

ARTICLE 19

Academic Curricula and Trainings in Journalism and Safety in Kenya

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Introduction

In a democratic State, the right to seek information and speak freely is crucial for national development. Freedom of expression is a precondition for the safety of journalists because it allows them to expose injustice and non-civil activities without fear of retaliation. An assault on a journalist or communicator is, therefore, an attack on society itself (CPJ Attacks on the Press, 2014). It emasculates the right of its citizens to be informed, to learn, to communicate and to make free, independent and informed choices.

Various national and international human rights organizations are consistent in saying that attacks and threats directed at journalists and communicators, alongside a climate of impunity, create obstacles to their ability to facilitate and uphold the right to information for citizens. In Kenya some of these organisations and platforms include, Article 19 East Africa Office, UNESCO, the Committee to Protect Journalists (CPJ), the Media Council of Kenya (MCK), the Kenya Media Programme (KMP), Association of Media Women in Kenya (AMWIK) and Rory Peck Trust, among others.

Journalists' safety and protection is a function of different players. Media houses have a responsibility to protect their staff. Governments too must fulfil their responsibility by providing a safe working environment for journalists. It is important for journalists to understand the hazards and threats that they may face. Schools of journalism have a significant role to play in informing such understanding. Universities and journalism education institutions should, therefore, include journalism safety in their curricula. A properly functioning curriculum should contain at least one module that is devoted to the subject. This is also proposed in the UNESCO curriculum. In recent years

have seen the rise of digital technology, which in turn has changed journalistic practice. Digital journalism has resulted in a rise in the deaths of and threats against journalists. A total of 37 out of 276 killings of journalists highlighted by UNESCO are of those who practice online. Security concerns of journalists' operating online have become as important as those of offline practitioners. Similar to conventional journalists, online journalists are confronted with operational security concerns. That being the case, however, most digital journalists have received little or no training on ways to ensure their safety.

Objectives of the Baseline

This baseline was guided by the following objectives.

- i. To conduct a baseline study to indicate the extent, nature (modules) and approaches used to teach safety and protection in journalism professional training institutions in Kenya;
- ii. To identify gaps in journalism training curricula with regard to safety and protection;
- iii. To develop clear, concrete and actionable recommendations on how to fill the gaps identified in (II) relating to the offline and online safety and protection training for journalists and media.

In undertaking the task, the consultant set out to examine different dimensions of academic curricula for professional training for students taking certificates courses (mainly two years and below), diploma courses (two to three years trainings), undergraduate courses, and Master's courses. Among the core issues covered in this research include: Journalists' background in education and training, journalists' experience in relation to safety, journalistic areas of practice and affiliation and work jurisdiction. Other areas include safety awareness, training content, addressing needs and perceived importance, journalists' views on safety as well as recommendation on journalism, safety and training.

Methodology

This section describes the methodology used in conducting the baseline survey on Academic Curricula and Training on Protection and Safety of Journalists in Kenya. In conducting this baseline, the evaluator used multiple methods to collect data, including literature review, questionnaires to practising journalists and current students, in-depth interviews with trainers and academic instructors, Focus Group Discussions (FGDs) with students and interviews with journalists.

The data collected using different methods was also triangulated to ensure reliability. For example, the questionnaires were first administered to journalists and students yielding mainly quantitative data. This data provided a panoramic view of safety and training. It allowed establishing the level of training on the subject. The data and responses from different sources were compared and corroborated including the existing literature on journalist safety and protection in Kenya, East Africa and beyond. The baseline survey has utilized mixed research methods but largely qualitative techniques given the nature of the assignment. Qualitative research techniques comprised of document analysis, use of in-depth interviews with key informants and focus group discussions (FGDs). Quantitative analysis was largely from the questionnaire to practising journalists and current journalism students as well as some information from the current curriculum. In document analysis, different reports on journalism safety and protection, training guides, and curriculums were analysed.

Key Informant interviews were conducted with the officers working with protection; educators at institutions offering journalism and related courses, media managers, practising journalists and current students.

Limitations

Conducting a comprehensive baseline that would cover the nature of training in the whole country would require a huge amount of time and resources. Due to limitations of time and resources, this baseline is only able to provide a highlight of the subject. However, we are confident that the report is a reliable snapshot of academic curricula and training in journalism and safety.

Background and Context

Journalists Safety and Protection

Journalists' safety remains a major concern for practicing journalists in Kenya. Available documentation shows continued acts of violations against journalists. Violations range from the extreme forms such as death and violent attacks to threats. A 2013 survey on Safety and Protection of journalists in Kenya indicates that between November 2012 and January 2013, the Media Council of Kenya received complaints of about 30 cases of harassment, intimidation and violent attacks against journalists. In the study, 91 per cent of the respondents indicated that they had faced a security threat during the course of their work with half experiencing multiple threats.

It has been noted that despite the prevalence of threats, many journalists do not report threats to their safety and security due to a number of reasons. In the 2013 study, 48 per cent of the respondents opted not to report the threat because they had been discouraged seeing that no action had been taken in the past despite reporting the incidents. Another 29 per cent did not know whom to report to and 23 per cent felt their employer was the source of the threat.

Further, a report by the Committee to Protect Journalist in Kenya revealed that Kenyan reporters, editors and publishers are exposed to threats of being hurt, prosecuted, imprisoned or having crucial advertising withdrawn. Dominant corporations manipulate media and news outlets are subject to the

whims of their politician-owners or publishers who want to cosy up to power (Valentine and Rhodes, 2015). In Kenya, since President Uhuru Kenyatta's Jubilee Coalition came to power in 2013, several laws have been drafted (and some have been passed) that undermine the media's self-regulation, allow for heavy fines, restrict the handling of classified information, and would impede reporters' access to Parliament.

As Valentine and Rhodes (2015) note,

The legislation has been introduced despite Kenya having adopted a new Constitution in 2010 that guarantees freedom of the media and specifies that the State shall not "exercise control over or interfere with any person engaged in broadcasting, the production or circulation of any publication or the dissemination of information by any medium," or "penalize any person for any opinion or view or the content of any broadcast, publication or dissemination".

