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1 Foreword

In order to support the successful implementation of the Cairo Programme of Action, pro familia’s National Association has decided on a systematic approach to bring journalists on board in order to raise the profile of the issue of Sexual and Reproductive Health and Rights (SRHR) in the media and to implement a three-year project providing SRHR training for journalists.

In 2008 and with the support of the IPPF European Network, pro familia’s National Association embarked on series of experimental seminars for journalists and in doing so learned that one-off training measures are not the optimum solution to overcoming the unsatisfactory media coverage of the issue of SRHR. It was seen that although one-off training measures may lead to ad hoc publicity and be of personal benefit to individual journalists, the volatility of the media industry and rapid changes to journalists’ working conditions mean that it is nearly impossible for such measures to achieve continuity and sustainability. It was then decided to try to incorporate SRHR into the general training of journalists at universities, colleges and schools of journalism, and the organisation succeeded in recruiting the Faculty of Journalism at the University of Leipzig for its initiative. The advantage of this approach lies in the commitment of the students to becoming full-time professionals and, it is hoped, the chance of gaining a longer-term perspective for cooperation.

Two one week-seminars have been carried out with the University of Leipzig involving about 40 students aged between 26 and 28. Overall, the feedback has been positive and Masters dissertations will be submitted based on SRHR issues. Because of the promising response, it has been decided to share the experiences gained through the project in the form of a manual for NGOs working in the field of SRHR and for IPPF member associations in particular.

The services of two seminar participants, trainee journalists Franziska Baermann and Deborah Löffler, have also been obtained for developing this manual. Their desire is that this manual will contribute to more realistic and effective cooperation between journalists and NGOs.

Of course, manuals on cooperation between NGOs and the media already exist. Many of them are written by the NGOs themselves or by media experts. This manual approaches the issue from the angle of two young women who are committed trainee journalists. This new generation of journalists is much closer by far to the reality of NGOs than previous generations. Both share the experience of the growing scarcity of resources, and as a result Franziska Baermann und Deborah Löffler have looked carefully at the resources of NGOs and have proposed activities accordingly; they have not concentrated solely on the successful and more expensive seminars on SRHR held with the University of Leipzig.

This journalist project has been a continuous learning process for all involved. NGOs certainly should reconsider their sometimes biased and outdated view of the media and journalists. The message from Franziska Baermann and Deborah Löffler is clear: journalists are not an instrument in SRHR but an important equal and independent partner!

Elke Thoss
Manual for NGOs for working with trainee journalists
It has been apparent for a number of years that privacy has become a sell-out commodity in the media. Highly personal information is dragged into the glare of publicity, and issues are sexualised at every available opportunity to boost circulation figures and ratings. Misinformation is thus disseminated and reaction to the taboos exploited is artificially whipped up. As a result, decades of educational work by NGOs engaged in sexual and reproductive health and rights are often undone.

Do you work for such an NGO and have you had similar experiences? This manual will provide you with methods that will help you actively counter this phenomenon.

The manual first sets out the aims that should be to the fore when your NGO enters into cooperation with journalists and in another section it describes the development of the media. It then goes on to provide various programme offers that will result in useful cooperation between your organisation and journalists.

The key to effective and factually correct reporting on SRHR issues is providing specific briefings for those who create the media, i.e. journalists. You can create publicity for your issues through their work. Only when an issue is brought to the attention of society will its state of health improve in the longer term. In turn, a healthy and enlightened society experiences greater internal stability. Working in an NGO, there are various ways in which you can contribute to this.
Sexual and reproductive health and rights, or SRHR for short, is a relatively recent term but the issues it covers are deeply rooted in society. After the Cairo Conference, many NGOs reoriented their work - and subsequently the International Planned Parenthood Federation (IPPF) most of all. IPPF translated the paradigm change of Cairo into two relevant documents for its future work: the IPPF Charter on Sexual and Reproductive Rights and Sexual Rights: an IPPF Declaration.

