22 states that a regime of “legal deposit” will be created by governmental decree at a later date, which will identify the governmental entities that are to receive copies of publications and broadcasts. Deposit requirements are beneficial for research purposes and for the protection of intellectual property, but media outlets should not be required to deposit copies of their papers and programming with any official agency under a Law that allows the government to suppress and punish for speech with which it does not agree. Such a requirement would undoubtedly chill speech on topics related to the ruling party. The legal deposit regime should not be enacted, and any reference to it should be deleted from the Law.

C. Content Issues

- **An onerous right of reply.** The Law’s Chapter V sets out a detailed structure for rights of reply and rectification, where media outlets are required to grant a right to respond to readers, viewers and listeners who believe “they have been subject to references, even indirectly, that may affect their reputation and good name” or that “false or wrongful statements” have been made about them.

The right of reply is a difficult issue to analyze in freedom of expression terms. Too broad a right of reply clearly infringes on the expressive rights of authors and editors, as it grants the subject of journalism the right to command time to answer to any coverage which might criticize or even mention him. In the U.S. courts have found that rights of reply, at least as to newspapers, chill journalistic discretion and interfere with editorial independence, and are therefore inconsistent

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with the First Amendment. To be sure, in Europe, the law commonly provides for such rights. However, a country that chooses to set out a right of reply in its media law should draft it narrowly and determine the precise circumstances in which it might apply.

The Law's right of reply seems to confuse two distinct issues. If the concern is that issues of public importance be covered objectively, then the electronic media can be obliged to provide reasonable coverage of opposing views as a condition of their licenses. If the concern is protecting the reputations of members of the public, then the civil libel system, which would allow an individual to bring a private right of action against a media outlet if its reporting impugned his reputation through "false or wrongful statements." A retraction provision, which would allow media outlets to mitigate their damages in such a suit by retracting upon appropriate notice factually inaccurate reporting, is also a more effective deterrent than a right-of-reply statute, as it reserves the judgment to retract to the journalist.

If the right of reply is included, it should at most be limited to broadcasters on the specific ground that the number of radio and television outlets are spectrum-limited and therefore must be licensed, and the government may therefore place reasonable conditions on those licenses on the grounds they use the public's airwaves. The draft Law's right of reply is time-limited, in that an offended party must make his request within 60 days, but such a time period is far too long for media outlets to be on notice that a member of the public may exercise his right of reply. It should therefore be shortened to not more than seven days. A media outlet's decision that a request does not fall within the right-to-reply law should be appealable first to the Counsel, and then to the relevant district court.

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As we initially noted, this list of suggestions is not comprehensive. What we have identified are the major problems that seem apparent to us during our necessarily brief review of this important legislation. We have, however, identified enough cause for concern to believe that without very significant reworking, this law seriously endangers the achievement of its purported goal – the creation of a healthy and independent media and journalistic environment in East Timor, in which free expression and the dissemination of diverse ideas and content can flourish.

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ATTACHMENT C

Samples of Training Materials, Lesson Plans and Pre-election Training

IFES Workshop on Covering Elections

Saturday, February 24, 2007
10:45 a.m. – 3:30 p.m.

Goal: By the end of this session, participants will be able to produce a detailed story plan for an issue story.

5 minutes: Trainers introduce themselves and explain the goal for the day.
[“By 3:30 today, you’ll have a detailed story plan for an election story.”]

1. Understand the role of a journalist in an election

10:50-11:35

Explanation / Demonstration - Jesse - 20 min

[Guided discussion to think about the issues of ordinary people]

You all have families, you talk with your spouse, children, siblings, aunts, uncles and cousins every day.

What did you talk about at dinner last night?

E.g. – oh, we talk about the kids being sick – why are they sick? Oh, one has malaria. Is malaria common in your village? Yes, three kids died last year. Why so much malaria? We have lots of mosquitoes. Why doesn’t anyone kill the mosquitoes or put up nets? Well, most people can’t afford it, they don’t have the money. Does the government have money? I guess so. Should the government do something about it? Whose responsibility is it to solve this problem? Would you say these are common? Do you have this in your district?

[During this dialogue, Budi writes the concrete issue problems discussed on the board]

[Once there are several issues, Jesse summarizes and makes the connection / transition. 10 minutes]

These are issues that people talk about, they have causes, they have solutions

So, what’s going to happen in April and later in the year? Elex
Is there any relation between these problems and who you elect?
Have you heard any of the candidates talk about these issues?

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Have they proposed any solutions? Are the solutions realistic? Does your family feel that the officials are doing anything about these problems?

Are the problems getting worse or better?

Do you see these issues discussed in the media?

Why didn't the media hold the officials accountable? Who has access to talk to Ramos-Horta – does your grandmother?

Role of journalist in election – Budi - 15 min

Summary: It's the media's job to make the connection between the ordinary people's problems and the elected officials.

[Define, explain and describe major aspects of the role of journalist in election– following points in handout *on GOALS of election coverage*, to be distributed at the end]

2. Develop a story idea on an issue

11:35-12

Explanation – Jesse, 10 min

What are *the elements of an elections issue story*?

-Narrow down the problem to something specific

(Not just health, but the clinics always run out of medicine, for example)

-Tell it from the people's point of view

What do the people want to know? What do your friends and family want to know?

-Describe the problem – size, causes, effects. Make people identify with the problem, make them see it, experience it.

-who is responsible – give them a chance to respond in your story. They need to be able to defend themselves to the people.

-what are possible solutions – People should have hope that their lives will improve and the problem will get smaller or go away.

Demonstration - *Example of a model story* – feature from Indonesia about flooding – Budi, 15 minutes -

Participants circle the parts of an issue story, Budi talks them through it

Budi – So we start from what the ordinary people care about.

Then we choose topics that elected officials have responsibility for,

And we narrow the focus of the issue to a concrete, specific problem.

[*Handout survey results* - stats on issues]

LUNCH

12-1

Lunch assignment:

Application – Using the survey results, choose an issue related to the election and write one sentence describing your story idea

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1-1:20

20 minutes to critique story ideas in pairs

Exchange in pairs and critique using these questions [*write on board*]:

- Does the idea focus on a specific problem within that issue, or is it very general?
- Is the idea about a problem that elected officials have responsibility for?

3. Identify multiple sources for an elections issue story

1:20-2:30

Explanation– Jesse 10 min

Why do we use multiple sources?

Reporters in a democracy must greatly expand their sources in order to write stories that reveal and explain the reality of what is going on.

Types of sources –see handout

Demonstration Budi 20 minutes

Take one story idea out from the participants and ask the group:

- who should the sources be?
- who is affected by that?
- who can solve this?
- who is responsible?

Practical application - 40 min — participants develop source list for their story idea, critique in pairs

2:30 Coffee break

4 How to interview candidates about the issues

2:45-3:30

Explanation – Budi – 10 minutes

What do we want to get when we interview candidates?

- ✓ Confront candidates with the voices of voters on issues
- ✓ Obtain details about the candidates' programs and how they would actually work – whether they are realistic and whether they address the cause of problems.

How do we confront candidates about the issues?

- Research the topic and talk to voters
- Prepare questions in advance
- Anticipate answers and prepare follow-up questions
- Pursue specific details to support generalities
- Remember that you represent voters – ordinary people! Use the real-life anecdotes from your reporting on your story to confront the candidate: “Tita Santos has lost her husband and two children to malaria, and she can’t afford nets. What would your budget plan do for her?”

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Demonstration -scripted drama [Jesse and Budi] –15 minutes
Questions?

Application – 15 minutes –
Participants prepare questions to confront candidates on the issue for their story – critique in pairs

Conclusion: 5 minutes - Explain that this is ICFJ's style of training and we will be doing more, with Timorese trainers, starting the second week of March.

10 International Standards for Journalists

Goal: By the end of the session, journalists will understand the 10 international standards.

Explanation

Jesse

10.10 – 10.30

20 minutes

- ✓ Common base used by professional journalists worldwide.
- ✓ Standards, something [guideline, rule, basis] that is applied across the board for journalists worldwide when they cover the news stories regardless of the media used i.e., radio, tv or print (with the whole group, discussing and brainstorming the meaning of the journalist standards).
- ✓ What are standards? Does every media have standards? Are they the same? Do you use standards in every story you do?
- ✓ Why would it be important for journalists to follow some standards? (because of your audience, because the role of the journalist in a democracy is to serve the public not the government or sources, to build a relationship of trust between journalists and their audience).
- ✓ Give some examples of standards you know and use.

