

Reporting Community Safety



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Tool

5

Tool 5

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Nicolas Masson
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The Geneva Centre for the Democratic Control of Armed Forces (DCAF)

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) promotes good governance and reform of the security sector. The Centre conducts research on good practices, encourages the development of appropriate norms at the national and international levels, makes policy recommendations and provides in-country advice and assistance programmes. DCAF's partners include governments, parliaments, civil society, international organisations and the core security and justice providers such as police, judiciary, intelligence agencies, border security services and the military.

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Introduction

The media and the security sector

In established democracies, free and independent media play a crucial role in overseeing the work of core security and justice providers. The media inform citizens about the work of law enforcement and defence institutions. They encourage people to participate in, or dispute decisions made by executive, legislative or judicial authorities on key issues related to public safety and security. The media also fulfil a watchdog function by shedding light on abuses and cases of mismanagement by formal security sector institutions. From the point of view of the authorities, engaging constructively with the media can add to their own legitimacy and that of security and justice providers. In parallel, citizens can enhance their understanding of what the security sector is and how it works thanks to well researched media reporting on related issues.

Journalists and other members of the media often acknowledge the importance of strengthening their role in security sector governance. However, many media practitioners still face various obstacles and tend to encounter special challenges when reporting on security-related topics. These challenges can include: blocked or restricted access to information that is considered sensitive; a lack of trust between security institutions and the media; and an under-developed awareness of their own role and modern definitions of security. Journalists and other members of the media may also lack a sufficient working knowledge of relevant media laws and legislation. They are often not systematically aware of the particular issues to be considered when covering a specific security-related event. In addition, they are often unaware of the impact social media can have on security sector coverage.

As a partial response to the challenges faced by journalists and other members of the media, the

Geneva Centre for the Democratic Control of Armed Forces (DCAF) has produced this toolkit for trainers. While the toolkit has been developed in the Arab region and provides practical examples from this region, it has been designed to be used by media trainers in any region of the world.

Background

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) promotes democratic security sector governance and security sector reform.

As part of its long-term assistance programme to Palestinian security sector reform, DCAF has assisted civil society and media in strengthening their public oversight role in the security sector. In particular, it has fostered an on-going involvement with various Palestinian media organisations since 2008.

During the first phase of its involvement, DCAF conducted a consultative process of conferences, workshops and training needs assessments through which Palestinian media practitioners evaluated their strengths and weaknesses in assuming their oversight role in the security sector. The results of this process have shown that journalists often lack specific training on how to conduct oversight of the security sector.

In the second phase, DCAF has developed this training toolkit to present and discuss the role of journalists in overseeing the security sector and the different skills and methods journalists can use for this purpose. The toolkit aims to build on journalists' existing knowledge and includes sessions on developing an understanding of the security sector, security sector reform and governance, media laws, access to information, planning stories related to security and a session on social media and security sector governance.

In the third phase, DCAF cooperated with the Palestinian satellite TV channel 'Wattan TV' to conduct a first joint pilot training workshop using these materials, in Ramallah. The workshop focused on further enhancing the capacity of Palestinian journalists in reporting on security-related issues. As an integral part of the training workshop, the trainees were given the opportunity to cover meetings of community safety councils at governorate level and in this way apply and test their newly acquired skills.

Since this first pilot training workshop, the sessions in the toolkit have been used and tested many times, both as stand-alone sessions and as a whole course. Feedback from these training workshops and courses has been invaluable in revising and further developing the materials and activities used in this manual.

The training toolkit

The training toolkit has been designed to function as a whole training course or as stand-alone sessions on specific topics.

The training toolkit consists of the following tools:

Tool 1. Using the Toolkit and Acquiring Training Skills

Tool 2. The Media and Security Sector Governance: Concepts and Actors

Tool 3. Media Freedom and Security Sector Governance

Tool 4. Access to Information and Security Sector Governance

Tool 5. Reporting Community Safety

Tool 6. Social Media and Security Sector Governance

It is envisaged that additional sessions may also be developed and added based on further needs.

Tool 1 offers information for the trainer on training skills and also gives information on how to use the training sessions in the toolkit as a cohesive training course, if so desired. It includes introductory and conclusion sessions. Tools 2 to 6

are training sessions. These can be used as stand-alone sessions or used together to form the more comprehensive training course.

Target audience

The materials in the toolkit are intended to be read and used by media trainers with an expertise in security sector governance and reform.

The target audience for the training course itself is mainly journalists and editors/producers, but can be extended to include any member of the media.

DCAF remains available to support trainers, journalists and editors/producers interested in obtaining copies of this training toolkit or advice on how to use it.

Using the session

As specified above, this session can be used as a stand-alone training session on reporting community safety or as part of the overall course, *The Role of the Media in Security Sector Governance*.

The structure of the session

This training session consists of the following elements:

1. **The introduction** lists the learning objectives and focus questions for the session. It also lists the handouts and trainer resources which are used in the session.
2. **The session plan** gives a full overview of the session. It is a guide for the trainer to get a quick understanding of the session. It is also used as a quick reference to help the trainer to keep track of activities and of timing during the training.
3. **The description of activities** explains in more detail how to carry out the activities listed in the session plan individually.
4. **The handouts** are given to the participants during the activities in the sessions. They are easily photocopied and can include:
 - Worksheets with tasks for the participants to complete
 - Hard copies of PowerPoint presentations
 - Summaries of key information
 - Publications
5. **The trainer resources** provide supporting information for the trainer. They also provide sets of questions to allow the trainer to prepare country-specific activities. They can include:
 - Summaries of international best practices

- Sets of questions from which to construct a country-specific handout
- Examples of the completed activities

The activities in the session are designed to be used in the order suggested in the session plan and one exercise often builds on an exercise before. However, the sessions are a resource from which the trainer can make adaptations and changes as deemed fit. The trainer is expected to adapt the sessions in the light of the objectives that need to be achieved, the country/cultural environment in which the training takes place, and the specific needs and capacities of the participants.

Why is reporting community safety important for journalists?

Through reporting community safety issues, journalists act as informal oversight actors for the security sector. They inform citizens about the problems related to crime and insecurity in their communities. Journalists can highlight the root-causes of crime and insecurity problems, and raise people's awareness about the authorities' and communities' responses to these problems. They can inform citizens about the strategies put in place by the authorities to tackle security-related problems.

Key media representatives can also be involved in the strategic planning and implementation processes adopted by the authorities. In addition, through applying ethical guidelines, journalists can ensure that their work promotes community safety and crime prevention.

When highlighting initiatives that have proven successful in tackling crime and insecurity, journalists can be actively involved in strengthening community safety work led by formal and informal actors in the society.