The declaration issued by the International Planned Parenthood Federation (IPPF) states that “IPPF works towards a world where women, men and young people everywhere have control over their own bodies, and therefore their destinies. A world where they are free to choose parenthood or not; free to decide how many children they will have and when; free to pursue healthy sexual lives without fear of unwanted pregnancies and sexually transmitted infections, including HIV. A world where gender or sexuality are no longer a source of inequality or stigma. We will not retreat from doing everything we can to safeguard these important choices and rights for current and future generations.” (Source: www.ippf.org)

Is your organisation also committed to these aims? Do you want to be heard in public? Find out more below about how media creatives work and the various ways that are available to your organisation for accessing the media.
In recent years, the media industry has changed a great deal due to technical developments. Journalists are under considerable strain, as there is less time and money available to produce the same content than ten years ago. Nevertheless, media businesses want to sell their products. The next section shows how this is done today.

**Development of the media**

The media is the channel through which citizens receive their information and is an essential part of our society. It communicates the latest developments in society as well as society’s values. It reduces the complexity of the world to an understandable level; in short, it brings the world into consumers’ living rooms. Moreover, it is there to entertain consumers and divert them from their everyday routines.

But what do you as an NGO expect of the media?

That reporting should be truthful. That media content should reflect the pluralism of a society. Media should create transparency but without offending a person’s dignity. To ensure that this happens, the state first has to make a contribution. Thus, freedom of information, freedom of opinion and freedom of the press are embedded in the basic law or constitution of many countries. These are to be found elsewhere as well; for example, the freedom to express an opinion is also safeguarded in the Geneva Conventions.

Nevertheless, there are states today where these basic rights have not been fully implemented. The think tank, Freedom House, compiles an annual report on this issue and the criteria applied are: the opportunities for research, the level of censorship and the ownership and control of media companies. Generally speaking, states with a well-functioning democracy fare better in these surveys. In 2010, Freedom House declared Western Europe - with the exception of Italy - to be a region with a free and independent press. Freedom of the press in regions such as South Eastern Europe and the Balkans was classified as being only partially achieved.

The countries of the Commonwealth of Independent States (CIS) have also been regarded up until now as countries where the press operates within restrictions. These countries are in a process of transformation. In these situations, the state often has control over media companies who moreover are still haunted by their reputation as propaganda functionaries for the ruling party. In a number of countries, highly influential commercial enterprises control the content of the media through, for example, gradually buying up individual media companies. There are still production bottlenecks in these countries and resources are often scarce. Another problem in the “transformation countries” 1 is the lack of professional standards in journalism.

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1 Kerstin Liesern and Marc Stegherr: The Media in Eastern Europe - Media systems in the transformation process, Wiesbaden, 2010
Even though conditions for NGOs are different, your organisation can nevertheless be successful in setting the agenda in the long term. Particularly in those countries where it is more difficult to obtain information, journalists are dependent on reliable sources.

But before you start contacting journalists, you should first be aware of the following facts regarding the opportunities for taking up a professional career as a media creative. It is thought that those wishing to take up journalism as a profession need to have a talent for it. Many journalists learn their craft on the job. Many enter media companies through a work experience placement or internship, while some attend a school of journalism where most of their training is in learning to practice their craft. As a rule, these schools work closely with publishers and broadcasters so that students receive continuous training in “proper” media companies. On university-based training courses in journalism specifically or - somewhat more broadly – on media and communications studies courses, journalistic research is taught in addition to journalistic craft and here theory is often to the fore. Postgraduate training represents a further opportunity. Here, students have already graduated in a subject of their own choice which leads to greater specialisation among journalists. The types of training listed above can also be combined. Traditional pathways differ from country to country: while, for example, in Scandinavia schools of journalism and university training courses are the means of entry into the profession, on-the-job training is preferred in the UK.

In terms of the number of training centres, it is clear that there are fewer in the countries of Central and Eastern Europe than in those of Western Europe and there are only a few schools or university courses for journalists particularly in the transformation countries mentioned above. For a very long time in these countries, journalists have been carefully selected and subjected to direct state control. Crises and civil wars have also placed heavy restrictions on this profession in recent history. If democratic structures become established in these countries in the near future, a distinct improvement in journalistic training is to be expected.
Sexualisation of the media

Recent years have seen a general growth in the tabloidisation of reporting. This phenomenon can be observed in the countries of both Western Europe and Eastern Europe. Here, entertainment is to the fore in media consumption: simple and uncomplicated content that cheers up consumers is becoming more and more popular while complex news and content have been out of favour for some time. In the course of this process of tabloidisation, issues are treated in a more sensationalist manner. At the same time, crises and scandals feature highly in the ratings for reporting. The treatment of issues and news is emotionalised and the majority of reporting is attached to individuals. The media makes judgements on people and exposes individuals in public.  