[Trainer will elicit at least two of the following ten standards by questioning and drawing out the participants. Likely that they will come up with fairness, accuracy, or timeliness]

- ✓ **Interest.** If the story isn't interesting, no one will read, listen to or watch it and citizens will not be informed.
- ✓ **Timeliness.** Citizens need to get information in a timely manner so that they can be fully informed and, possibly, respond.
- ✓ **Accuracy.** Effort must be made to verify information and ensure the story is based on facts from reliable sources.

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- ✓ **Fairness.** All sides of the story must be treated fairly, and your opinion is not part of the story, so that citizens get what they need to understand and make good decisions.
- ✓ **Detail.** General statements should be supported with facts and description, so that the events and issues are clear.
- ✓ **Background.** Information that provides context to a news event or feature - such as historical or cultural factors – is essential for understanding the event or issue.
- ✓ **Lead / Intro** The first paragraph or two should catch the reader's attention, give them basic information, and draw them into the story.
- ✓ **Structure.** The story should follow a sequence so that the story makes sense, and can be cut to fit the available space, or time slot.
- ✓ **Quotes.** The voices of ordinary people as well as officials should be included and accurately reflect what they said.
- ✓ **Clarity.** Stories should be written in words that ordinary people understand. Simplify complicated ideas so that anyone will be able to follow them.

Demonstrations

Kym: TV example

10.30-10.45

15 minutes

- Kym will play a news story from TV and discuss with participants whether this story met the standards that they had just listed with Jesse.
- Then she elicits another two to three standards, through guided questioning about the TV story just shown.

Budi: Radio example

10.45 – 11.00

15 minutes

3. Budi will play a radio news bulletin and will discuss with participants whether this story meets the international standards already listed.
4. He elicits another two to three standards by pointed questioning about the radio news bulletin. Putting more attention to *particularly* the standards that have not been touched in the previous discussions.

Jesse: Print Example

11.00 – 11.30

15 minutes

5. Jesse will give copies of news article to participants (ask them to read) and discuss how the previously listed standards that can be applied for the article.
6. He will try to elicit the last of the 10 standards via discussion about the print story.

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Training advisors
11.30 – 11.45
15 minutes

7. Together discuss all the standards and repeat why they are important included in any stories they will work on.
8. Group agrees about the wording to be used for these standards (since a common vocabulary is very important and must be agreed on)

Handouts

10 international standards translated copies (trainers need to memorise them in tetum)

Copies of newspaper story

Goals of Elections Coverage

Objetivus konaba Kobertura Elisaun

1- point out problems that the government should solve or to hold the government accountable on their wrong doings

Why? So that campaigns address the problems of citizens in order to force officials to solve these problems.

1- Indika problemas ne'ebe governu tenki rezolve ka kaer governu nia responsabilidade ba sira nia hahalok aat.

Tan sa? Atu nune'e kampaña indika problemas sidadaun sira nian ho objetivu atu obriga ema boot sira resolve problema ne'e.

2- explain issues that concern citizens and possible solutions to their problems; as a medium for public debate

Why? So that citizens understand the source of problems and who has the power to solve them.

2- Esplika problema ne'ebe sidadaun sira preokupa no solusaun posivel ruma ba sira-nia problemas; hanesan médiu ida ba debate publiku.

Tan sa? Atu nune'e sidadaun sira komprende fonte problema nian no se mak iha poder atu rezolve problema ne'e

3- give voice to opinions and concerns of ordinary citizens

Why? To serve the people by amplifying what they have to say, and show them that they have the power.

3 - Fo lian ba opiniaun no preokupasaun sidadaun bai-bain nian.

Tan sa? Atu serve ema hodi haforsa(suporta) buat saida mak sira tenki hateten, no hatudu ba sira katak sira iha poder.

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4 - raise questions, especially those that the people might be afraid to ask, and force the candidates to answer them

Why? We cannot assume that all citizens know how and where to vote. There are young voters and new voters (women, people who have decided to vote now, etc). We want them to participate and we have to help them with basic information.

4 – Halo perguntas, especialmente perguntas ne’ebe ema tauk atu husu, no obriga kandidatu sira atu hatan perguntas ne’e.

Tan sa? Ita labele asumi katak sidadaun sira hotu hatene oinsa no atu vota iha ne’ebe. Iha votantes klosan no votantes foun (feto, ema ne’ebe desidi ona atu vota agora, etc.) Ita hakarak sira partisipa no ita tenki ajuda sira ho informasaun báziku.

5- provide space for politicians to communicate with the public.

Why? To ensure that all views of political parties that are part of the elections are accommodated, so people can be well informed

5 – fornese fatin ba politika nain sira atu komunika ho publiku

Tan sa? Hodi asegura katak observasaun hotu ne’ebe partidu politiku sira iha mak parte husi eleisaun , ne’e duni ema hotu bele hetan informasaun ho diak

6- provide basic practical information about the candidates and the election process. Dates of the elections, who is running, location of polling stations, rules of elections.

Why? Because journalists serve citizens, and our job is to ask questions on their behalf, to get the information that citizens need to make good decisions.

6 - Fornese informasaun baziku ba pratika konaba kandidatu sira no prosesu eleisaun.

Data eleisaun nian, se mak halao, fatin votasaun nian, regulamentu konaba eleisaun nian.

Tan sa? Tanba jornalista serve sidadaun sira, no ita nia servisu mak lori povu nia naran atu husu pergunta, atu hetan informasaun ne’ebe sidadaun sira persiza hodi foti desizaun ne’ebe diak

7- cover news about the campaigns, party coalitions, attacks on candidates, demonstrations, problems in election process.

7 – kobre notisias konaba kampaña, partidu koligasaun , atakes ba kandidatu sira, demonstrasaun, problemas iha prosesu eleisaun.

Why? So that citizens can see the process in action and to help them judge the candidates. For example, if a candidate is telling lies about another candidate, a voter might decide not to vote for that candidate.

Tan sa? Atu nune’e sidadaun bele hare prosesu iha asaun no ajuda sira justifika kandidatus. Porexemplu, se kandidatu ida kolia lia bosok ruma konaba kandidatus seluk, votante bele desidi atu la vota ba kandidatu ne’e.

8- compare spin to facts – as a check on the statements of politicians.

8 – Kompara lia-bobar ba faktus – hanesan check ida ba politika nain sira nia deklarasaun

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Why? Journalists need to seek the truth of the spins, by reporting what the politicians say and contextualize them by juxtapose them against reality by interviewing publics, experts, and comparing party pledges. (Spins used by politicians to present their opponents negatively and to convince the electorate that they can solve problems).

Tan sa? Jornalista sira prezisa buka lia loos husi notisia ne'ebe la loos/bosok, liu husi halo reportazen ba saida mak politika nain sira kolia no kontestualiza notisias hirak ne'e harabat sira hodi kontra realidade liu husi halo entrevista ba publikus, peritu sira, no halo komparasaun ba promete partidus nian. (Politika nain sira uza lia-bobar atu apresenta sira-nia funu-baluk negativamente no atu konvense ema ne'ebe iha direitu atu tuir eleisaun katak sira bele resolve problemas)

9- set stage for accountability – document the promises made by candidates, and document violations of the rules

Hari etapa ba akontabilidade – Halo dokumentasaun ba buat ne'ebe promete ona husi kandidatu sira, no halo dokumentasaun ba violasaun regulamnetus.

Why? so that you can hold them accountable during their term in office, and so that citizens can demand enforcement of the rule of law

Tan sa? Atu nune'e ita bele kaer sira nia responsabilidade durante sira-nia servisu, no atu nune'e sidadaun sira bele eziji halao regulamentu lei nian

10- verify validity of election, monitoring the process to show whether standards and laws were followed; including frauds that may take place during the election and vote counting process.

10- Verifika validade eleisain nian, Halo prosesu *monitoring* (observasaun) atu hatudu katak tuir ona standar no lei ka lae; inklui lia-bobar ne'ebe bele mosu durante eleisaun no prosesu konta votus nian.

Why? Journalists act as elections monitors, not only on the voting day but throughout the process. They provide the facts so that citizens know whether their leaders were freely and fairly elected.