The challenges of safety, security and protection are not unique to Kenya but are noted across Eastern Africa. In Uganda, incidents of journalist intimidation and harassment are common. Take the example of the 2013 incident when journalists went to cover an alleged prison escape in a district in Rakai. The prison warders were caught unawares by the journalists and ended up gun butting and kicking them in an ugly incident which left some journalists seriously

wounded and their cameras destroyed in the scuffle (HRNJ-Uganda, 2013). Uganda's general elections held in February 2016 also witnessed cases of harassment and restriction of media freedom through reported blocking of social media on voting day, arrest of journalists and editors, and forcing of some media to go off air (CPJ, 2013). The report further notes in addition to the physical threats and attacks against journalists, there is what is commonly referred to in media circles as "judicial terrorism". It points to a growing concern in the industry over the phenomenally huge damages that courts have been awarding against the media in defamation suits. It is this that probably explains why, in some cases, when faced with a defamation suit, media houses have ignored the plight of their journalists and left them at the mercy of the judicial system (HRNJ, 2013).

In Tanzania, the case is similar with journalists facing harassments, threats, detention, death, torture, defamation, suspension from work, denial of freedom of movement and the ban of newspapers. This is despite the fact that the Tanzanian Government repeatedly claims its supports freedom of expression. Tanzanian Human Rights Defenders recorded more than 30 incidents of harassment, torture, killings, arrests, baseless charges, attacks and threats involving journalists from across the country between 2013 and 2015. The death of Issa Ngumba, a reporter with Kwizera radio (a community radio which was established for refugees from Burundi and Rwanda) in 2013 is the latest death of a journalist while at work,

the country has reported. The post-mortem report indicated that he was strangled and had a wound inflicted by a bullet believed to have been fired at him while dead. Reports further revealed that he had some marks on his hands indicating that he was tortured.

A report by Freedom House Tanzania states that direct attacks and threats against journalists in Tanzania decreased in 2014. However, authorities and the public alike attacked and threatened journalists for their perceived political affiliations ahead of the 2015 general elections.

Journalism Education and Training

Sound journalism education and training has been identified as a strong contributor towards professional and ethical practice of journalism. Journalism that is well-grounded in training is better suited to provide access to information, foster democracy, dialogue and overall development in the society. News media that are professional have been found to better act as custodians of public interest.

To effectively carry out their responsibilities, journalists require specific competencies. Most of these are built through journalism education and training and perfected through practice. While the journalism field has provided diverse ranges of skills to students and professions, it is clear that safety issues have remained behind. There are only a handful of organizations that conduct safety trainings while learning institutions show glaring gaps when it comes to safety-related courses as will be seen later.

A review of the various trainings conducted on the broad areas of journalism safety, (protection and security) shows no standardised curriculum or modules that are used. The trainings are highly contextualized and need based, hence designed to meet specific situations of targeted learners. Some of the trainings covered include: hostile environment, first aid, digital security, safety and self-protection, ethical practice of journalism, legal framework for freedom of expression protection and defence, digital security, monitoring and documenting security incidences and other human rights violations.

Journalism is interdisciplinary and has been identified as a rapidly changing area of study as well as practice.

A number of standards have therefore been identified for journalism students or professional, which are relevant to safety training. One institution that has developed these standards is the Association of College and Research Libraries which has put together Information Literacy Competency Standards for Journalism Students and Professionals which are relevant to safety training as discussed below.

The first relates to planning as well as the ability to identify and find required resources efficiently in terms of time and finances. There is also the ability to identify variety of information sources to meet information needs. The second standard is on finding information, using research and other

strategies that are effective and efficient. Students and professional journalists must be able to construct and implement effectively designed research strategies. They should also be able to retrieve information using different methods (online or in person) using a variety of approaches. The third standard is on evaluation of accuracy and fairness where the information gathered is appraised to ensure accuracy, balance and relevance. This starts with the student or professional being able to summarize and synthesise the main ideas of the information gathered, assessing its credibility and then using the main ideas to generate new knowledge or story ideas. They then compare new knowledge prior to determining the value added, contradiction and other unique characteristics of the information. Finally, they validate the knowledge and interpretation of the information through dialogue with others.

The fourth area relates to ethical and legal standards that apply through journalistic work processes. Students and professionals are expected to recognize the ethnic, legal and social-economic issues surrounding information and technology. They also follow laws, regulations, institutional politics and etiquette around the ethical use of information. They also are expected to seek permission when required and cite the work of others. The standards as identified above give journalists a range of competencies necessary in their practice.

Safety training on the other hand equips journalists with skills on how to minimise risks

that are posed to them or their colleagues especially when working in a hostile environment. A hostile environment here is not limited to war or conflict areas, but also includes situations where journalistic work faces threats from different sources for varied reasons.

Baseline Findings

This section presents findings of the baseline. The findings are presented in three different sub-sections. The first is on the quantitative survey from practising journalists and current journalism students. The second is on the existing curricula in different institutions followed by the training on safety and protection. An analysis is provided and, finally, conclusions and concrete recommendations are made on journalists' safety and protection trainings.

Baseline Respondents Demographic and Safety Issues

Journalists working in different parts of the country for different type of media were reached out for the purpose of this research. A sample of 60 journalists responded to this survey. The male journalists accounted for 51 per cent of the respondents while female journalists were 49 per cent showing a fair level of balance.

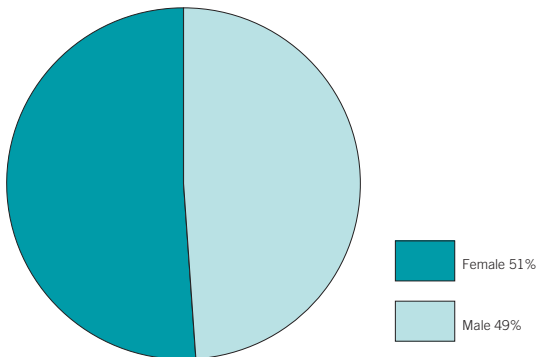


Figure 1: Journalists Respondents by Gender

On the other hand, a total of 90 current students of journalism from six universities and colleges responded to the survey. They are studying at diploma, undergraduate degree, and Master's degree levels. The following table shows the distribution of the respondents in terms of gender. Female respondents accounted for 51 per cent while 49 per cents are male.