Reporting Community Safety: The Training Session

Learning objectives

The objective of this session is to give participants a clear understanding about media freedom in connection to security sector governance. This includes the following learning objectives:

- Understanding the role of the media in reporting issues related to community safety
- Identifying the root-causes of community safety issues
- Planning for a news report on community safety issues
- Writing a news report on an issue related to crime, crime prevention or community safety
- Applying an ethics checklist for covering community safety issues (additional activity)

Focus questions

The following questions are addressed through the activities in this session:

- What is community safety?
- What is the role of the media in covering questions and problems related to community safety?
- What is a structured approach to planning the coverage of community safety issues?
- What tools can be used in planning the coverage of community safety issues?
- What are the ethical considerations of reporting issues related to community safety?

Overview

Session Plan 5. Reporting Community Safety

Description of Activities

Handout 5.1 Discussion: Defining community safety

Handout 5.2 Discussion: Defining the role of the media in covering community safety issues

Handout 5.3 PowerPoint presentation hardcopy: The media and community safety

Handout 5.4 Worksheet: Blank fishbone diagram

Handout 5.5 Checklist: Planning a story on community safety

Handout 5.6 Planning a story on community safety: Structuring the story

Handout 5.7 Ethics checklist: Reporting a story on community safety

Handout 5.8 Information sheet: Summary of BBC guidelines for reporting crime and anti-social behaviour

Trainer Resource 5.1 Information sheet: Videos related to community safety and crime prevention

Trainer Resource 5.2 Information sheet: Using fishbone diagrams

Trainer Resource 5.3 Applied example: Completed fishbone analysis for lack of community safety in the occupied Palestinian territory

Session Plan

Reporting Community Safety					
Learning objectives	Participants will be able to: <ol style="list-style-type: none"> Understand the role of the media in reporting issues related to community safety Identify the root-causes of community safety issues Plan for a news report on community safety issues Write a news report on an issue related to crime prevention or community safety Apply an ethics checklist for covering community safety issues (additional activity) 				
Content to be covered	<ul style="list-style-type: none"> Clarifying concepts of community safety Using root-cause analysis tools to plan for coverage Using planning and programming tools Developing an outline for a news report on a community safety issue Taking ethical considerations into account while reporting community safety issues (additional activity) 				
Time	240 min				
Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
1	5 min	Introduction	Trainer to whole group	-	The trainer overviews the session (relevance, focus questions addressed, activities and timing).

Reporting Community Safety					
Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
2	30 min	Discussion: Defining community safety	Small groups Handout 5.1 Discussion: Defining community safety Trainer Resource 5.1 Information sheet: Videos related to community safety	Obj. 1	The participants work in small groups. The trainer prepares for the activity by choosing one of the videos on community safety listed in Trainer Resource 5.1 . Alternatively, the trainer can choose another video of his or her own choice, for example, a video produced in the country where the training is taking place. The trainer gives out Handout 5.1 , which has three discussion questions for the participants to consider while watching the video. The trainer then shows the participants the video. After watching the video, the participants work in small groups and discuss the questions in Handout 5.1 . They work together to define community safety as it applies in their context. The trainer invites feedback from selected groups.
3	20 min	Discussion: Defining the role of the media in community safety issues	Small groups Handout 5.2 Discussion: Defining the role of the media in covering community safety issues	Obj. 2	The participants work in small groups. The trainer distributes Handout 5.2 , which includes a journalist's description of the role of the media in covering community safety issues and a set of questions. The participants use the questions in Handout 5.2 to discuss the advantages, disadvantages and potential benefits and risks of the media's coverage of community safety issues. The trainer invites feedback from selected groups.
Break					
4	15 min	PowerPoint presentation: The media and community safety	Trainer to whole group Handout 5.3 PowerPoint presentation and community safety Computer, projector	Obj. 1-3	The trainer makes a PowerPoint presentation covering the topic of reporting community safety (Handout 5.3). The presentation addresses the following questions: <ul style="list-style-type: none"> • How is community safety defined internationally? • What is the role of the media in covering community safety issues? • What is an example model structure of a media report on community safety? • What main considerations should be taken into account when covering community safety issues? During the presentation, the trainer may encourage questions and remarks from the whole group.

Reporting Community Safety					
Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
5	50 min	Group activity: Root-cause analysis: Identifying main community safety issues and their causes	<p>Small groups</p> <p>Handout 5.4 Worksheet: Blank fishbone diagram</p> <p>Trainer Resource 5.2 Information sheet: Using fishbone diagrams</p> <p>Trainer Resource 5.3 Applied example: Completed fishbone analysis for lack of community safety in the occupied Palestinian territory</p> <p>Blank card per group</p>	Obj. 3	<p>To prepare for this activity, the trainer chooses one problem related to crime prevention or community safety for each group. Examples of potential problems for this exercise include: 'the lack of education in the security forces'; 'violence against women' and 'the absence of an effective complaints mechanism'. (Note that for Activity 7 the trainer will also prepare background information about these topics for the participants to use when they write their stories.)</p> <p>The participants work in small groups. The trainer distributes Handout 5.4, which is a blank fishbone diagram. The trainer explains that the participants will use this diagram to identify possible causes of their problem. The trainer then gives a small presentation on how to use a fishbone diagram. (This can be based on Trainer Resource 5.2, which is an information sheet describing how to use a fishbone analysis.)</p> <p>The trainer asks the participants to write the problem they have been allocated in the main box of the diagram. They are then invited to discuss and identify the causes of this problem in their groups and to complete the corresponding boxes in the diagram of their handout.</p> <p>When completed, the trainer asks each group to report to the whole group and to present their completed diagrams. (Diagrams can be copied onto flipchart paper by the participants in order to present their work to other groups.)</p> <p>(Note that the trainer can also refer to Trainer Resource 5.3, which provides an example of a completed Fishbone diagram for community safety issues in the occupied Palestinian territory. The trainer may also choose to distribute this to the participants as an example.)</p>
Break					
6	50 min	Group activity: Planning a story on community safety	<p>Small groups</p> <p>Handout 5.5 Checklist: Planning a story on community safety</p> <p>Handout 5.6 Planning a story on community safety: Structuring the story</p>	Obj. 3	<p>Participants work in the same small groups as in Activity 5. The trainer distributes Handout 5.5, which is a checklist of questions designed to guide the participants when planning for reporting stories related to community safety.</p> <p>The groups use Handout 5.5 as a basis to plan for the story they want to cover. The story is related to the problem that they have identified in Activity 5, and the root causes for this problem. (It is important that the participants also have their completed fishbone from Activity 5 in front of them.)</p> <p>After they have completed Handout 5.5, the trainer distributes Handout 5.6, which asks the groups to structure their stories into 'Head', 'Body' and 'Tail' sections based on the answers they have given in the checklist (Handout 5.5). (The 'Head', 'Body' and 'Tail' structure is introduced in the PowerPoint presentation in Activity 4.)</p> <p>The trainer invites feedback from selected groups.</p>