Tan sa? Jornalista sira sai hanesan monitor (observador) ba eleisaun, la'os deit iha loron votasaun maibe durante prosesu tomak eleisaun nian. Sira fornese faktus atu nune'e sidadaun sira hatene sira nia lider hili ona ho livre no justu.

11- prove your credibility – this is an event that citizens take part in, and they can see for themselves whether you are doing your job to provide accurate and fair information

Hadia ita nia kredibilidade – Ne'e mak eventu ida ne'ebe sidadaun sira hola parte, no sira bele hare ba sira nia aan karik ita boot halo ita-nia servisu hodi fornese informasaun ne'ebe justu no akurat

Why? To earn and keep the trust of citizens.

Tan sa? Atu manan no hetan fiar husi sidadaun sira

Conducting a Voter Survey

Part 1

Objective: Make a list of questions for voters that will give us a factual picture of national issues affecting the election

Explanation

Civil Society and Journalism

-Major part of our role is to listen to the citizens and make politicians hear them [democracy is inversion of “old way” under colonialism, occupation, etc – SEE lesson on “role of journalist in democracy”]

-What the citizens say should DRIVE our coverage – not what the politicians say

-We don’t have to wait passively for candidates or parties to tell us what the issues are, we can find out for ourselves

How do we hear and amplify the voices of voters? Talk to them!

Voter Interviews

What do we need that we can ONLY get by talking to ordinary voters?

- story ideas
- anecdotes and color about issues
- reasons why people don’t vote
- showing that democratic power comes from them
- keep track of changes in public opinion
- keep in touch with our audience
- remind ourselves why we do this job
- it’s interesting!

What do we want to know?

Typically, reporters would ask, “who will you vote for?”

What information does that gain for us?

What happens when a listener in the districts hears a story that says “most people are going to vote for X”? Is that information that helps them to be a more active citizen? Isn’t it just “winner-loser” coverage? Could it have the opposite effect – that people will say there is no point in voting because the result is already decided?

Your responsibility is to your audience, so what sort of information would *they* like? Bear in mind it is not just enough to ask a person whom they plan to vote for. A name is just a name – it does not imply anything except popularity. A person might vote for X or Y candidate for any

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number of reasons; you must find out *why*. In other words, you want to ask people about their opinions.

You want to ask about issues and ideas. You don't want to know *who* they're voting for, but *why* they vote that way. This is tricky because a survey is the same series of questions asked repeatedly over a group of people, but typically each person might vote for a candidate for slightly different reasons. Each person you interview could have some personal reason for voting a certain way, but such personal opinions are difficult to include in a survey.

Obviously the results of your survey must be anonymous, but if you meet someone who has something interesting or fresh to say, ask the person if they may be quoted and then, in your news story, you can use the person's quote. You don't need to get a quote from every single person you interview (it's unlikely every person would have something interesting to say anyway) but get a few. Get the voices you think your readers want to hear. Those voices should be both reassuring and different. That is, some quotes can reinforce common ideas, but you should also look for quotes that include unpopular beliefs or opinions. You are not a journalist that serves only the needs of the majority, you are a journalist that serves the needs (and represents) everyone and that includes *all* opinions.

Standards for survey

-your survey shouldn't take more than ten minutes of a person's time. Sometimes people are busy; sometimes they have places to go and things to do and they can't afford to waste time talking to a journalist.

-questions should be simple and easy to answer. Most of the people you talk to will have no experience talking to the media and it's important they don't become confused or bored with your questions, so usually the shorter the better.

-questions should relate the election to the needs of the voter, and not be oriented to the "business" of what the candidates are saying or doing.

-questions should allow the respondents openings to say freely what is on their minds

-the reporter should always ask follow-up questions to clarify what the person means. This is to correctly categorize the answer for tabulation, and also to get quotes for use in stories,

Demonstration

Use generic survey form (from Egypt / Cambodia / Afghanistan / Armenia) to illustrate a suggested format:

- Ask citizens what their problems are [have a list, which reporter must fit the answers into; get quotes to elaborate]
- Ask whether they'll vote and why or why not [it shows their attitude about the progress of

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the democracy so far]

– Get questions from them to pose directly to politicians [we are the conduit]
“If you could speak directly to the next president what would you ask him?”

Application

Handout: Give them the generic survey to edit

How do you think this list compares to what people will say in Timor? Which of these issues will rank high? Is anything not relevant? Is anything missing?

Same with “why or why not” question on voting – what’s not applicable? What’s not listed?

Finalize the questions you will ask.

Assignment

- Interview four or five voters each – just using pen and paper
- Follow the basic questions decided by the group
- Ask [and record] follow-up questions
- Get demographic statistics about the people you interview [age, gender, education, occupation, residence]

Evaluation of part 1

1=formulates questions and follow-up questions that are clear, neutral, open-ended, and that obtain specific, detailed information and interesting quotes

2=formulates basic list of questions that are clear, neutral, and open-ended, and asks “why” as a follow-up

3=questions are unclear, show personal bias, or are yes-no

Part 2

Objective: recognize and correct for personal bias in vox pop

Explanation/Demonstration:

Tabulate **in teams** the results of the four- or five-person survey

Compare to the handout summary of census data

WHO

-what’s the gender ratio? Is that the same as the population? Why didn’t you interview the same of each?

-what about age – did we interview any teenagers? Any 80-year-olds? Why not?

-education level, did we only interview people who are educated and literate? Can illiterate people vote? Should we get their opinion?

-occupations – do we have any farmers, fishers, any port workers, any housewives, any school teachers, police?

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- did we interview any disabled people? Why not?
- what about religious mix? Did we interview any Muslims? Why not?

WHAT

- did we ask follow-up questions? [when this person said, “I want the president to solve my problems with food” did we ask what that meant? Food prices, food availability, food quality?]
- did we interview any couples or families or friends in groups? Did that affect their answers?
- how were the questions worded? Any “buzz” words used, that might affect how people hear the question? *Examples* of buzz words that are not neutral. Was it a leading question?

WHERE

- did anyone interview someone who is not from Dili? What portion of the population lives in Dili?
- did anyone interview in the IDP camp? Why not? What do we think about them?

WHEN

- did the time of day affect who was available? Who would not be available during this time?
- summarize: does this data accurately reflect the ideas of the Timorese people? What does it reflect? [it reflects us, journalists, and our personal bias]
- who do we serve? Who are the voters? What do they look like?
- so, if we want our voter interviews to actually reflect something useful, what do we need to do? [more interviews, better questions, follow-up questions, gender balance, age distribution, educational variance, rural-city proportion, religious minorities, health status mix, occupational variety, different places, different times of day, go to the places where no one listens]
- revise questions for the survey in teams
- based on results from all three teams *revise the form, photocopy*

Work plan for the survey

Bias

- The scientific principle of random sampling
- How is that best accomplished here?
- How can we avoid biased questions?
- How else can we correct for bias in voter interviews?
- How can we correct for religious or ethnic divisions?
- Demographic stats

We have 10 trainers and we hope to recruit another 10 people to work with us on the survey. If each one interviews 25 people, that's a sample of 500. The accuracy could be within about four percentage points, which is acceptable as long as we say what our methods were.

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So if we interview 500 people, what would that mean?

[Chart for basic strata in advance and work through it, including adjustment for IDP]

Assignment

- Each person develops a list of how their sample was biased
- Rewrite our questions
- Divide up work by geographic area
- Within group, decide what each will do as their share of the sample and lists their technique for random sampling (every fifth person, every third farm?)
- Agree on shared use of collected results

Evaluation

1=the group has developed a detailed plan for a stratified, unbiased random sample and each person has a clear list of personal biases in their sample

2=group has a general plan for a stratified random sample and each person has a list that includes their major personal biases from the sample

3=group's plan is unclear or unbalanced sample, no steps for random, and individuals did not list their personal bias

Troubleshooting for conducting survey

How to make sure the results you get are accurate.

Sometimes in Timor you will find groups of people will gather around you and even follow you from place to place. Extra people can skew the opinions of the people you want to survey and thus it is important that you survey each person alone, when possible. If you find you are forced to survey someone who is not alone (either in a group or with their husband or wife), continue the survey, mark it as invalid and then survey someone else. *Do not count the survey.* Because of the sensitive nature of political opinions in this country, people's true political beliefs and opinions are sometimes private. In order to reflect these views and to gain your subject's trust, it is important for the interviews to be held in private.