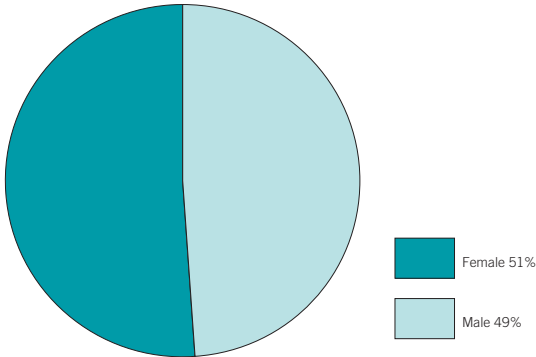


Figure 2: Students Respondent by Gender

These findings show a fairly balanced distribution of gender among respondents. The small sample size limits our ability to make overarching generalizations on the gender distribution across the industry and in higher learning institutions. However, the findings show that it is critical to take into account the gender consideration in journalist safety training. Female journalists thus make up a significant section of the profession as well as in the learning institutions. Interviews with instructors indicate that female enrolment in journalism and mass communication courses is on the rise.

Gender has been identified as a major dimension in a journalist's safety. Female journalists face an additional set of challenges in their reporting, including sexual harassment, intimidation and rape. The Kenya Media Working Group (KMWG) report has noted that there exists a gap, as cases of women facing threats have not been documented. Disparities in terms of gender when it comes to safety of journalists have also been observed in other countries. In Uganda, in 2010-2011, a total of 26 journalists were in court facing various charges of libel and defamation (which threatens their safety and security). Only one of these 26 was female (HRNJ-Uganda, 2013).

In the digital spectrum, acts of harassment and threats of violence are widespread. As noted by UNESCO, female sources face risks when acting as whistle blowers or confidential informers.

Gender aspects in journalism safety manifest in several ways in regards to issues of source protection in the digital era:

1. Women journalists face greater risks in dealing with confidential sources.
2. Women sources face greater physical risks in encounters with journalists and in revealing confidential information.
3. The physical risks confronted by women journalists and sources in the course of confidential communications may require reliance on digital communications.
4. Secure digital communications defences, including encryption, are arguably even more necessary for female journalists and sources.

Source: Protecting Journalism Sources in the Digital Age. UNESCO

Journalists Experience and Safety

About half of the practising journalist respondents, 51 per cent, were aged between the ages of 20 to 30 followed by those aged between 31 to 40 at 38.2 per cent. Those aged 41 to 50 comprised of 5.5 per cent.

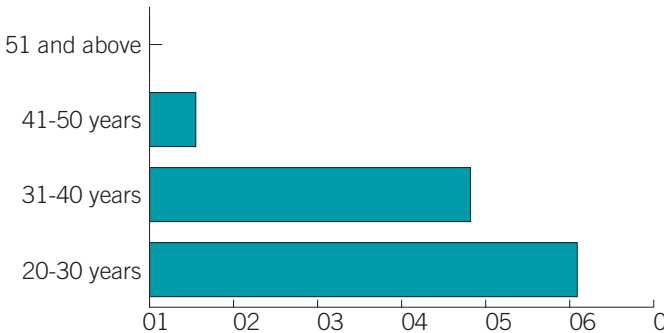


Figure 3: Practicing Journalists by Age

Half of the respondents have worked for between one and five years, 36.4 per cent have worked between six and 10 years. Nine (9.1) per cent and 3.6 per cent have worked for 11 to 20 years and more than 21 years respectively. The respondents to this survey are largely younger journalists and in early years of the career as exemplified by both their age and experience. Largely, most practising journalists are young, partly attributable to an explosion in the media industry in Kenya which means new journalists have been recruited. The use of web-based survey may also have contributed to younger journalists who tend to be more tech-savvy to make up a huge chunk of respondents.

Journalists' safety curriculum and training should capture the following gender related issues:

1. Male journalists and bloggers are more likely to face criminal charges in relation to their work. Topics covering media and related law, codes and regulation must therefore be clearly understood.
2. In the digital realm, female journalists and sources need to be able to communicate effectively and ensure the communication is secured. Female journalists, especially those reporting conflict and organized crime, are vulnerable to physical attacks, including physical assault and harassment. Content that specifically addresses female dimensions of safety needs to be stressed.
3. Journalist safety trainings need to be gender sensitive. More women need to be trained as well as ensuring that there are women trainers. Currently, most trainers on journalist safety are male. While gender aspects are addressed, the closer perspectives are likely to be missed or overlooked all together.

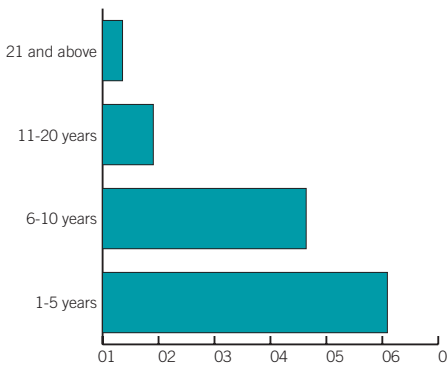


Figure 4: Journalists Respondents' Years of Experience

Similarly, respondents who are current students in journalism at all levels were asked to indicate their ages. Most of the respondents are aged between 21 and 25 years, comprising 58.6 per cent. They are followed by those aged between 25 and 30 years at 21 per cent. Those that are aged 31 and above accounted for 14.9 per cent while 4.6 per cent were aged 20 years and below. The age of respondents is largely consistent with undergraduate students who also comprise the largest segment of student population at the post-secondary education.

In relation to experience and journalists' safety curriculum and training:

1. Institutions of higher learning and colleges that are teaching journalism should ensure that the curriculum includes safety aspects as core units/modules to prepare the students accordingly for the challenges ahead.
2. Training in safety should be properly targeted to identify the specific needs of different journalists given their experience as well as level of practice. These include having targeted trainings for those who are in their formative years of practice, those who have practiced for a lengthy period and those who are in editorial positions and so on.

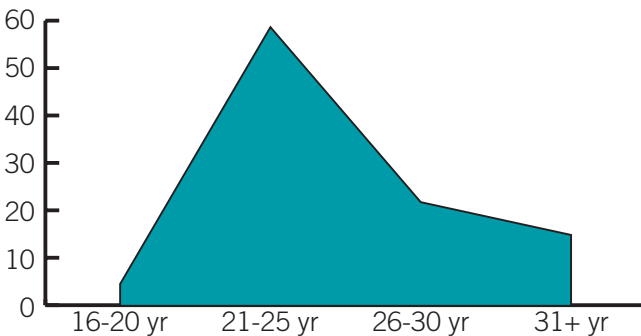


Figure 5: Journalist Respondents' Age

These findings indicate that a large proportion of journalists on the beat are young and in the formative years of their careers. As journalists get experienced, some will assume other responsibilities, including editorial duties and also diversify their work, which involves going beyond every day journalistic work. Those journalists who engage in more active roles are more likely to encounter various safety issues. Also, the large proportion of journalists with limited experience also means they are less prepared to deal with safety challenges compared to the veterans who have more knowledge and skills that informs them when planning, making decisions in the field or mitigating threats, among other safety issues.