Reporting Community Safety					
Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
Break					
7	60 min	<i>Writing exercise: Writing a story on community safety</i>	Small groups One computer per group	Obj. 4	Participants work in the same small groups. They work together to write a one-page story based on the analysis they have done in the previous activities (Activity 5 and 6). The trainer prepares for the activity by collecting current information about the three topics that the participants will write about. Participants can also use the Internet while researching their stories. Participants focus on the four areas they have analysed previously: environment, people, processes and systems. Participants give feedback to other groups about their stories.
8	10 min	<i>Conclusion and re-cap</i>	Trainer to whole group	Obj. 1-4	The trainer outlines what the session has covered. This includes: <ul style="list-style-type: none"> • Giving an overview of the resources the journalists now have (handouts, ethics checklist) • Re-capping the activities covered • Discussing key points of what has been learnt The trainer may choose to elicit this information from the participants.



Description of Activities

This section describes in more detail the activities listed in the session plan above. It also gives an alternative activity for Activity 2 and additional activities for the trainer to use near the end of the session, if there is more time available.

Activity 1. Introduction

The trainer explains to the whole group why community safety is an important and relevant topic for them as media practitioners. Next, the trainer can use the focus questions to frame-up the content of the session (the focus questions for this session are listed on page 11). Finally, the trainer gives an overview of the kind of activities the participants will be doing and the timing for the day.

Materials: *None*

♣ *Alternative:* The trainer can prepare an agenda of the day based on the session plan. The trainer can give this as a handout and talk it through with the participants.

Activity 2. Discussion: Defining community safety

This activity asks the participants to define what community safety means for them.

The participants work in small groups. In preparation for this activity, the trainer chooses one of the videos on community safety listed in **Trainer Resource 5.1**. Alternatively, the trainer can choose another video, which is relevant to the context in which the training is taking place. The trainer gives out **Handout 5.1**, which has three discussion questions for the participants to consider while watching the video. The trainer then shows the participants the video.

After watching the video, the participants work in small groups and discuss the questions in **Handout 5.1**. They work together to define community safety as it applies in their context.

The trainer invites feedback from selected groups.

Materials:

- **Handout 5.1** *Discussion: Defining community safety*
- **Trainer Resource 5.1** *Information sheet: Videos related to community safety*

Note that **Handout 5.3** (on page 24) includes definitions of the term 'community safety' as adopted in various contexts.

Activity 3. Discussion: Defining the role of the media in community safety issues

This activity encourages the participants to begin to critically consider the effects of reporting on issues related to community safety.

The participants work in small groups. The trainer distributes **Handout 5.2**, which includes a journalist's description of the role of the media in covering community safety issues and a set of questions. The participants use the questions in **Handout 5.2** to discuss the advantages and disadvantages of the media's coverage of community safety issues.

The trainer invites feedback from selected groups.

Materials:

- **Handout 5.2** *Discussion: Defining the role of the media in covering community safety issues*

♣ *Alternative:* As an alternative, the trainer can choose not to use the commentary by the journalist and instead use the video that the participants viewed in Activity 2 as a stimulus for discussion. In this case, the trainer would photocopy and distribute only the questions in **Handout 5.2**.

Activity 4. PowerPoint presentation: The media and community safety

The PowerPoint presentation (**Handout 5.3**) addresses the following questions:

- How is community safety defined internationally?
- What is the role of the media in covering community safety issues?
- What is an example model structure of a media report on an issue related to community safety?
- What main considerations should be taken into account when covering community safety issues?

(Note that this presentation includes the 'inverted pyramid: head, body and tail' structure for a news report. Journalists should be already familiar with this structure, so it is useful for the trainer to acknowledge this. It is included in the presentation as it will be referred to again in Activity 6, below.)

During the presentation, the trainer may encourage questions and remarks from the whole group.

Materials:

- **Handout 5.3** PowerPoint presentation *hardcopy: The media and community safety*
- Computer, projector

Activity 5. Group activity: Root-cause analysis: Identifying main community safety issues and their causes

This activity introduces the participants to root-cause analysis as an approach to identifying the cause of community safety issues.

To prepare for this activity, the trainer chooses one problem related to crime prevention or community safety for each group. Examples of potential problems include: 'the lack of education in the security forces', 'violence against women' and 'the absence of an effective complaints mechanism'. (Note that in Activity 7 the trainer will also pre-

pare background information about these topics for the participants to use when they write their stories.)

The participants work in small groups. The trainer distributes **Handout 5.4**, which is a blank fishbone diagram. The trainer explains that the participants will use this diagram to identify possible causes of their problem. The trainer then gives a small presentation on how to use a fishbone diagram. (This can be based on **Trainer Resource 5.2**, which is an information sheet describing how to use a fishbone analysis.)

The trainer asks the participants to write the problem they have been allocated in the main box of the diagram and to complete the causes of the problem in their groups.

When completed, the trainer asks each group to report to the whole group and to present their completed diagrams. (Diagrams can be copied onto flipchart paper by the participants in order to present their work to other groups.)

(Note that the trainer can also refer to **Trainer Resource 5.3**, which provides an example of a completed fishbone diagram for community safety issues in the occupied Palestinian territory. The trainer may also choose to distribute this to the participants as an example.)

Materials:

- **Handout 5.4** Worksheet: Blank fishbone diagram
- **Trainer Resource 5.2** Information sheet: Using fishbone diagrams
- **Trainer Resource 5.3** Applied example: Completed fishbone analysis for lack of community safety in the occupied Palestinian territory

Activity 6. Group activity: Planning a story on community safety

This activity builds on the work done in the previous activity, Activity 5. It asks the participants to use the findings from the completed root-cause analysis and to place them in a logical structure that will assist them in writing a report.

Participants work in the same small groups as in Activity 5. The trainer distributes **Handout 5.5**, which is a checklist of questions designed to guide the participants when planning for reporting stories related to community safety.

The groups use **Handout 5.5** as a basis to plan for the story they want to cover. The story is related to the problem that they have identified in Activity 5, and the root causes for this problem. (It is important that the participants also have their completed fishbone from Activity 5 in front of them.)