If a person won't talk to you, or seems frightened or nervous, explain to the person that the survey is anonymous and no one will know their identity. Explain to the person that their voice is one of many and explain why you are taking the survey (to get an accurate reflection of opinions) and that you are a journalist not affiliated with any political party. Tell the person it doesn't matter to you what he thinks, you are neutral.

Like everything in media, your survey has to be accurate. As you learned, you must survey a broad spectrum of people in order to ensure the results are an accurate reflection of the population. But in addition to this the information you collect has to be accurate, too. Obviously you can't make up answers yourself (fill out a survey if you can't find people) but you also need to make sure you don't influence the people you're surveying.

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Our questions should be simple enough so anyone can understand them, but if someone does have trouble making sense of your questions, you need to rephrase your questions in such a way that doesn't lead your audience to a specific conclusion. For instance, when you ask questions you need to be sure you do not either nod your head or shake your head or make any gestures which could be construed as being either negative or positive. Your role should be that of a recorder. You must not have any influence on the results of the survey. This means it shouldn't matter who surveys the 20 people you pick; the results should always be the same.

Of course there are means of influence. Even if you don't influence a person, a friend, relative or neighbor might. If you interview a woman, make sure she is alone and not influenced from her husband. You want *her* opinion, no one else's.

Voter Survey Tabulation Schedule

Thursday March 15

Voter Survey Tabulation

Time	Activity	Presenter	Notes
9	Rules of tabulation: accuracy, numbering the survey forms and notes, green info columns	Kym	WHY we have to follow directions exactly (see directions sheet)
9:15	Problema (pink columns)	Budi	Stress that you should only use "1", no text, leave all else blank
9:30	Vota (yellow)	Jesse	SLH, reasons, seluk
9:40	Demographics and servisu (orange)	Budi	SRB, years, KMSP, "1" for only one job category
9:50	Recordings, name, telephone (purple)	Kym	Stress why we index these (to make story production faster)
9:55	Quotes and Other notes (gray)	Jesse	Why we index quotes (to make best use of the material)
10	Break		
10-12	Tabulate survey in pairs	Teams	Advisers ensure data is recorded cleanly

Elements of An Issues Story

An issue: A problem or concern affecting the average person.

9. A **problem** should be **current, common** (that is, it happens often and in a widespread area) and **fixable**.

An issues story focuses on a specific problem and what can be done to solve the problem.

- ✓ You must have: A problem, the **cause**, the **result of the problem**, and a **resolution**.

The cause: What led to the problem.

- What made the problem happen in the first place? Often there are several causes of a problem and you need to investigate all of them.
- For every problem that has a human cause, you need to interview the people so that they may defend themselves. A good journalist should not accuse people of causing problems without giving them a chance to defend themselves.

The result of the problem: Usually more specific than the cause and are probably well known to your readers.

- Take care to get accurate information (especially helpful are things like statistics and numbers. How many people are affected? Where? For how long?) this is often easier information to get as most people are happy to talk about their troubles.

The resolution: Who can fix the problem?

- The common people affected by the problem feel powerless to fix their own situation so they tend to blame other people (usually the government or some powerful authority figure) but it's rare when a government or authority figure will take all the blame and promise a resolution.
- Usually a good resolution will require some action or change on the part of both parties, the afflicted as well as those in power. To find out this information, you will need to interview people and ask difficult questions. *You must find out **why** the cause of the problem was allowed to happen and **who** can fix the problem, **when** they can fix it and **how** they plan to fix it.* (Where the problem exists and what the problem is should already be established).

Sources of Information for an Issues Story

Reporters in a democracy must use a variety of sources in order to write stories that reveal and explain the reality of what is going on. Why? Because:

- If you only use the words of a minister or other important people, the common person may feel left out or ignored in your reporting.
- When you use only one source of information, the story becomes inaccurate. The prime minister might have really said a it, so *his words* are accurate, but every issues story you do will have more than one side and if you *ignore* the other sides (the other voices) then your reporting is flawed and thus inaccurate.

Here are some categories of possible sources of information that you can use as a checklist when thinking about interviews for a story.

Government sources, more than ministers:

Officials both in the capital and districts, and courts are also government sources. The people with the most useful information are likely to be functionaries, not the top officials.

Foreign sources:

Embassies usually have a spokesperson that can comment on stories involving foreign governments. There are also foreign funding organizations, such as USAID or GTZ. Foreigners who are living and working here can add perspective and comparisons with other countries.

Non-governmental organizations (NGOs):

This category includes the hundreds of organizations, both foreign and local, that carry out programs here outside the government.

Business sources:

Private businesses are important to development. For example, if you're writing a story about bribes of customs officials, business owners can tell you about their experience.

Academic/expert sources:

This would include professors at universities and other scholars, retired professionals, or specialists in various fields. It can also include reports done by experts outside the country.

Social groups:

People form associations for personal and professional reasons. Some examples are associations of disabled people, union of writers, and local mosques.

Lower-level sources:

The police officer that made the arrest knows more about a crime than the Interior Minister does. Clerks, guards and drivers can be very helpful in giving you access to sources and background information.

Street level/ordinary people:

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Always consider whether you can include ordinary citizens in your story. They can speak about the practical realities of policies and trends, as well as offer opinions. This is also a way of letting your readers know that they have an important role in a democracy.

Eyewitnesses:

People who saw a grenade attack or were victims of a crime are important sources of information.

Direct observation:

Reporters themselves are sources of information if they directly see something happen. This can include, for example, being at a demonstration when police beat students, watching a doctor treat a patient with a new medicine or technique or attending the funeral of a prominent person.

Media sources:

Most of the time, you will not directly use information from other newspapers, magazines or broadcast news organizations in your story. However, their stories might give you ideas about who you can contact yourself to get information, or background that you can use in your interviews. In rare cases – if you cannot get the information in any other way, and if the information adds an important detail to a story for which you have most of the information – you may use a quote or statistic from other media. However **you must attribute this information to the media source that you got it from**. You should take great care in using such information if you cannot verify it yourself.

Internet Sources:

The Internet is a powerful and popular tool for journalistic research. You can quickly find government statistics, facts on businesses, NGOs and sometimes background information on the web.

But be aware that anyone in the world with a computer and the skill to create a website can offer information. You must bring the same skeptical attitude to web sources that you apply to any source. Does it sound crazy? Then it probably is.

When using the Internet as a source, ask yourself:

- ✓ Do I know that the source of the information I get from the Web is legitimate?
- ✓ Is there an official source I can call to verify that the group or agency stands behind the information?
- ✓ Is the information current?

Case Study for Interviewing Candidates

Jose the Candidate

And so my friends, when I am elected prime minister of East Timor, there *will* be jobs. There *will* be more opportunity, education and development. When I am elected, East Timor *will* move forward, together, east, west, young and old. Forward to success!

(Pause)

OK. I want to thank you all for your time and thank you for coming. If there are any questions, you can ask me now.

Marcos the Journalist

Good afternoon sir --

Jose

Good afternoon. Who're you with?

Marcos

My name's Marcos and I'm with a new newspaper, The People's Voice --

Jose

I'm glad to hear the people's voice. The other parties, all they do it *talk* and they never *listen*, not to the people, not to anyone.

Marcos

OK, well, can I ask you a few questions?

Jose

Of course! The people must have a voice and that voice must sometimes ask questions. And when the people ask questions, *the government must answer! THAT* is democracy. Right? Am I right?

Marcos

Yes, OK --

Jose

OK! Yes, I know! I agree!

Marcos

Please, sir. Let me ask you, you say you would like to get everyone employed and reduce the unemployment. But how will you do that?

Jose

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No, I didn't say I *would like to*. I said I WOULD get everyone employed. Everyone needs jobs. Jobs are important. Everyone needs money to buy things and to develop and move forward. Am I right?

Marcos

Yes, but – how will you do it?

Jose

Exactly. I am right.

Marcos

Mr. Jose, but people need to know exactly how you will give them jobs. What is your political party programs to make this happened.

Jose

I will guarantee everyone will have *something* to do. How will I do that? By developing our country's resources. I will do that by moving our country forward and teaching people skills. The people *must* have skills because when they get skills, they can have jobs. Right? But right now? Where can people go to get skills and move forward? There is nowhere for people to go and get skills.