Most students taking journalism and related courses are also young and have yet to get into professional practice. Although there is a significant proportion of practising journalists who have gone to school, the younger people who are transitioning from secondary education remain the dominant segment. The implication of this is that availing curriculum and content on safety at college level is critical in preparing them for the profession ahead.

Areas of Practice and Affiliation

Journalists may opt to specialize in different areas including broadcast, print and online-based platforms. Most of the practising journalist respondents reported that they were in broadcast media at 47.3 per cent, 25.5 per cent worked for print media, 12.7 per cent said work with both print and broadcast, 1.8 per cent are digital journalists or bloggers while 12.7 per cent said they engaged with all forms of journalism above as summarized in the figure below.

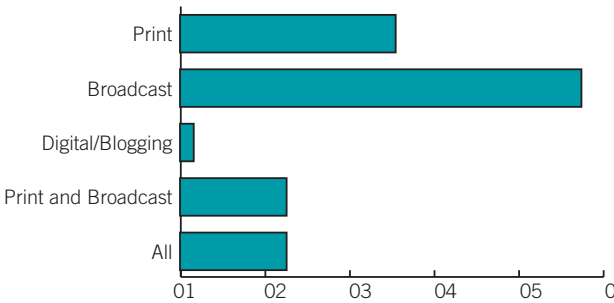


Figure 6: Practicing Journalists' Area of Specialisation

Student respondents are specializing in different areas with 45 per cent reporting they were taking broadcast journalism (television and radio), 25 per cent development journalism/communication and seven per cent print journalism. Eighteen (18) per cent were taking other specialisations, including general media studies, radio telecommunication and corporate communication.

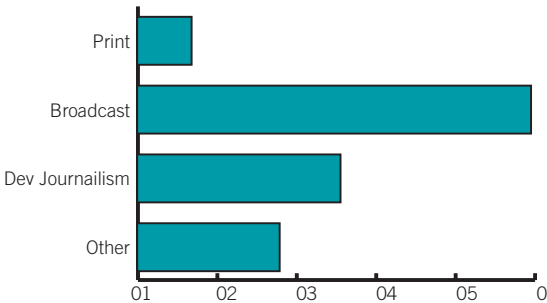


Figure 7: Students Area of Specialisation

Practising journalists were also asked to indicate the nature of their work, that is, whether they are affiliated to a media house/organization or they were freelancers. A large majority of the respondents - 85.5 per cent - are affiliated to media organizations. Another 10.9 per cent work as freelancers while 3.6 per cent are freelance bloggers.

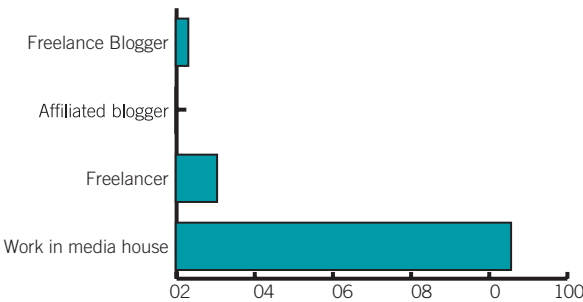


Figure 8: Journalists' Nature of Work

The three sets of findings above on the areas of specialization by practising journalists and those that are being pursued at learning institutions as well as work affiliation are consistent with the developments in the Kenyan media industry. The expansion of the media industry has seen considerable growth in the electronic media, specifically broadcast (radio and television) and digital platforms. The expansion of radio, especially broadcasting in local languages, has led to demand for more journalists. Digital television broadcasting has also increased the number of TV stations. At institutional level, journalism teachers interviewed reported increased interest from students in broadcast journalism.

The areas of specialization have different needs when it comes to safety. There is an agreement across the board among media managers, safety trainers and journalists that trainings usually target individual journalists. However, collecting broadcast stories for example involves different players including the journalists, cameramen and drivers. To ensure physical safety, all the relevant players need adequate knowledge. However, rarely do trainings, especially those by external organizations, address camerapersons and drivers.

Most journalists also indicated that they work within media house settings. This is instructive and suggests that safety training needs can be addressed at the organizational level. A significant proportion also works as freelancers, meaning that they may not have access to the necessary resources when it comes to safety training.

To take into account of the specializations and nature of work:

1. Safety training needs to go beyond traditional journalists (writers, broadcasters and editors) and involve other important players such as cameramen and drivers. The curriculum used for training should also be expansive enough to cover these needs.
2. Given the rapid growth in the media industry, especially electronic media, more training on safety is needed to address the rising demand.
3. Media houses should be pro-active in training their journalists on safety issues. This can also be done through collaborations with different stakeholders such as regulators, media councils, NGOs and higher learning institutions.
4. Safety training should identify the needs of freelance journalists to ensure they are not left out.
5. Digital media has led to emergence of bloggers who comprise a special category of players in journalism and are largely unaffiliated. Different safety issues have emerged and thus as a group, they need training.

Journalists Work Jurisdiction

To establish the extent of coverage, practising journalists were asked to identify their jurisdiction, whether it's international, national or county based. Thirty nine (39) per cent reported that they handle national level, 33 per cent deal with both national and international work while 28 per cent are based in counties.

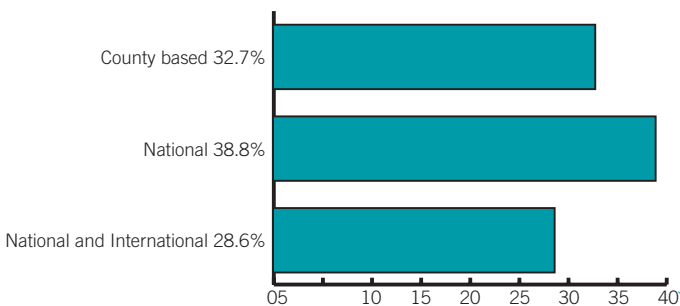


Figure 9: Journalists' Work Jurisdiction

According to journalists interviewed, these jurisdictions have different implications. International coverage means that they may find themselves in unfamiliar territory with different realities, ranging from physical to the people they are likely to encounter. Those who handle national based assignments expressed similar sentiments. There are also journalists that are based in specific counties. The devolved governments have changed the way journalists do their work, necessitating different tiers of coverage. These distinctions are important and have a bearing on safety. At county level, issues of accountability have become critical and some journalists have found themselves on a collision course with different players in county administrations.