After they have completed **Handout 5.5**, the trainer distributes **Handout 5.6**, which asks the groups to structure their stories into 'Head', 'Body' and 'Tail' sections based on the answers they have given in the checklist (**Handout 5.5**). (The 'Head', 'Body' and 'Tail' structure is introduced in the PowerPoint presentation in Activity 4.)

The trainer invites feedback from selected groups.

Materials:

- **Handout 5.5** Checklist: Planning a story on community safety
- **Handout 5.6** Planning a story on community safety: Structuring the story

Activity 7. Writing exercise: Writing a story on community safety

In this activity the participants work in the same small groups to write a brief story based on the analysis and preparation done in the previous activities (Activities 5 and 6).

The trainer distributes the background information to the groups and asks them to take 30 minutes to prepare a one-page story on their issue. It is important in this activity that the participants apply the logical structure and approach they have learnt in the previous activities. This is encouraged by asking the participants to focus on the four areas they have analysed previously: environment, people, processes and systems. Participants can also use the Internet to access resources for their stories

and they may choose to conduct live interviews by phone.

Participants give feedback to other groups about their stories and discuss the four perspectives of environment, people, processes and systems in their feedback. (Participants may photocopy and distribute their stories, project them using a computer or read the stories aloud. If reading the stories aloud, then the trainer may ask that the participants to read only the first few paragraphs, as these should contain the most important information.)

The trainer facilitates comments and discussion about the participants' stories.

(Note that the trainer may choose to use these stories as a basis for the participants to produce a social media 'Storify' story in Activity 8, in *Tool 6 Social Media and Security Sector Governance*. If so, it is important that the trainer saves a copy now of the written stories.)

Materials:

- One computer per group

Activity 8. Conclusion and re-cap

The trainer outlines what the session has covered. This includes:

- Giving an overview of the resources the journalists now have (handouts, ethics checklist)
- Re-capping the activities covered
- Discussing key points of what has been learnt

The trainer may choose to elicit this information from the participants.

Assessment of participant learning

Assessment of participant learning in this session is accomplished through the trainer assessing the stories produced and presented in Activity 7.

The trainer may choose to do this by simply assessing whether the participants performance in the task has been satisfactory or not. Aspects

to consider include: did the participants' story demonstrate an awareness of the four concepts from the root-cause analysis: environment, people, processes, systems? Does the content relate to the task?

❖ **Additional activities**

If there is extra time available, then the trainer can use the following additional activities before assessing participants' learning:

Additional Activity 1. Discussion: Ethical considerations of reporting a story on community safety

This activity introduces the participants to considering the ethical aspects of the stories they produce.

Participants work in the same small groups as for Activities 5 and 6. Each group is given a copy of **Handout 5.7**, which is an ethics checklist to apply when covering issues related to community safety issues.

The trainer asks the groups to use the questions in the ethics checklist to analyse the stories they have produced in the previous activity, Activity 7. The groups then discuss their analysis as a whole group.

The trainer then distributes **Handout 5.8**, which is extracts from the guidelines for reporting crime and anti-social behaviour developed by the BBC. Participants read these guidelines individually or in small groups.

The trainer invites feedback from selected groups.

Materials:

- **Handout 5.7** *Ethics checklist: Reporting a story on community safety*
- **Handout 5.8** *Information sheet: Summary of BBC guidelines for reporting crime and anti-social behaviour*

Additional Activity 2. Discussion: Applying the knowledge learnt in practice

Participants work in the same small groups. The trainer shows again the video shown in Activity 2. Each small group is given a blank card. Based on the knowledge acquired during the session, participants write down what they would do differently if they were reporting the same story.

The trainer invites feedback from selected groups.

Materials:

- Blank card for each group



Handout 5.1

Discussion: Defining community safety

After watching a short video in Activity 2 the participants discuss the following questions in small groups. (The video is chosen by the trainer from links to videos listed in **Trainer Resource 5.1.**) Alternatively, the trainer can ask the participants to select videos of their own choice.

1. What is meant by community safety as seen in the video?
2. How would you define community safety in your own country?
3. What are examples, if any, of reports that you have already produced on issues related to community safety?



Handout 5.2

Discussion: Defining the role of the media in covering community safety issues

This handout gives a commentary by a former journalist. The commentary is about the negative effects of a media story about community safety. This is then followed by a series of statements for the participants to discuss in small groups.

“Of all the thousands of contacts between persons in the city shopping mall, late one night there was one mugging.

The story made the paper. The local police union used it as an opportunity to berate the government over the insufficiency of police numbers and resources. Many citizens decided to avoid the city shopping mall. Actual or potential muggers knew that the mall was a place where there might be easy pickings. In the end the number of muggings in that city shopping mall increased (...).

The media’s analysis of similar crime situations is usually shallow. The remedies proposed by the media are usually as shallow as their analysis.

In this case, they consisted of better ways to catch muggers and bigger and better punishments for muggers who get caught.”

Adapted from: “The media and community safety”, 1993, available: http://www.melaleucamedia.com.au/01_cms/details.asp?ID=250

Which of the following statements do you think are true?

Question	Yes	No	Comment
1. Media may hinder crime prevention activities	<input type="checkbox"/>	<input type="checkbox"/>	
2. Media produce violence	<input type="checkbox"/>	<input type="checkbox"/>	
3. Media educate the people on social problems such as crime and community safety	<input type="checkbox"/>	<input type="checkbox"/>	
4. Media increase accountability of decision-makers who implement crime prevention strategies	<input type="checkbox"/>	<input type="checkbox"/>	

These keynote statements are adapted from: Sagant, Valérie and Capobianco, Laura (Eds). See the additional resources (on page 43) for the full reference.



Handout 5.3

PowerPoint presentation hardcopy: The media and community safety

The following slides provide an example of a PowerPoint presentation for this session. A copy of this presentation is given to the participants during Activity 4.

The Media and Community Safety

Why is community safety important relevant for security sector governance?

- Contributing to **safer and more resilient** societies and communities
- Improving **partnerships** between state and non-state actors involved in providing security and justice
- Fighting the **causes** of crime, including **corruption**, **mismanagement** and **power abuses**
- And... what else in your view?

Handout 5.3 (Cont.)

What is the role of the media in covering crime prevention and community safety?

- **Informing citizens** on crime prevention and community safety initiatives
- Securing **public support** for crime prevention strategies
- Gauging and conveying **public perceptions** on crime issues
- Facilitating **dialogue** between the law enforcement agencies and the broader community
- And... what else in your view?