Marcos

How *exactly* do you plan to develop these resources? How soon will you be able to deliver these jobs? How will you tackle the problem of high unemployment when you're in power?

Sir, my readers need to know, exactly what sorts of jobs will be available in the future that aren't available now? Will these be factory job, agriculture jobs? Private sector? Government? Tourist industry?

Jose

What is this? A trial? I feel like you're attacking me! But let me tell you something. Let me tell your readers something. OK? Under the current prime minister we have had 85 percent unemployment. Under the past prime minister there was 89 percent unemployment. Do you understand what that means? That means that most people don't have jobs. Without a job you can't feed your family, your children can't go to school and you'll never move forward. That will change when I'm elected. I promise you that.

Marcos

Is that unemployment for the whole country or for Dili?

Jose

All of Timor! No one has jobs in Timor! And it's because the current politicians just sit there are take people's money. They don't do anything!

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Marcos

Sir, where did you get those numbers? The Ministry of Labor doesn't have employment statistics for the districts and the last census was 2004, two years before the current prime minister even took office. As far as I have found, those numbers you just quoted don't seem to exist.

Jose

I tell you, they sure seem real though, don't they? Nobody I know has a job, including me! Which is another reason why you should elect me.

Marcos

But sir, you're not addressing the problem. All you're doing is listing problems everyone knows exist already and promising to solve them, you don't seem to have any plan or strategy or even any legitimate numbers. What is exactly your party program to reduce unemployment in the country?

Jose

The problem with the media in this country is, they ask questions that just make people angry. You want to cause trouble? Are you looking for a problem? Why are you looking to ruin my good name? How does that help you, or how does that help "the people?" You call your newspaper the "people's" voice, well! Well, guess what, the people *like* me. I never hear this from *the people*. What I hear is, Thank you. What I hear is, I have good ideas. What I hear is, people are going to vote for me because they like what I have to say.

Marcos

Well sir, I talk to people, too. Yesterday I talked to a family in Maliana. This family, they have lots of fruit trees, but no one will buy their fruit there – they grow too much. In Indonesian times they used to sell their fruit in Indonesia, but they can't now because the border tax is too much. They want to take the fruit to Dili to sell, but the road is so bad in the rainy season, they can't. So most of their fruit goes bad and is wasted and they can't even afford to send their children to school. What sort of jobs can you offer this family? What sort of help will your administration be able to offer a family like that?

Jose

You talked to this family?

Marcos

I did, sir. Yesterday.

Jose

What were their names?

Marcos

That's not important --

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Jose

Why do you want to make problems? Journalists need to print exactly what we politicians say, that way people will know what positions we have and who they want to vote for. You're not even doing your job. Your job is easy, but you don't know how to do it. You don't have very much capacity or skill, do you?

Marcos

The opposition party says your candidacy is based on nothing; you do not have concrete political programs that can solve social problems. What is your comment?

Jose

They're the same.

Marcos

Well, actually they have produced press release yesterday outlining their programs including a strategy on how to reduce high unemployment in the country. *What do you say?*

Jose

I say I know at least one job I'm going to get filled when I win the election.

Marcos

What's that?

Jose

Yours, you annoying jerk.

Lesson Schedule: Questioning Candidates Media Elections Law

Friday March 23 Training of Trainers / Elections

Time	Activity	Presenter	Materials /supplies	Notes
8 to 9	Presentation and review of issues stories	One from each team [Alfredo, Casamiro, and Afonso]	Projector, speakers, copies of print story	10 minutes to present the story, 10 minutes for group critique
9-9:15	Explanation: Putting issues questions to the candidates	Budi	Handout	This includes the examples done by Jesse
9:15 to 9:35	Demonstration: A model interview with a candidate	Budi and Francez	Handout of script	Point out what the journalist did in the interview
9:35-10	Practical application: Trainers write out questions for a candidate about an issue	Working in pairs		Budi and Virginia check in on the pairs
10-10:15	BREAK			
10:15-11	Planning for pool coverage	Vanessa	List of what is in pool coverage	
11-12	Media code of conduct	IFES		Walk through paragraph by paragraph and discuss

Timor Voter Survey Form

Reporter:

Date:

Time:

District:

Location:

Hello, my name is _____, I am a professional journalist working for _____ on a special project. I am asking citizens for their opinions about problems in _____ [country or region].

I'm going to read a list of problems. I'd like to know which two problems are most important to you.

- Security [general]
- Personal safety / domestic violence
- Gender
- Unemployment
- Inflation
- Environment protection
- Natural disasters [drought, floods, soil erosion]
- Privatization
- Business development
- Education / illiteracy
- Health / access to health care
- Roads and transportation
- Housing
- Water
- Power
- Sanitation
- Corruption
- Personal freedom
- Foreign interference
- Justice system
- food security

Details or quote: _____

If you could talk to the president/member of parliament, what would you say to him (in one sentence)?

Do you plan to vote in the April 9 elections?

Yes ___ No ___ Not sure _____

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Why:

- It is my duty ____
- It is my right ____
- I want to choose my leader ____
- I want my opinion to be heard ____
- I will be fined if I don't vote ____

Other _____

Why not:

- I am concerned about my safety ____
- I don't think it will make any difference ____
- My family/husband will not allow it ____
- I am not interested ____
- I do not think my vote will count ____
- Politicians are cheaters ____
- I do not believe the election will be fair ____
- I do not know how to register/vote ____

Other _____

Thank you for your time. May I get some basic information about you for our analysis?

Where do you live? _____ [city __ village/rural __ remote ____]

How many years of education have you completed? _____

What is your job category?

Government __ UN or NGO __ Private business __ Self-employed __ Subsistence farming or
fishing __ Unemployed __ Student __ Homemaker __ Retired __ Disabled __ other

What is your age? _____

Other information _____

Catholic __ Other __

Male __ Female __ Disabled? __

Photo – yes/no

Sound – yes/no

Footage – yes/no

Name: (if they are willing to be quoted by name) _____

Phone: (if available)

ATTACHMENT D

A Selection of Reports and Assessments by Trainers

General Assessment of the Oecusse Media
by Jesse Wright

The Lifau Pos journalists are less experienced than the radio journalists. They don't understand the role of a journalist in a democracy (or anywhere else) so they don't understand why their job is important. Because of this there seems to be little pride or thought in their work. So far the journalists have only had to run the news given to them, either by the government or NGOs or whoever writes the press release that day.

However, certain journalists from their staff seem capable, despite it all. I believe with proper training the quality of journalism could be significantly improved. It seemed clear that some of the journalists *wanted* to do better, they but they had no idea *how*.

There was plenty of evidence during the trainings about how to interview sources and which sources to use that the Lifau Pos team is very much accustomed to the top-down approach to journalism, which means, talk to the boss or don't talk to anyone at all. In their defense this is a fair enough mistake to make, for often the boss will guard close information and won't allow his staff to talk to media at all. But right now the Lifau Pos team couldn't even *think* of talking to anyone else as a possibility.

I think there is much to be gained by teaching the Lifau Pos team alongside the radio team. The radio team, while pretty far from high quality, at least has more drive and dedication than the Lifau Pos team – not to mention more professional experience. Also the radio team are already friends with the Lifau Pos team and the radio people seem willing in a group environment to share their experience and help their radio colleagues understand their professional responsibilities as well as the technical aspects of the job.

In addition to the radio team, Constancio Ote, the main editor at the Lifau Pos is a real resource. He seems a bit shy and maybe too timid to exhort his team to do good journalism, but he knows his stuff. At almost every round table discussion his were usually the most cogent points and he seemed to grasp the trainings faster and better than anyone else.

However, his shyness is not something to so easily dismiss. In Dili he told Rita and me that he could work with us on every day of the training, but that proved almost comically wrong as he was hardly ever there. He missed all of Sunday because he was covering a campaign of a political party and he missed half of Monday because it seems he's also a teacher. He could have mentioned both of these things prior to the training, but didn't. Instead he assured us he could attend every day of training. Both Rita and I think he's an honest man, and I don't doubt that he really is a teacher and he really was covering a campaign (considering his entire staff was at our training, he would have had no choice if he wanted to cover news except to cover it himself) but he simply isn't very forceful or direct. He seems more content to guide lightly. Except at this point the Lifau Pos needs a good shaking up.