Journalists' safety curriculum and training in respect to jurisdiction needs to:

1. Take into account the different safety realities that come with doing work at different levels. Ideally, journalists and other players should be prepared for safety at the different levels of work.
2. The journalist safety issues emerging at county level should be part of curriculum and training. Safety training and curriculum should also target administrators who are critical for journalists' safety and security.

Education Background and Journalism Training

Education background is central to journalistic practice. This baseline sought to establish the highest level of education and whether the practising journalists had formal training in their current field. Almost all practising journalists sampled have attained post-secondary qualification. Only about two per cent indicated they only had a high school certificate while 98 per cent had qualifications ranging from diploma to Master's degree and above. The rest have more qualifications with 41.8 per cent reporting they have a diploma (two or more years of post-secondary), 32.7 per cent have an undergraduate degree and 23.6 per cent have Master's qualification and above.

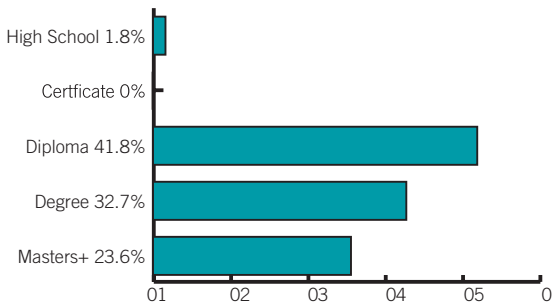


Figure 10: Journalists' Education Level

The number of practising journalists who have received formal training in their field is high. Ninety six (96) per cent of the respondents reported that they had received formal training in journalism or mass communication. Only four per cent reported not to have formal training in journalism and related fields. Part of this can be attributed to the fact that many institutions are now offering courses in journalism, media studies and mass communication and these are a requisite for many media and media based organizations.

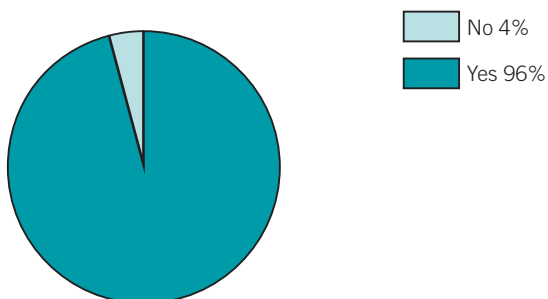


Figure 11: Formal Training in Journalism

From the findings above, it is clear that most practising journalists have had the relevant preparation for their profession, having undertaken post-secondary education and more specifically in journalism and related areas. The major question is the extent to which this formal training has addressed safety needs that would allow the journalists to effectively undertake their work.

To have a glimpse on safety training, we sought to establish the qualifications that current students are pursuing and found out that 54 per cent are pursuing undergraduate degrees, 24.1 per cent Master's degrees, 18.4 per cent diplomas while 3.4 per cent certificates as indicated in table 12 below:

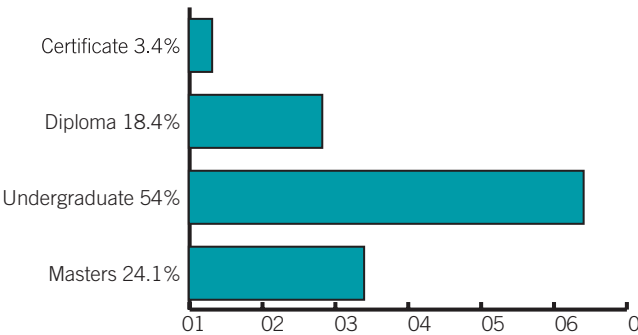


Figure 12: Current Qualifications being Pursued

Majority of the respondents are understaking undegraduate courses which is consistent with the increase in the number of institutions offering undergraduate degrees. A considerable segment of the respondents are pursuing Master's and diploma courses while an even smaller segment are pursuing certificates. But do these institutions teach safety related courses?

Current students of journalism are likely to obtain knowledge on the subject if it is offered in their respective institutions. To establish which institutions are offering courses on journalism safety, we asked students if they have taken any unit or course on the same subject. Most respondents, 72 per cent, reported that they have not taken any unit on safety while 28 per cent reported that they had taken one. These findings are spread across different institutions. Those who have taken the course largely cite media law and ethics.

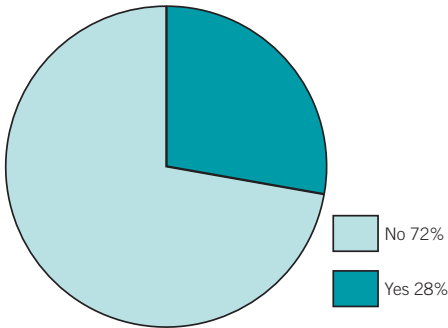


Figure 13: Journalism Students who have taken a Course on Safety

The dominant response that journalism students have not taken safety courses indicates that institutions are yet to include journalism safety in their curriculum. Closely examined, those that reported to have had some courses on safety specifically mentioned media law and ethics. While these courses are related to safety, they have been traditionally offered in all journalism training. It is clear the learning institutions are yet to adopt recommendations of organization such as MCK or UNESCO to introduce a module on “Safety and Journalism”.

In relation to current status of safety training at institutions of higher learning:

1. Institutions should include journalism safety as core areas of instructions at all levels - certificate, diploma, undergraduate and Master’s beyond media law and ethics;
2. Institutions of higher learning should collaborate with stakeholders in journalism practice and safety to develop responsive and relevant curriculum in the Kenyan context;
3. Education regulators such as the Commission for University Education (CUE) and MCK require and enforce safety and journalism courses/modules as integral part of the curricular.

Media Trainings Outside Learning Institutions

Journalists, like other professionals, tend to take different trainings from time to time to improve their competencies in different areas. Although many journalists have formal training, job training helps them to respond to everyday demands in the field. Respondents were asked whether they had undertaken other forms of training. A big proportion, 89 per cent, reported that they had taken media training courses. Only 11 per cent reported that had not undertaken any training.