Defining 'Crime Prevention'

1. Outlining strategies that seek to reduce the risk of crime occurring
2. Elaborating measures that seek to reduce the potential harmful effects of crime on individuals and society
3. Intervening to influence the multiple causes of crime

Adapted from: *United Nations Guidelines for the Prevention of Crime*, 2002, available: https://www.unodc.org/documents/justice-and-prison-reform/crimeprevention/resolution_2002-13.pdf

Handout 5.3 (Cont.)

Defining 'community safety'

1. Improving the quality of life of communities by placing a emphasis on community interaction and social cohesion
2. Avoiding a focus which is solely on law enforcement and tackling individual criminal behaviour
3. Maintaining social cohesion through dialogue, diverse viewpoints and building a consensus that respects such diversity
4. Strengthening the ability of communities and individuals to deal with the harmful effects of crime

Source: http://www.crime-prevention-intl.org/fileadmin/user_upload/Publications/Crime_Prevention_and_Community_Safety_ANG.pdf

Defining 'community safety' in the Arab region

“Community safety refers to an environment, in which all individuals in the society can live in peace and security according to their beliefs and traditions under the rule of law. It refers to a framework, in which conflicts are solved either by law, principles of amity or arbitration, without resorting to violence.”

Source: DCAF and SHAMS, *Developing a Community Safety Plan for Hebron*, Geneva, 2012, p. 9

Handout 5.3 (Cont.)

Covering crime prevention and community safety: key ethical considerations

When covering issues related to crime, journalists must :

- Observe appropriate standards of behaviour
- Avoid obstructing the work of the authorities, or easing the behavior of criminals
- Avoid inciting crime
- Avoid adding to people's fear of becoming victims of crime
- And... what else in your view?

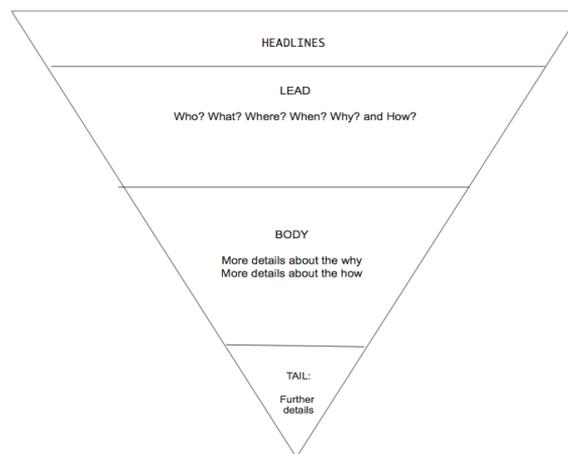
Strategic approaches to crime prevention and community safety

The media can assist authorities during the various stages of their crime and community safety strategies:

1. Defining the problem(s)
2. Identifying the root-causes
3. Agreeing on the long-term objectives
4. Agreeing on performance indicators
5. Evaluating the work of crime prevention partners

Handout 5.3 (Cont.)

Reporting community safety: Structure of a news report



Key reference documents on community safety

- The United Nations *Guidelines for the Prevention of Crime* (2002)
- The International Centre of the Prevention of Crime's Report: *Crime Prevention and Community Safety: Trends and Perspectives* (2010)
- The Australian Institute for Criminology: *A Model Performance Framework for Community-Based Crime Prevention* (2011)

Handout 5.3 (Cont.)

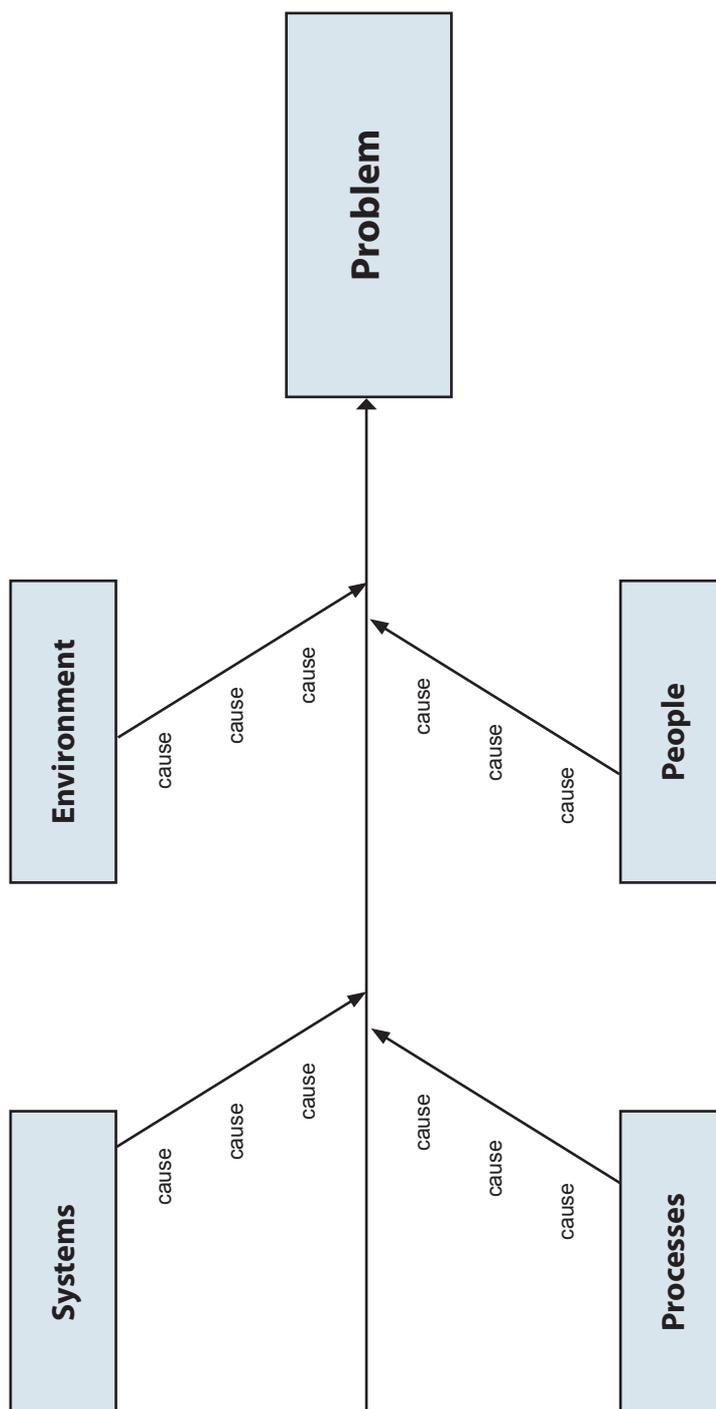
Main international organisations working on community safety

- UNHABITAT
- United Nations Office of Drugs and Crime (UNODC)
- International Centre of the Prevention of Crime (ICPC)
- Saferworld
- Geneva Centre for the Democratic Control of Armed Forces (DCAF)



Handout 5.4

Worksheet: Blank fishbone diagram





Handout 5.5

Checklist: Planning a story on community safety

This checklist is used by the participants to plan a story related to community safety. It incorporates considerations of the root cause analysis and also of the structure of the news report.