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Specific Assessment

At the end of four days we had driven through about three weeks' worth of ICFJ training. I can't say how much of the training struck them as meaningful or useful and it will be hard to analyze from Dili, but I suspect at least some of the training did some good. At the very least both the radio team and the newspaper team are developing one issues story each based on the results of their survey.

The survey went fairly well. There were a couple of errors (not nearly enough women at first and now, I suspect, after the addition of more women, there're probably flaws with the age demographic, but it's too late to fix) but nothing too egregious. Moreover everyone seemed to enjoy the survey and learned something from it. I would say everyone learned why a survey is important, though only to the extent that it would tell them what the local issues are (the national importance will manifest itself once the national results are collected and distributed, I suspect).

Both teams are working on an issues story. The radio team had a much easier time of it – they already *think* like journalists. The newspaper team had a harder time of it as they seem to be used to non-critical linear thinking. It was difficult for them to come up with any sources besides the government and then when they did it was difficult for them to come up with any questions. Even when they finally *did* come up with some questions, the general nature of the enterprise seemed lost on the reporters (to wit, they didn't understand that a journalist has to explore the causes of an issue, the effects of an issue and solutions. They seemed prepared to simply blame the government for their issue at leave it at that).

Both teams seemed stymied when their sources weren't in their office until I gave them my cell phone and made them get contact numbers and made them do their interviews over the phone. That nasty beast defeatism reared its nasty head time and time again (there's not enough gas in the motorcycle tanks to go do the surveys; our sources aren't at their offices, etc etc. A million times the reporters seemed ready to acquiesce to defeat until I showed them ways out).

The newspaper team flat refused to go back to Wainunu, a (so they say) distant community to the west. To get to this community you have to cross a river and Monday, after discussing that day's interviews, it became apparent they needed another source from this community. (They'd gone Saturday to do their survey).

Their issue was the scarcity of rice. This one town said there wasn't any rice anywhere and that was a problem (there is a very real belief that if one does not eat rice one will get sick and even if adults can eat things like potatoes and corn, babies have to eat rice or they will die). Constancio told the group about a friend of his who ate only what he grew – he never ate rice. He ate cassava, *akar*, potatoes, corn, etc. Then when there were rice shortages it didn't make any difference to him (and he saved money but never buying rice to begin with). Not only that, this guy had a whole family. So Constancio told two of the newspaper guys, maybe they should go back to Wainunu and find a family who was eating something besides rice, who was already *used* to living without rice, who didn't *need* government help and interview them. Show the readers that a life without rice *could* be done. I agreed this would be an interesting perspective (and an illuminating one, too, for most people).

At first they said they didn't have enough gas, but that couldn't be true; I bought them five litres two days prior. Then they said the river was too high. This *might* have been true, except I doubt it could be any higher than Saturday (I'd seen the river Sunday, people could walk across it). Apparently Saturday they'd forded the river and had to carry the motorcycle across. I told them they should go anyway because the source was important, but they wouldn't go. In utter frustration I sent them to the eastern border, as far away as possible without leaving the country, to get more survey results. They

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went.

There is a REAL lack of critical/creative thinking with all teams, though especially the newspaper team.

The biggest troubling experience from the newspaper team (besides their refusal to get more sources from a particular town): Their first example for their issues story (following a 15 minute group meeting) was that in this one town a lot of people were sick and the sick were dying because there was no nurse at the health post. This seemed like an excellent issue, until it turned out that last year a nurse had been assigned to the health post and issue was moot. Clearly they had yet to grasp the idea of timeliness (this was explained to them ... again).

Speaking of the 10 standards, they were explained over and over in various contexts, but I don't know how much of it really stuck. I doubt nearly enough of it really made an impression. They understood the words (we did the lesson in Tetun and Bahasa Indonesian) but the concepts (see above) seemed foreign.

Detailed Analyses of the Issue Stories

Radio:

Issue: All economic activity stops for a certain community when the rains start because there's no bridge or road to Pante Makassar (the big town here) and the river is sometimes too big to ford (every year people die trying).

The cause of the problem: Natural disaster (too much rain) and poor infrastructure (no bridge or road).

The resulting outcome: People can't buy/sell their stuff in the big market, sometimes people can't access their gardens (if on the wrong side of the river), and people can't access the hospital in Pante Makassar.

The solution: The government could build a bridge or open up the border to create a “traditional market” (this is the term they used, though what they described would more accurately be called an international trader market, the sort common on borders in poor countries all over the world).

Sources: The local public works office, an NGO called FFSO (who is working on economic development strategies for the enclave), the community, and a construction company.

As of Monday they had interviewed: The public works office, FFSO and the community.

They learned: In February the government surveyed for a new bridge and is planning the bridge's construction. Just waiting for money allocation. Also found that FFSO and the government are working on the creation of a “traditional market” on the border and the border should be opened back up in April following the elections (possibly in two or three weeks, well before the rainy season ends and in enough time to make a difference).

Newspaper:

Issue: Not enough rice

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The problem: The corn crops didn't do well this year and there is no rice, so people are hungry. They believe they have to have rice.

The cause: The dry season was too long (natural disaster).

Result: People are hungry and they believe they are getting sick from eating things besides rice.

Solution: Government must give people rice.

Solution pt. II (following intensive discussion): People must understand that they don't *have* to eat rice to live. Offer people alternatives dietary alternatives.

Sources: NGO Oxfam (do nutrition work), a doctor (talk about people's dietary needs), the community, the government social outreach department (responsible for rice distribution).

As of Monday they had interviewed: Oxfam, a doctor, the community. The government workers left too early that afternoon, otherwise they too would have been interviewed.

They learned: The doctor said babies up to six months need only mother's milk and after that they can begin to eat regular food (rice, potatoes, etc) but in any case, they have to eat vegetables and fruits to augment their vitamin intake.

This issue is more difficult than the trainees would ever suspect because it's a cultural issue. I told them this, but I don't know if they appreciated the gravity of the problem. Because culturally rice is so important to some people, changing habits and lessening dependence upon a slow-acting government is extremely difficult. Most people, even if told their customs and beliefs aren't accurate and are, in fact, harmful, are still reluctant to change. This makes the journalist's job harder, though still they have a responsibility to their readers to educate. I told the trainees this, but again, I don't know how much of this they really understood. Of course, part of the problem is, these journalists are part of the culture and find it difficult to change their own beliefs, let alone their readers'.

Recommendations:

Time:

In the best of all possible worlds, I would recommend at least a month of steady training here (that is, daily) then followed by a week of intensive training each month (three weeks in Dili, one here). I realize this won't happen, but it's what this place needs in order for there to be any significant improvement. We have to fight against insouciance in addition to a whole history of bad habits and practices and this'll take some time and some fairly active monitoring.

Skills/Training/Resources Needed:

First, every journalist in the enclave could use a central resource unit in Dili. This unit could provide technical/ethical/style assistance such as offer advice or verbal support, and could also provide things like contract numbers for sources, NGOs, government offices and people in Dili (things like phone books being nonexistent in Timor). This space could also provide the journalists with Internet and a

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space to write articles when the journalists are in Dili.

This would be of specific value for someone like Constancio Ote, the editor of the *Lifau Pos* as he is in Dili on the average of once a week and *does* depend on the Internet for his newspaper yet has no Internet access at the newspaper (instead relying on the Internet from Timor Telecom, which charges money).

I would recommend ICFJ adapt itself to this role. This would require almost nothing on our part. It is very unlikely any of the journalists would, in these nascent days of the program, ever think to call us to get help with or advice on a story. It's very unlikely anyone (aside from Constancio) would ever come to use the Internet or avail themselves in person of our facilities. Yet nonetheless I feel as a gesture it is important to establish rapport with the journalists as it helps establish an environment of camaraderie. The reason I think not many journalists would ever call us or use us as a resource is because they're not yet accustomed to having access to things like contact details or virtually instantaneous access to Dili resources, but if we continue to train the journalists there and as we continue to raise their professional standards, a resource center like what I am describing will be essential in the development of journalism in Oecusse. If the radio and newspaper people there ever hope to establish themselves as journalists and raise their media from the provincial to the professional level, then they will need access to information and access to a support network.

I would recommend for both teams (for while the radio team is ahead, they could still use some reinforcement and they're not so far ahead where they'd get bored by a review):

A week of training where they had to write one story using three or four different sources each day of the week, no two sources the same (to get them away from interviewing the same top people over and over and over).