When we speak of the sexualisation of the media, we mean that the value of a person covered by the media rests solely on their sex appeal or sexual conduct and that other characteristics are suppressed: a person is represented purely as a sexual object.

This media representation of young women and men purely as sexual objects damages the psychological and physical health of adolescents. The sexualisation of the media can lead to a lack of confidence in their own bodies and to depression and eating disorders. TV talent shows and images used in advertising and music videos show slim and perfectly proportioned women and well-toned men. These images shape and define young people’s idea of beauty. “What we see most frequently is taken to be ‘normal’” the Bundeszentrale für gesundheitliche Aufklärung or BZgA [Federal Centre for Health Education] confirms. At the same time, the self-image young people have of themselves often becomes distorted: they feel ugly, too fat and zero in on supposed flaws.

Representations of young women and men purely as sexual objects have a negative impact in many ways on younger girls and boys at puberty. When, for example, being a medium (“M”) clothes size is regarded as a flaw, this can indicate a false self-image. When a girl comments on this distorted image to a friend, the friend should talk to her about it. “The first question should always be ‘How do you feel?’”, advises the BZgA. It is important to make the friend aware that change takes time. “If someone wants to be different overnight, they are not willing to undergo a real change,” says the BZgA. It is better to make specific agreements for the long term, for example, to go jogging together. Aims can be easier to achieve in a group with friends.

Journalists should ensure that these sexualised representations are replaced with text that shows girls and boys in a positive light as their own unique selves with their own capabilities.

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3 This conclusion was reached in a study published in the USA on 19th February 2007 by the American Psychological Association. Entitled “Report by the APA Project Group on the Sexualization of the Girls”, it is the result of academic analyses on the content and impact of various media formats (i.e. TV programmes, music videos, song lyrics, magazines, films, video games and the internet).
5  Professional reporting on SRHR

Due to ignorance on part of the media, prejudice is fuelled and negative images are planted in the minds of consumers. Individual groups can thus be driven to the edge of society. This can become a problem particularly in the area of sexual and reproductive health and rights. Effective reporting does not pass judgment; it gives space to different orientations and it shows how diverse society is.

What do we call good reporting?

The content is impartial towards certain issues and people.
A good report is balanced: other sides to or opinions on the issue are presented.
The content expresses the opinion of the journalist only in a measured manner.
The terminology and descriptions are correctly formulated.
Where the content is mostly of a private nature, the journalist must respect the feelings of the interviewee.
Journalists do not report in a sensationalist manner.

Striking the right note can be difficult for some journalists. A facility for empathy cannot be learned although a certain degree of sensitivity and solidarity can. The journalist’s eye can be trained, for example, through their encounters with people, their problems and their worries. This is where the work of the NGO comes in: your organisation can bring people together and thus place issues on the journalistic agenda that had previously not been there in this form.
Potential and prospects for cooperation between NGOs and journalists

In practice, there are many different types of non-governmental organisations. For example, there are single-issue organisations that have taken on a quite specific area of concern. They frequently conduct a particularly robust form of lobbying work. As well as these, there are organisations that cover the whole spectrum of SRHR. These are both service providers for people who come to them and expert organisations where research is carried out in certain areas. Moreover, they are committed to the sexual and reproductive rights of women, men and young people. Even if the organisations have different issues on their agendas, the potential for cooperation between NGOs and journalists is always the same. As a rule, NGOs are close to the people and are frequently the first to discern the latest trends and developments. It is very important to get them out there in front of the public. Thus, your organisation can fulfil its role and function as society’s advocate and watchdog.

What can NGOs expect of journalists?

Journalists disseminate your concerns.
They bring your issues to public notice and raise awareness in society.
Journalists provide the NGO with a kind of “quality mark” and uphold up the credibility of your organisation.
They create a platform for you so that you can reach political decision-makers, for example.
They can help to identify the appropriate communications format for your issue (e.g. TV, radio, print and online presence incl. blogs, Facebook, Twitter...) and advise you.