Title of the story: _____

What is the main problem you want to address through your story?

-

Total Time:

1. ENVIRONMENT (external factors affecting the problem): What elements from the **environment** are you planning to cover?

-
-
-

How? (Background information, interviews, etc.)

What background information will you provide?	Type of coverage	Estimated time
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Handout 5.5 (Cont.)

Who will you interview?	
1.	1.
2.	2.
3.	3.
4.	4.
Anything else?	

2. **POLICIES (rules and regulations affecting the problem):** What elements from the **policies** are you planning to cover?

-
-
-

How? (Background information, interviews, etc.)

What background information will you provide?	Type of coverage	Estimated time
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Handout 5.5 (Cont.)

Who will you interview?	
1.	1.
2.	2.
3.	3.
4.	4.
Anything else?	

3. PROCESSES (equipment, infrastructure or mechanisms in place that affect the problem): What elements related to the **processes** are you planning to cover?

How? (Background information, interviews, etc.)

Who will you interview?		Estimated time
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
Who will you interview?		
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
Anything else?		

Handout 5.5 (Cont.)

4. PEOPLE (stakeholders affecting or affected by the problem): What elements related to the people are you planning to cover?

How? (Background information, interviews, etc.)

What background information will you provide?	Type of coverage	Estimated time
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
Who will you interview?		
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
Anything else?		



Handout 5.6

Planning a story on community safety: Structuring the story

The participants work in small groups and use this table to plan the structure of their story. They take the ideas from the checklist they have completed in the earlier part of the activity (**Handout 5.5**) and arrange them according to the structure below (i.e. Head, Body and Tail).

Section	Sequence of background information and interviews performed	Type of coverage	Total estimated time
	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
	1. 2. 3.	1. 2. 3.	1. 2. 3.



Handout 5.7

Ethics checklist: Reporting a story on community safety

The following checklist is used by the participants to systematically consider the ethical aspects of the story that they have produced.

Ethical considerations	Yes	No
1. Fine line between inciting crime and protecting public interest		
1.1 Do you think the material you will use is likely to encourage or incite the commission of crime or lead to disorder?		
1.2 If yes, can you demonstrate an overwhelming public interest in publishing this material?		
2. Impact on Audiences		
2.1 Have you considered the potential impact your reporting of crime may have on audiences?		
2.2 Are you sure that your coverage will not add to people's fears of becoming victims of crime?		
3. Privacy and dignity of victims		
3.1 Have you sought to balance the public interest in reporting crime with respect for the privacy and dignity of victims and their families?		
3.2 Have you considered that interviewing those responsible for crime/anti-social behaviour may cause distress to victims and/or their relatives?		
3.3 Have you contacted surviving victims, and/or the immediate relatives of the deceased and advised them of your plans?		
3.4 Have you checked if the victims and/or immediate relatives have been informed of your plans and have the necessary details to contact you?		
3.5 Have you considered that reporting the facts about criminals may cause unwarranted distress to their family?		
3.6 Have you made sure to not imply guilt by association without evidence?		
4. Witnessing crime and criminal activity		
4.1 Will your coverage involve witnessing crime and criminal activity?		
4.2 Are you planning to interview an active criminal, an escaped prisoner or any individual wanted by the police in your country?		
4.3 If yes, will that raise questions about your relationship with the criminal?		
5. Imitable criminal techniques		
5.1 Are you planning to provide detailed descriptions or demonstrations of criminal techniques?		

Handout 5.7 (Cont.)

Ethical considerations	Yes	No
5.2 Have you considered that these descriptions can enable the commission of illegality?		
6. Interviewing criminals		
6.1 Are you planning to interview a criminal who is active in, or wanted in, your country?		
6.2 Are you planning to be in contact with escaped prisoners or people wanted by the police?		
6.3 Are you aware that this may in some circumstances constitute a criminal offence?		
7. Visiting prisons and interviewing inmates		
7.1 Are you planning to conduct an interview with a prisoner?		
7.2 Have you sought permission to do so from the local prison authorities?		
8. Naming or broadcasting images of criminals		
8.1 Are you planning to name a criminal, including convicted paedophiles or other sex offenders, when their name has not been made publicly available by the police?		
8.2 Are you planning to broadcast pictures of them?		
9. Granting anonymity		
9.1 Are you planning to grant anonymity to someone seeking to evade your country's law?		
9.2 Have you considered granting anonymity to protect the identity of crime victims and witnesses?		
9.3 Have you considered that anonymity normally means no name, no address, no photograph, or any other clue as to identity?		
10. Record-keeping		
10.1 Are you aware that your research notes, diaries, emails and other paperwork as well as untransmitted rushes may be obtained by the police by court order?		
10.2 Are you aware that this material may also have to be disclosed as evidence to a court, tribunal or inquest?		
11. Confidentiality of sources		
11.1 Have you ensured that the identities of any confidential sources are protected and do not appear in any notes that might become the subject of a court order?		

Handout 5.7 (Cont.)

Ethical considerations	Yes	No
12. Interviewing witnesses		
12.1 Are you planning to interview witnesses about their evidence once court proceedings are under way?	<input type="checkbox"/>	<input type="checkbox"/>
13. Disguising identities		
13.1 Are you planning to disguise the identity of an individual?	<input type="checkbox"/>	<input type="checkbox"/>
13.2 Have you made this decision based on following reasons:	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • legal reasons, such as possible contempt of court or defamation? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • protecting a source or sources? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • safety reasons, either in your country or abroad? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • identification would be disproportionate to the wrongdoing? 	<input type="checkbox"/>	<input type="checkbox"/>
14. Minors		
14.1 Are you planning to identify children and young people involved in anti-social or criminal behaviour?	<input type="checkbox"/>	<input type="checkbox"/>
14.2 Have you taken due account of their interests?	<input type="checkbox"/>	<input type="checkbox"/>
14.3 Have you taken into account the possible consequences of identification?	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from: BBC Guidelines, *Reporting Crime*, available: <http://www.bbc.co.uk/editorialguidelines/page/guidelines-crime-reporting-crime>



Handout 5.8

Information sheet: Summary of BBC guidelines for reporting crime and anti-social behaviour

The following handout gives extracts from the guidelines put forward by the BBC.