A week of interviewing people not covered in the survey (find a crippled person, find a Muslim, etc).

Training on doing feature stories, getting to know the people they interview (could be done with the above lesson). This would get them more used to talking to people, getting to know people and communicating stories about their audience to their audience. A big problem is, the newspaper team (and I suspect the radio team) have very limited contact with their audience.

The newspaper needs VERY badly a couple weeks of layout training (they say so themselves. Constancio said his biggest problem is reaching readers who're illiterate).

I would also like to spend a week here (with Rita, or another trainer) doing research, talking to NGOs and the community about the radio and newspaper. What sort of help do the NGOs really give the journalists? Is there any help they could get but aren't? Could the NGOs do some of the technical training the media needs (how to operate a computer, for instance, is not something that ONLY ICFJ could do). And what does the community think of the radio station? How much information do they take from it? And the newspaper? How far does that reach? No one knows these things to any real degree (even the staffs seems uncertain).

JTT Team Weekly Report March 12-15, 2007

Activities

Monday, 12th of March:

8.30am – 1pm, conducted survey in Liquica Kota (town). Pedro de Oliveira, Luis Gonzaga Amaral, and Paula Redrigues turned up at the office on time. With the help of Helio Lobato, RTL stringer in Liquica, we interviewed people who live in isolated Aldeas (neighborhoods), in the town including IDPs.

2 - 5pm, after having lunch, we continued interviewing people for the survey. This time we went to 2 sub districts of Luiqica, namely Maubara and Bazartete.

Tuesday, 13th of March:

8.30am – 3pm, Pedro de Oliveira, Luis Gonzaga Amaral, and Paula Redrigues turned up at the office on time. Due to the replacement of the car, we did not leave Dili for Baucau until 10am. We went to Venelale, sub district Baucau, and conducted survey.

3 – 5.30pm, we went to Baucau Kota to continue interviewing people in the election registration office.

Wednesday, 14th of March:

8 – 10am, we went to Laga, sub district Baucau to interview more people.

10.30am – 12.00pm, we went back to Baucau Kota to interview people particularly in the market.

Thursday, 15th of March:

9 am – 12.30 pm, tabulated the survey results. Pedro de Oliveira, Luis Gonzaga Amaral, and Paula Redrigues turned up at the office on time. Due to lack of computer, Luis could not tabulate his data.

2 – 5pm, I taught Alfredo de Araujo on how to tabulate his survey results. Alfredo turned up on time. He conducted his survey in district Lautem, in 4 sub districts, namely, Lospalos, Tutuala, Iliomar, and Luro. He interviewed 35 people.

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Summary

- Pedro de Oliveira, Luis Gonzaga Amaral, and Paula Redrigues conducted the survey enthusiastically; they even did it in the rain. They conducted the survey exceeding to the targeted number of people in both districts, Liquica and Baucau.
- Alfredo has also conducted his survey exceeding to the targeted number of people being interviewed in Lautem.
- As stated above, the survey was good way for the trainees to practice knowledge on international standard of journalism.

TV Team Weekly Report **March 2 – 8, 2007** **International Standards for Journalism**

1. One on one mentoring

Tuesday and Wednesday (as required)

During this week, I spent one-on-one time with journalist trainers Nelio and Pasquoela throughout Tuesday and Wednesday discussing how the international standards applied to the stories they were producing for news.

*Note: Due to some security problems throughout the city this week, and the trial of Rogerio Lobato taking place, the group did not convene until Thursday to view and assess three stories from the news the day before.

One on one training time with Casimiro focused on troubleshooting and managing the Apple Macintosh workspace in relation to Final Cut Pro.

2. Group assessment and discussion of three news stories

Thursday 1530-1800

The team met in the master control room on Thursday to assess 3 news stories from the previous day.

Using the translated worksheet provided, the trainers demonstrated a good understanding of each individual standard through identifying each standard in the story (or noting where it was missing). No story was assessed as having used background information, but all stories had accurate facts and had used at least one interview as a part of the story. Structure in 2 out of 3 was good, but the third story should have been divided into two stories.

* the presenter link was not included as a part of the story, but should be in future, as it often forms a part of the 'background' information and the lead.

Complementary training delivered (technical support)

3. Saturday Seminar on Final Cut Pro Basics

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5 trainee's attended the training session on the Saturday, which meant that technical support during the week was crucial to ensuring the 'application' part of the training process could be well applied. This week had a mix of news editors and Programme editors, which was difficult as they have quite different uses for the editing programme. This also makes it difficult to provide good follow-on on-the-job training throughout the week as they are not co-located

Week Notes

- No major problems were encountered during the week, however, it is difficult to get all three trainers together at one time at the TV station. For specific group training it may be better to schedule it a week in advance and hold the session at the ICFJ workplace.
- Usual interruptions were a minor inconvenience as often people needed Nelio's attention, or access to the space we were using. With the current construction work going on at RTTL, it isn't possible to allocate a specific training area at the TV station, but we need equipment (such as monitors and decks) to do much of the group work, so training off-site isn't always the best option.
- Nelio was very engaged and took notes throughout the session. I have heard him discussing adding background information to other stories with junior journalists since this training session. Pasquolea is also actively applying her understanding and is responding very well to the training. Casimiro has less to do with writing stories, but he has the potential to be an excellent trainer, and I have seen him develop dramatically through the technical training I have been doing with him. He has good critical thinking skills and actively looks for other sources of information in his own time (eg. The internet).

Feedback on the training was overall positive. The workload, while it doesn't seem much on paper, does impact on the news delivery. Friday news is effected by Pasquoela and Nelio's absence, but this is something they will work out over time

Weekly summary for print media trainers

Monday March 12, 8 am – 10 pm

Visited Manatuto district to conduct voter issue survey. En route discussed again why we were to do the survey (for story ideas and to help the politicians understand exactly what issues people were concerned with) and *how* to conduct the survey (encouraged randomness, fairness, balance, etc). Visited Ilheu, Manatuto city, Kairui and then Kribas. On return from district reviewed the day, talked about successes and problems and potential solutions to those problems. Afonso was absent, he said he was sick.

Tuesday March 13, 8 am – 8 pm

Visited the outlying Dili area. Afonso was present (though Rita absent) so again reviewed the importance of the survey as well as techniques for ensuring balance (how to get opinions from women, etc). Visited Metinaro, Hera and Dare.

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Wednesday March 14, 8 am – 5 pm

Trainer leaders met as a group and discussed thoughts, concerns, challenges and successes of prior two days. In afternoon went over tabulation spreadsheet and went over how to teach the trainers how to record the data they collected.

Thursday March 15, 9 am – 5 pm

Taught trainers how to tabulate data into spreadsheet form. Tabulated data from the survey including the results from the Aileiu district, which were hand delivered from the Timor Post correspondent there.

Friday March 16, 9 am – 5 pm

The groups presented their findings from their interviews. Reviewed the collated information collected so far. Determined needed more IDPs. Reviewed the biggest issues according to the collected information and then broke into groups to discuss issues stories to be created. Outlined three issues stories for print. Learned about electoral and election law. Continued to work out story outlines.

Issues

- It was not terribly difficult for my trainers to interview women vs men, but it was a bit tricky to ensure the trainees interviewed the people alone and in their houses (as opposed to public spaces).
- Every journalist seemed to enjoy the survey and they seemed to approach the interviews as a sort of game (who could get the most balance, find a Muslim, etc).
- Still have a tendency to interview top people (e.g., *xefe de sucos* and *xefe de aldeias*).
- The weekly presentations are good, but I wish they could be more round tabled, with each group discussing their problems with the other groups and seeing if someone from one of the other groups might have a solution or at least might have had a similar experience. It might help to see their experiences were not too dissimilar and also it might help the trainers understand how to teach.

**Weekly Report – Train the Trainer – (TV Component)
March 19 –23, 2007**

Facilitator: Virginia Moncrieff

Trainers: Pasqoela dos Santos, Kasamiro de Cruz, Nelio Isaac

This Weeks Activities

Monday 19 March - afternoon: tour of TV station to meet three trainers. Discussion with Pasqoela dos Santos about the training – thinking through what she would want from training. Discussed a story idea

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of hers about campaign funding. Met and had brief chat with Nelio and Kasamiro.