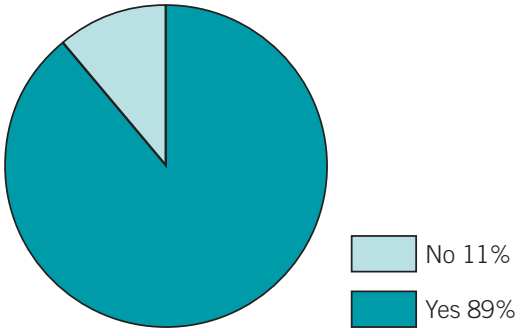


Figure 14: Journalists with other Forms of Training

Continuous training is critical for media practitioners because it allows them to build various competencies and also respond to different needs that arise in journalistic work. Different players offer media training opportunities outside institutions in different forms. For example, training on elections reporting in the run-up to general elections in Kenya have been critical in supporting better electoral processes, including reduction of associated violence due to high level of responsibility. Trainings are conducted in-house, as short -term trainings done locally; short training done internationally, or specialized training. When asked which form of training practising journalists had taken, they reported as summarized in the table 15.

Local short-term trainings are the most common form reported by 51 per cent of the respondents. These are conducted by different organizations, ranging from the MCK, NGOs, international institutions, as well as higher learning institutions. Specialized trainings that concentrate on a specific topic (for example disaster reporting, reporting for climate change, health reporting, financial reporting etc.) is the second most common reported by 47 per cent of the respondents. Forty three (43) per cent reported to have been trained in-house by their employers while 14.3 per cent reported that they have been trained outside the country.

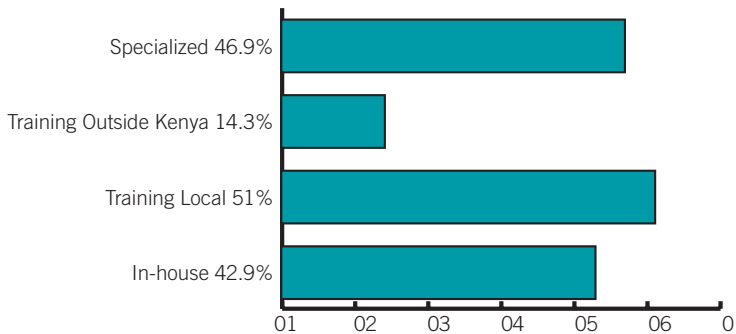


Figure 15: Types of Journalism Training Undertaken

From the above, it is evident that there is widespread training on different areas of journalism. Respondents were asked to indicate if these trainings included journalists' safety and whether they were taught as stand-alone courses or as part of larger courses. Forty per cent said they had taken safety training as a stand-alone course while 13 per cent had taken it as a component of another training. In total, over half of the respondents (53 per cent) reported to have received some form of safety training while 47 per cent had not.

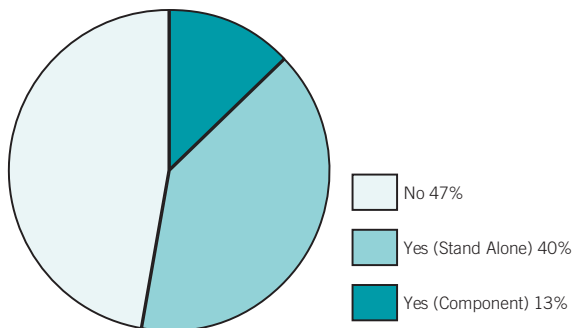


Figure 16: How Journalists Training Undertaken were Taught

Outside their institutions, training on safety among students is extremely low. Only 16.5 per cent had undergone training while 83.5 per cent had not. Given the limited opportunities available, it is understandable that practising journalists are prioritised.

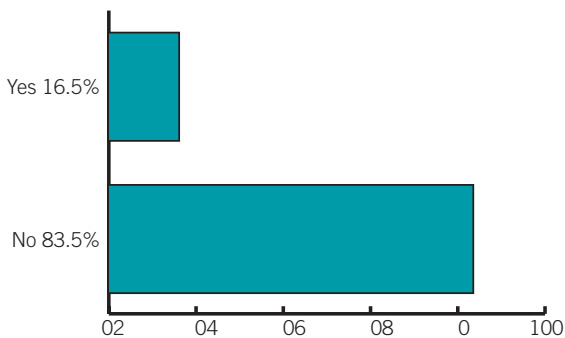


Figure 17: Students Training on Safety

These findings suggest that there is significant work in training that has been done by specific organizations but still not enough to meet the demand. As a result, there still remains a huge gap and many journalists have not been able to access these trainings. There is also need for training for current students. Training outside their institutions remains the only alternative to access safety training. The organizations that trained journalists in safety include Article 19, MCK, Deutsche Welle Academy, KMP, individual media houses and the Bloggers Association of Kenya (BAKE).

Experts interviewed argue that on the job training in safety remains critical for effective journalism practice. Building capacity leads to improved knowledge and competencies allowing journalists to stay abreast with the field. However, journalism safety remains a relatively new field in Kenya with limited investments and players. Investing more in training is important moving forward.

To build on the existing trainings and reach more students and practising journalists

1. Investments on safety training and curricular should be increased, targeting both journalists and students;
2. Media houses should commit specific resources on safety training which can at least address the needs of their affiliated journalists;
3. Organizations that conduct trainings on safety can come together to build synergies and avoid duplication in their training;
4. Institutions of higher learning offering training in journalism should provide alternatives to students through short courses in safety outside the everyday curriculum to fill the existing gaps;
5. Stakeholders in journalism and safety should invest in building training capacities by developing a pool of Trainers of Trainers (ToTs) within NGOs, media entities and learning institutions who can then cascade the knowledge in the industry.

Mode of Delivery and Content

There are different modes of delivering training to professionals. These include face-to-face, online learning, correspondence and practical fieldwork among others. When respondents were asked the methods that were used to deliver the trainings, face-to-face trainings were overwhelmingly the preferred mode of delivery with all those who had undertaken it reporting having done it through seminars and workshops. None reported online training, correspondence or fieldwork-based training.

To deliver safety trainings and meet the high needs in journalism practice in Kenya:

1. It would be useful to consider different modes of delivering training especially to reach more journalists and also ensure cost effectiveness;
2. Developing and packaging training materials on safety would be an important step in enhancing training. Such materials can then be delivered using different modes. Presently, even organizations that train on safety do not seem have comprehensive packages that guide the processes.