Inciting coverage and public interest

We must ensure that material likely to encourage or incite the commission of crime, or lead to disorder, is not included on our services. However, this is not intended to restrict the broadcasting of any content where a clear public interest can be demonstrated. The mere recording and broadcasting of criminal activity will not normally amount to encouragement or incitement, unless it reveals imitable detail.

Impact on Audiences

We should consider the impact our reporting of crime may have on our audiences.

Our reporting of crime and anti-social behaviour aims to give audiences the facts in their context.

Our reporting must not add to people's fears of becoming victims of crime if statistically they are very unlikely to be so.

Privacy and dignity of victims

We must seek to balance the public interest in reporting crime with respect for the privacy and dignity of victims and their families.

When we interview those responsible for crime/anti-social behaviour or reconstruct/dramatise past events, it may cause distress to victims and/or their relatives. We should, as far as is reasonably practicable, make best endeavours to contact surviving victims, and/or the immediate relatives of the deceased and advise them of our plans. If it is necessary to use an intermediary, such as the police or social services, it is still our responsibility to check the victims and/or immediate relatives have been informed and have the necessary details to contact us.

Reporting the facts about criminals may include detailing their family circumstances, but we should avoid causing unwarranted distress to their family. Also we should not imply guilt by association without evidence.

Witnessing crime and criminal activity

Witnessing serious criminal activity, or recording a specific crime when that might raise questions about our relationship with the criminal, must be referred in advance to a senior editorial figure.

Imitable criminal techniques

We will ensure that detailed descriptions or demonstrations of criminal techniques which could enable the commission of illegality are not included on our services.

Handout 5.8 (Cont.)

Interviewing criminals

Any proposal to interview a criminal active in, or wanted in, the country must be referred to the editor-in-chief or any other person in charge. Interviews should only proceed if they are clearly editorially justified, for example by eliciting important information or insight.

Interviews with active or convicted criminals must not glamorise wrongdoing, celebrate the flouting of the judicial process or reveal the detail that would enable a crime to be copied.

Contact with escaped prisoners or people wanted by the police may in some circumstances constitute a criminal offence. Any proposal to contact or interview such people must be referred to the editor-in-chief or any other person in charge.

Visiting prisons and interviewing inmates

Prior to visiting a prison and conducting an interview with a prisoner for broadcast, content producers should normally seek permission from the prison authorities. Any proposal to enter a prison without permission must be referred to the editor-in-chief or any other person in charge.

Naming or broadcasting images of criminals

Any proposal to name a convicted paedophile or other sex offender, when their name has not been made publicly available by the police, or to broadcast pictures of them, must be referred to the editor-in-chief or any other person in charge.

Granting anonymity

Any proposal to grant anonymity to someone seeking to evade your country's law must be referred in advance to the editor-in-chief or any other person in charge.

There may be legal reasons why the identities of people involved in a trial may not be reported. If it is necessary to protect the identity of crime victims and witnesses, anonymity normally means no name, no address, no photograph, or any other clue as to identity.

Record-keeping

Anyone admitting to or carrying out an illegal act could be prosecuted. Our research notes, diaries, emails and other paperwork as well as untransmitted rushes may be obtained by the police by court order. This material may also have to be disclosed as evidence to a court, tribunal or inquest.

Confidentiality of sources

Care should be taken to ensure that the identities of any confidential sources are protected and do not appear in any notes that might become the subject of a court order.

Interviewing witnesses

Any proposal to interview witnesses about their evidence once court proceedings are under way must be referred to Programme Legal Advice and Editorial Policy.

Handout 5.8 (Cont.)

Disguising Identities

When someone in our output is clearly involved in criminal or anti-social behaviour we will normally reveal their identity. However, there may be occasional circumstances when it is important to disguise identities. These include:

- legal reasons, such as possible contempt of court or defamation
- protecting a source or sources
- safety reasons, either in the country or abroad
- identification would be disproportionate to the wrongdoing
- where we are exposing anti-social or criminal practice but the individuals involved are simply illustrative of the behaviour, for example when secretly filming for consumer or social research
- where we are exposing anti-social or criminal practice but the individuals involved are not sufficiently culpable or responsible for their actions.

Anonymity

Any proposal to grant anonymity to someone seeking to evade the country's law must be referred to the editor-in-chief or any other person in charge.

Minors

When considering whether or not to identify children and young people involved in anti-social or criminal behaviour, we should take due account of their interests. Consideration should be given to the age of the child or young person, the nature or seriousness of the behaviour and the possible consequences of identification. We should not normally identify children when featuring such behaviour to illustrate a practice, unless there is a clear editorial justification. Always seek advice from a senior editorial figure, or for independents the commissioning editor, if you are unsure how to proceed.

Adapted from: BBC Guidelines, *Reporting Crime*, available: <http://www.bbc.co.uk/editorialguidelines/page/guidelines-crime-reporting-crime>



Trainer Resource 5.1

Information sheet: Videos related to community safety and crime prevention

This information sheet is for the trainer's reference. The trainer can choose one of the videos to show to the participants in Activity 2. Alternatively the trainer can choose a video from his or her own context.

Video 1:

BBC London News Coverage (United Kingdom): London Citizens' CitySafe campaign (08.06.2012)

URL: <http://www.youtube.com/watch?v=nXg0CIKmUUw>.

Video 2:

WATTAN TV (Ramallah, occupied Palestinian territory): Community safety challenges in Hebron (05.03.2011)

URL: http://www.marsadpal.info/video_details.cfm?id=a56343a1826872&cat_id=16

Video 3:

Al-Hayat Channel (Egypt): Improving communication between the police and Egyptian citizens to stop community violence (14.06.2011)

URL: <http://www.youtube.com/watch?v=JJApOREWBcM>



Trainer Resource 5.2

Information sheet: Using fishbone diagrams

In Activity 3, the trainer uses this resource to help explain the fishbone root-cause analysis technique to the participants.