Tuesday 20 March – 8am meeting with all trainers arranged at ICFJ house. Pasqueola and Kasimiro did not turn up. (“Our phones were broken, we couldn’t let you know”). Had long discussion with Nelio about importance of training attendance for all three – a point that seems not have really sunk in (or is being resisted).

Nelio identified the weaknesses in his team: story structure, durations, candidates not understanding journalism/role of media, defining what is a story, equal time.

11.30 meeting at station with staff about election coverage strategy (“we might not be able to do any coverage at all, we don’t have enough cars”).

Discussion at TV station with Pasqueola and Kasamiro about the importance of and their commitment to training. Line up meeting for following day: ask them to bring ideas.

Wednesday 21 March – 8am meeting with three trainers about our issue story for the week. Discuss how to choose the topic, and have discussion. Settle on unemployment and discuss ways of doing the story, the components, structure etc.

Afternoon: logistics discussion with Pasqueola and Kasimiro about the issue story.

Thursday 22 March – filming in the morning. Kasimiro turned up late, Pasqueola on time and Nelio was otherwise engaged and did not come. 4 hours filming in the morning on issues story.

Friday 23 March – Despite numerous reminders in person, via SMS and on phone none of the three trainers turned up for the weekly trainers meeting. They assured us of their attendance on Thursday but come Friday, Nelio as reason, cited the start of the campaign for no one turning up. A phone call from Lisa did not elicit and positive response.

Summary of week:

The main challenge this week was to make a connection with the three trainers to get them committed to, and excited about the training. Dates and availability constantly changed. “Very busy” seemed to be the dodgy excuse for not fronting up. The three don’t seem that interested in the training and my presence is reluctantly accommodated.

Journalism issues:

Focus: Keeping in the issue needs to be constantly reinforced: the ideas were all over the place and herding them back to focus on the story was a constant exercise in vigilance & reinforcement. Time management: does not come easily and organizing the shooting schedule so that all could be achieved in the time available was also addressed.

Trainer Assessment Form

March 23-29, 2007

Week 4, ToT Phase 1

Adviser Jesse Wright

Trainer Rita de Almeida

Rate the trainer on a scale of 1 to 5 based on their performance this week. These numbers are only a guideline for you to track progress; the comments should explain in detail what your rating means.

1= consistently exceeds standard

2= consistently meets standards

3= meets standards most of the time

4= making an effort but inconsistent in meeting standards

5= rarely meets standards

Interviewing Candidates

1) Understood the basic elements of preparing for and conducting candidate interviews – in particular, the importance of putting voter voices in front of the candidates.

Rating: ____

Comments:

Please see Carlos' comments as to why we didn't do this stuff. Will comment on stuff we DID do. This week I would give Rita a 3. Her method of interviewing is still rooted in the local tradition of allowing the person to speak, uninterrupted, and not really asking anything in depth. When I point this out, she understands the problem and I think she'll overcome it, but it's one of those cultural things that will be slow to overcome, I think. It's sort of a mix of journalistic laziness (not bothering to look for facts to either refute or substantiate the claims of those whom she interviews) as well as that nasty respect people in positions of power thing, which is strong. The thing I want to emphasize this week is, before an interview with a presidential candidate (or anyone in a position of power who is going to give you an opinion, for that matter) *get as many facts as possible before the interview*. Look for old interviews, verify numbers, claims, etc. The journalists (all of them, not just Rita) don't do a lot of homework before their interviews.

2) Developed a comprehensive list of questions for candidates that included the issues from “real people” and pinning down candidates on specifics of how they would deal with the issues.

Rating: ____

Comments:

Again, please see Carlos' comments.

As I said with Carlos, I am glad we waited on this. As it was I didn't have time this week to REALLY get into the guts of good interviewing and I think Rita would have probably shown fair results at best.

3) Conducted actual interview with candidates. If the trainer did not interview any candidates, explain why not.

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Rating: ____

Comments:

Did not interview any candidates. Did however interview people for her issues story, which turned out very well. Her strength this week was her training; this week she spent two days training the media assessment team (six or so people). Her skills as a trainer are coming along well and, because she's trained on the same thing (the ten standards) several times for different audiences, she's getting to understand the basics of journalism at a fairly intimate level. By the time this is over she should be a very good reporter (she's mastering the theory possibly better than the others on the team. She can explain it better whether or not that means she really believes in it or understands how it applies to her own writing I have yet to really see).

4) Communication and Teamwork

- Expresses ideas clearly
- Listens carefully to others
- Contributes to discussion with personal perspective
- Gives constructive criticism
- Offers to help others on the team
- Makes efforts to ensure all members feel included

Rating for this category: 3

Comments:

She's a hard worker and she does meet standards here, but she seemed to balk a bit about having to work longer hours than she'd planned (after 5, for instance). But the reason why she had to work late Friday is because she *came* late (an hour late, no less). I don't want her (or any of them) to feel like they **HAVE to be here at 8 am sharp (not for me anyway) but I **DO** want them to feel like they **HAVE** to complete **ALL** their daily tasks **EVERY** day, even if that means staying late. And while Carlos seems to get this, I sense Rita has not yet caught on to this dedication and determination to her profession in the same way. **THAT** said, she performed extremely well in Oecusse and I think many mornings, when she says she's sick, she really is and probably with morning sickness, from the sound of her symptoms. The thing is, like I said, she can be sick in the mornings and miss them if she needs to, but I need to impart a sense of duty and an understanding that work she misses in the AM will be done in the PM, no excuses.**

All that said, she worked very hard in Oecusse and I don't think we would have had the level of success we had without her being there. She wasn't as active as I would have hoped (i.e., I had to indicate to her when she should jump in and talk about something or explain something in detail), but once she got active, she stayed with it until everyone understood what she was explaining.

Perhaps something else I should mention here is, my team has asked why the other teams (radio and television) don't work here every day. They seem to think they're being made to work harder than the others and that maybe they're working full time while the others aren't. I assured them this wasn't true and that the other teams were out in the field doing their work elsewhere. They weren't upset (it didn't seem like) and they seemed to take my explanation at face value. I also added that the truth of the matter is, I want them to work harder and I expect them to work harder than their colleagues, never mind what the other teams do or don't do. They might never

mention this to anyone, but just in case they do, this is what they've said to me and this was my reply. My theory is, the harder we push them as a team, the more dependent they'll become on each other and because of this their work should become of a higher quality and more consistently so.

5) Critical Thinking

- Actively engages with new material
- Asks thoughtful questions
- Offers alternative perspectives in discussions (can play “devil’s advocate”)
- Summarizes important points succinctly
- Applies the new skills and knowledge to his/her work

Rating for this category: 4

Comments: Her questions are very thoughtful and always relevant and she seems to grasp the points I make very quickly. However, as is so common in this culture, I think her biggest problem is the way she's used to doing things. She can accept new things, but warily and only after some explanation on my part. Natural enough, I suppose. But she's not as intuitive or as demanding of herself and others as I'd like. She's too quick to accept the old method of lazy journalism. I think the reason for this might be that she hasn't really seen any great successes from these new techniques that we're using. I think maybe she *understands* these standards, but she doesn't yet *believe* them with all her journalist heart. I think after the elections cycle and after she sees some positive results she will and, one hopes, so will everyone else.

Something I'd like to do post-election is, as a group with the other trainees (trainers, whatever), go over *how* they covered this election versus any other election they've covered. Did they do anything different? Was it significant? Was it successful? Etc. Have them all sit around and talk about their problems and their successes and their general confusion.

At the very least I want my team to understand *how* they applied the ten standards to their coverage and *how* they applied the survey to their coverage why *why* these things were important to their stories and how it was different than simply asking the candidates a series of questions based only on their own concerns and ideas. This system must become organic and second nature to the journalists and so it's important for the guys to discuss among themselves *why* they did it this way and *how* it worked (if they think it did).

6) In what skills did this trainer improve from last week?

She did gangbusters in the training department. She didn't have as much time as her colleagues did to be a journalist this past week, but she's gotten motivated and confident enough to do her own trainings (with Afonso for the two days with the assessment group here in Dili). So far on this team, I would suggest she is the strongest trainer (that comment is made without ever having seen Carlos or Afonso tackle training – but I can surmise).

- **In what areas (if any) did this trainer fail significantly?**
She failed in nothing.