Face-to-face training is preferred for various reasons. For practising journalists, it allows them to receive the content without distraction. Trainers are also able to package the content and

deliver it within a short time, allowing the journalists to get time to participate. However, face-to-face training is expensive. Currently, the trainings, which are held using workshops and seminar formats, are mostly held in private establishments, mainly hotels where organisers have to incur costs such as meals and accommodation.

Safety Awareness, Training Content, Addressing Needs and Perceived Importance

Awareness of safety as a component of journalism practice is an important ingredient for preparedness in future. To establish the level of this awareness, respondents were asked to indicate on a scale ranging from very low for least perceived level of awareness to very good for the highest. In their response, 12.6 per cent rated themselves as very low, 18.4 per cent as low while 32.2 per cent said their awareness was fair. Another 27.6 per cent said it was good and only 9.2 per cent said it was very good as summarized in the figure below.

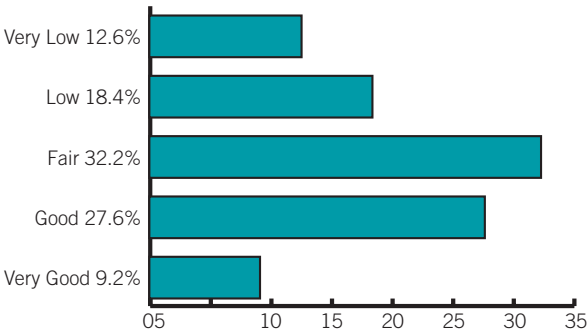


Figure 18: Perceived Levels of Awareness in Safety

These findings buttress the gaps in knowledge when it comes to safety matters. These gaps have informed stakeholders to train on different components of safety. Those who have undergone training were asked to indicate the content of safety covered in the training. Psychosocial and emotional well being and digital security trainings were the most trained with 56.3 per cent each. About 47 per cent (46.9) were trained on physical security while 15.6 per cent were trained on other aspects as indicated in the diagram.

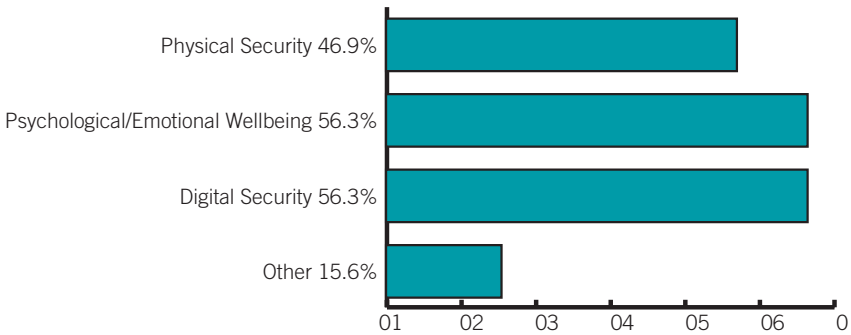


Figure 19: Aspects Covered in Safety Training

The findings shows that training is spread through the different areas with psychosocial and digital training being the highest reported. A significant segment of respondents have also received training on physical security. The trainings have therefore been balanced in terms of the content.

Successful training on safety must address the trainee’s needs. Respondents were asked to state the extent to which extent the training addressed their safety needs in a scale of one to five with one being below expectation and five being highly satisfactory. Thirty three (33.3) per cent said the training was highly satisfactory in addressing the needs, 50 per cent felt they were satisfactory, 10 per cent mildly satisfactory while 3.3 per cent felt the training was somewhat satisfactory and below expectation respectively.

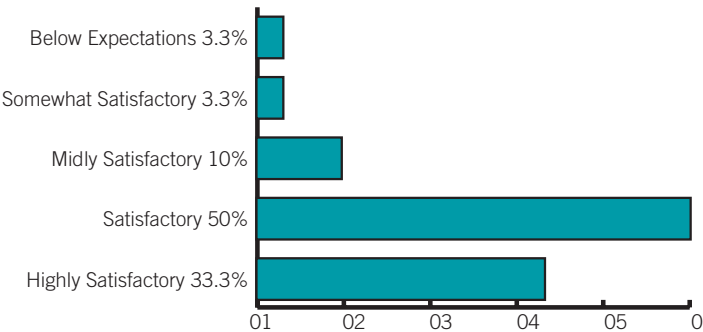


Figure 20: Training and How it Addressed Safety Needs

Through the findings above, journalists have high appreciation for safety training that they have received. This is consistent with the findings on the perceived importance of journalists' safety and training in relation to their work.

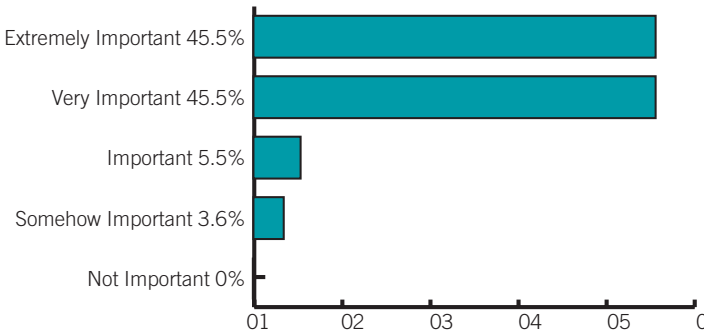


Figure 22: Perceived Importance of Journalists' Safety and Trainings

Generally, the training on safety was perceived as critical in the journalism practice as shown by the responses. Forty-five (45.5) per cent felt that the training was extremely important and a similar proportion felt it was very important. A smaller proportion, 5.5 per cent, reported it was important and 3.6 per cent somehow important. None of the respondent felt it was not important.

On safety content, journalist's needs:

Safety trainings need to continue to address different aspects - physical safety, psychological well-being, digital security and other emerging issues. Journalists remain aware of the need and are appreciative of the same. There is therefore sufficient justification to push safety training to the next level

Qualitative Comments on Journalist Safety

The survey included an open-ended section where journalists were asked to make open-ended comments on journalists' safety training in Kenya. A number of issues emerged. These included:

- Journalists feel that training in safety remains critical in their trade given the nature of the work that they do. Like other aspects of professional development, trainings in safety should also be done more often to ensure that journalists are up to date with the skills.