Explaining the fishbone diagram:

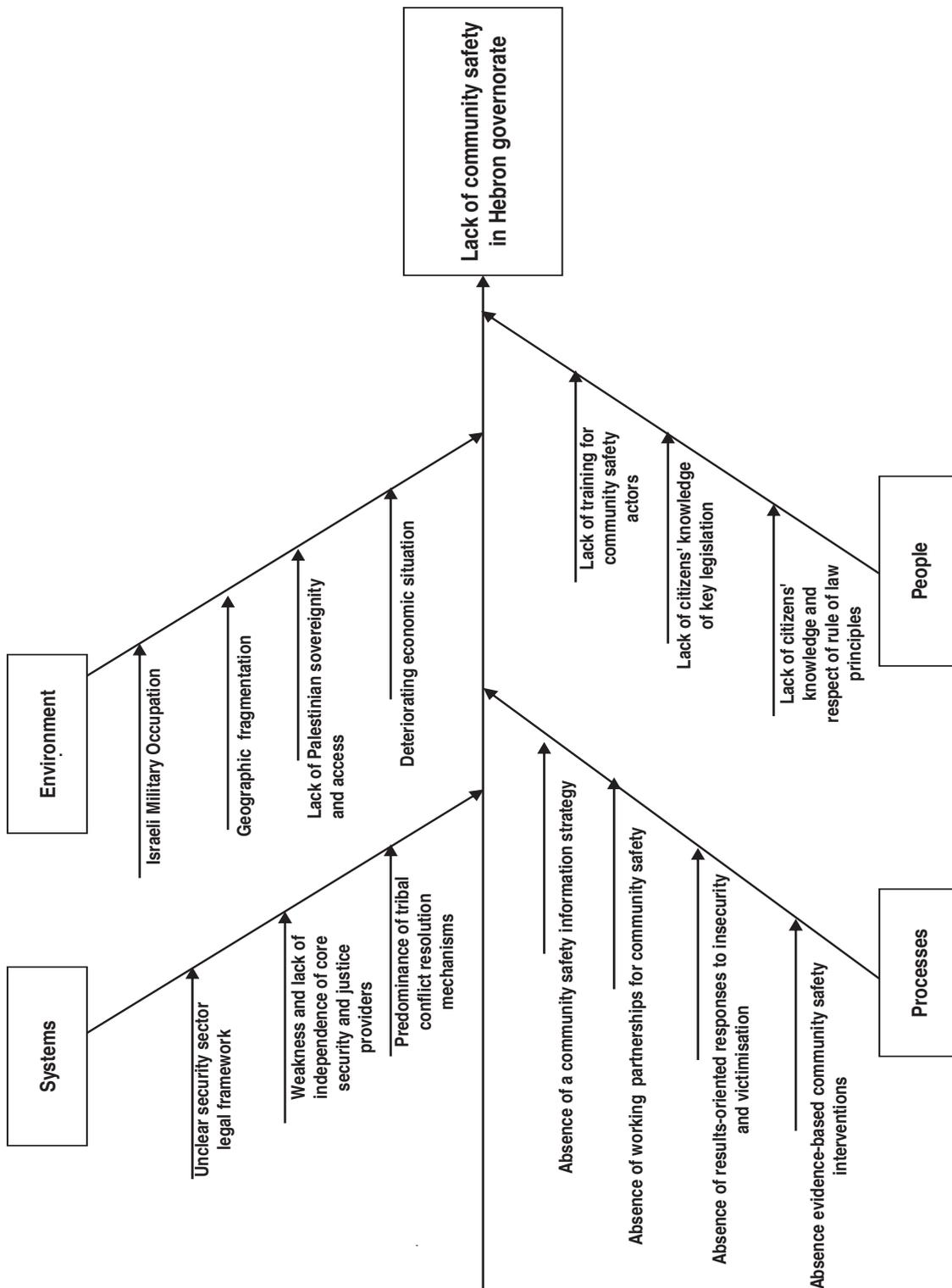
- Draw on a flipchart a picture of the fishbone diagram or use **Handout 5.4**
- Explain that the head of the fish will include the main community safety issue/problem that participants will identify and work on
- Label each bone: Environment, People, Policies, Processes
- Explain the meaning of each category:
 - **Environment:** External factors affecting the situation
 - **People:** Main stakeholders affecting or affected by the situation
 - **Policies:** Rules and regulations that affect the situation
 - **Processes:** Equipment, infrastructure and mechanisms in place
- Explain that these four areas will help the participants diagnose the causes of the community safety issue/problem they have identified

Adapted from: The Manager's Electronic Source: *Toolkit: Resources to Support Managers Who Lead*, p. 198, available: <http://erc.msh.org/toolkit/pdf/ResourcestoSupportManagersWhoLead>



Trainer Resource 5.3

Applied example: Completed fishbone analysis for lack of community safety in the occupied Palestinian territory





Additional Resources

International NGOs promoting crime prevention and community safety:

- UNHABITAT www.unhabitat.org
- United Nations Office of Drugs and Crime www.unodc.org
- International Centre for the Prevention of Crime (ICPC) www.icpc.org
- Saferworld www.saferworld.org
- Geneva Centre for the Democratic Control of Armed Forces (DCAF) www.dcaf.ch

Reference on media and community safety:

BBC, *Guidelines. Reporting Crime*, available:

<http://www.bbc.co.uk/editorialguidelines/page/guidelines-crime-reporting-crime>

Sagant, Valérie and Capobianco, Laura (Eds), *The Media, Crime Prevention and Urban Safety: A Brief Discussion on Media Influence and Areas for Further Exploration*, International Centre for the Prevention of Crime, 2008, available:

http://www.crime-prevention-intl.org/fileadmin/user_upload/Publications/The_Media_Crime_Prevention_and_Urban_Safety_ANG.pdf

Key reference documents on crime prevention and community safety:

Economic and Social Council, *Guidelines for the Prevention of Crime*, New York: ECOSOC, 2002, available:

<https://www.unodc.org/unodc/en/justice-and.../CrimePrevention.html>

Homel, Peter and Anthony Morgan, *A Model Performance Framework for Community Based Crime Prevention*, Canberra: AIC, 2011, available:

<http://www.aic.gov.au/documents/B/D/9/%7BBBD9D5686-84DE-4914-ADFC-E9F4D6C3CE36%7Dtbp040.pdf>

International Centre of the Prevention of Crime, *Crime Prevention and Community Safety: Trends and Perspectives*, Ottawa: ICPC, 2010, available:

http://www.crime-prevention-intl.org/fileadmin/user_upload/Publications/Crime_Prevention_and_Community_Safety_ANG.pdf

DCAF's media and security sector governance publications:

The Palestinian Media and Security Sector Governance, 2009, available:

<http://www.dcaf.ch/Publications/The-Palestinian-Media-and-Security-Sector-Governance>

Access to Information and Security Sector Governance, 2010, available:

<http://www.dcaf.ch/Publications/Access-to-Information-and-Security-Sector-Governance-Reference-Text-Reader>

Palestinian Media Legislation and Security Sector Governance, 2011, available:

<http://www.dcaf.ch/Publications/Compilation-of-Reference-Texts-Palestinian-Media-Legislation-and-Security-Sector-Governance>