-
- Journalists note that safety training is not emphasized in Kenya and is not a priority for the majority of media organizations. While there are varied forms of trainings that form the core processes of job induction, safety is rarely a priority. Employers should therefore prioritize safety training.
 - There remains a significant section of practising journalists who have not been trained on safety. Freelance journalists and other media practitioners who are not affiliated to any media house find it difficult to undergo some of the trainings since they are mostly conducted in-house or are affiliated to specific media houses. Future trainings would be of help if they identified those who have not undergone safety training. Also, specific trainings that target freelance journalists would be critical.
 - Journalists should be protected and their safety secured not only by their media houses but also security agencies. It is only when they are safe that they can perform their duties without fear. To ensure this, trainings should involve all the relevant stakeholders, including the security sector. So far, training is largely concentrated on practising journalists and media managers. Journalists are not only those seen in front of the camera. For audiences to engage with a journalist there is a cameraman, OB van with technical crew operating, drivers among others during live events or otherwise.

When journalists are categorised, it is usually those who have the pen or microphone who are taken into account. It is critical that all these people get the necessary training in safety and protection. Technical crews are generally neglected in training, which shouldn't be the case.

- While there is some information on journalist safety both in-house and from external sources, it remains inadequate. The training courses are few and far between. As one journalist notes:

“This is an area that is quite neglected in media training especially in Africa. Journalists are left to their own devices in such traumatising and tragic experiences as covering post-election violence in Kenya in 2007-08. That has always been the case; journalists are taken as robotic beings that report events where there are deaths and bloodletting as if they are an unemotional and detached lot. It is only after PEV (Post Election Violence, 2007—2008) that there were attempts to counsel journalists and to address their psychological needs. Stress in newsrooms is usually linked to exposure to such events and manifests in heavy drinking and early burnout among journalists. This is a matter that however should be researched more. Physical safety also does not exist unlike Israel for example where journalists are taught on the use of defensive tools such as

bulletproof jackets and dodging of sniper fire. This, in my consideration, is the soft-belly of Kenya's journalism."

- Journalists have also argued that they benefit from presence of information sources where on their own, they can obtain critical information on how to go about their work safely.

Specific actions that need to be taken in media houses in relation to safety include:

1. Media houses ought to have an elaborate in house policy on safety of journalists, which all journalists in the respective houses should be familiar with especially those who cover sensitive/conflict issues.
2. In house training sessions on specific issues of safety should be conducted on a regular specified period for all journalists. Media organisations should also introduce refresher courses on safety of journalists.
3. Media houses should consider possible exchange programs with countries with established safety training.
4. Media houses should partner with universities with the aim of formulating programs on safety and have their journalists attend courses on safety
5. State officers should be sensitized about the importance of the work journalists do in the development of the country. State agents should interact more with journalists through joint workshops and visiting each other's work places.
6. Media houses should take issues raised concerning their employees' safety and protection more seriously and provide legal representation.

What are Media Organisations Doing to About It?

Editors are a critical section of media professionals because they interact directly with media leadership and journalists. All the nine editors interviewed felt that not much has been done in terms of preparation for journalists and their safety with preference being given to delivery of the story/programme and safety coming second. One editor noted that in many instances, journalists have to rely on common sense to mitigate dangers they may face. There is also high reliance on donor-funded workshops to equip journalists with technical and safety skills. While safety and protection training and financial assistance are available for journalists, this is often only on an

ad hoc basis. Most efforts in media houses around safety are mainly on providing basic information. Services are also sought from the Red Cross, United Nations or individual resource persons for this purpose.

There are also noted incidences where safety actions are inconsistent with practice. There are cases where media house have purchased safety equipment - riot gear, helmets and bullet proof vests -- but journalists are still sent on what may seem like routine assignments such as riots and ethnic clashes - without a proper understanding of how to stay safe.

Recommendations

The following are a number of recommendations made in relation to academic curricula and journalism training in Kenya:

1. Develop a standardized curriculum.

There is need to develop a standardized curriculum that will be used in all the learning institutions. This would entail training institutions, other stakeholders involved in safety training such as NGOs, media houses and the Media Council of Kenya, coming together and deliberating on the content to be taught. It is critical to take into account the national, regional and global dynamics in designing the same.

2. Develop partnerships between organizations with universities and colleges that are training in journalism.

In the current trainings on safety, organizations working on safety and security work together from time to time, but these relationships remain loose to a large extent. There is a need to strengthen them to ensure more cooperation in offering trainings on safety. A big gap is in collaboration between academic institutions (both public and private), which would include universities providing basis for safety research because they have the necessary resources to conduct research.

3. There is need to build stronger collaborations between NGOs working in safety, security and protection.

Experience shows that some of the most important milestones in safety and

protection in Kenya have come from collaborative effort especially through the work of the Kenya Media Working Group. Donors and organizations should also be lobbied to commit more resources towards safety work.

4. Given the limited capacities in safety trainers, it is important to develop a pool of professionals both within practitioners and academic ranks.

Some of the actions needed to achieve this include conducting specialized trainings for university instructors and practitioners (NGOs and media houses) to have a group of master trainers who can in turn train Trainers of Trainers (ToTs) who will train extensively in institutions, media houses and other organized trainings.

5. Diversifying the trainings. One gap noticed in the current trainings offered in safety is that of only a narrow scope of targeted journalists. The safety trainings have mainly targeted the mainstream journalists and in particular reporters and some media managers. However, safety is a function of different players. Reporters, drivers, cameramen all need to understand safety issues. Additionally, trainings have mainly concentrated on victims or potential victims but not much work has been done with perpetrators such as security apparatus and other government institutions as well as internal

(media houses) perpetrators such as editors.

6. **Engage in more research.** There is a huge gap in research on safety, security and protection of journalists in Kenya. Apart from periodical studies done by NGOs, there is little coming from learning institutions despite exponential growth in the same year. Coupled with absence of courses as noted, learning institutions are largely none-players. If institutions can provide research to organizations, the safety work can greatly improve.
7. **Improve documentation.** There is need to document the safety activities that are being done in the field, including trainings, materials and violations in order to create awareness extensively in journalistic practice. In this case, journalism practice is not just about generating and communicating information but also consuming other pertinent content that is related to the field. Currently, there is no comprehensive trail of some of the activities that have been done in relation to safety training.
8. **Publish more literature on safety.** There should be case studies documentation so as to enrich the teaching and to form part of the literature that students can interact with in a course of this nature. There is little literature available and when available, there has been no synthesis of this material into a resource tool that can be used for teaching.
9. There is need for a future comprehensive research to capture the safety training in depth. This would include full review of the existing curricular and what informs the chose content.

ACADEMIC CURRICULA AND TRAININGS IN JOURNALISM AND SAFETY IN KENYA

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