What can NGOs not expect of journalists?

Journalists need a stimulus – a newsworthy issue – for their reporting, i.e. what’s new or what’s exciting. The issue or story needs to arouse the curiosity and if possible sell well.
Journalists should be neutral which means that they will not automatically identify themselves with the ideology of your organisation.
Journalists have the right and the responsibility to be critical: this might also be reflected in their reporting of your concerns.

What do journalists expect of NGOs?

Journalists always need new issues to cover.
Most stories require inside knowledge and/or experts.
Specifically, this means that when you approach journalists, you need to be able to offer lots of issues or angles on issues.
Ensure that you can quickly bring in interviewees and get hold of experts and those affected by the issue who are available for a statement, bearing in mind that media creatives often work under extreme time pressure. NGOs can supply the resources needed to argue the issues, e.g. studies.

**What can journalists not expect of NGOs?**

No-one should let themselves be exploited for the purposes of others: the people who have sought protection and assistance from your NGO have often come through crises and suffered setbacks. Trust between journalists and those affected first needs to be developed and must not be abused.

**How can NGOs get their issues into the media?**

You should pursue several strategies at the same time: offer as many interviewees as possible and exploit the issues in your work. Denounce dangers/human rights violations/grievances/those responsible for them: keep your description of the problem in question brief and precise. Offer to provide contacts who have been affected: specific cases often demonstrate the problem very succinctly. Be proactive: think about a possible theme running through the story. Approach several media companies or editors at the same time.

**What do journalists consider to be useful cooperation with NGOs?**

Do not just provide statements on your position or opinions - provide facts as well! React quickly to new developments. Present research findings, for example, in a “user-friendly format”. Protect the journalist’s impartiality. Explain your own aims and the source of your information: be transparent.

**What NGOs have to keep in mind.**

Always protect the rights of the client. Provide up-to-date information and materials. Provide reliable sources. Alert journalists to potential conflicts and counter-arguments relating to the issues.
There are different ways of cooperating with journalists and getting your message out into the public domain. Before you approach journalists, you should first agree within your organisation what exactly you expect by cooperating with them. A major factor when embarking on this kind of offer of cooperation is not only to be clear about the opportunities but also to be realistic when estimating your resources. Cooperating over a number of years is not only time-consuming in terms of the planning and supervision of projects but it may in some circumstances cost more than you can spare. But don’t worry: your organisation might still be small, but there will always be a suitable media package for you!

Ask yourself the following questions:
What can we as an NGO – realistically – afford?
What is our potential? What are our limitations?
What kind of media reality am I dealing with?

The aim in answering these questions is to uncover any areas that might present problems for the work of the organisation. This contextual analysis optimises cooperation with journalists and can serve as the focus for any offer of cooperation. It also provides an indication of the future prospects for the work and therefore allows the consequences for future collaboration to be mapped out.

Here are the issues you need to address:

What are the powerful political and legal factors prevailing in the country: e.g. how stable is the social and political system or what are the trends in the development of education, economic, labour, social and fiscal policy?
Is there freedom of the press: yes or no? What kind of red tape do journalists have to deal with in their daily work?
What daily newspapers are there and who owns them?
What broadcasting corporations are there and who owns them?
What opportunities for training are available to journalists in the respective country? (Private institutions v. public institutions)
and types of technologies?
What level of qualifications is provided through the training on offer, and is the professional status of journalists protected? Are there publicly funded schools or do they have to pay for their education?

What are the technological factors, e.g. availability of resources, innovative development?

The aim is to create an event for sharing expertise and getting to know each other. This event should affect the journalists in the way they work and, more importantly, it can get your issues into the open. In this manual you will also find programme frameworks suggesting how to work with journalists. The programme offers range from one-day workshops with very few costs to one-week courses. When collaborating with journalists, there is a need to think long term. In order to make the aims of your organisation an attractive proposition for journalists, you need to make it clear that these are long-term aims.

On the next page, the question is asked as to how you as an organisation can conduct contextual analysis. The following graphic will help you to answer it.
Result:

**Type 1:** Working with external partners and journalists is probably new territory for you. Your strength is the depth of your expertise in one specific area. Keep the nature of the cooperation simple and not too expensive. Ask your volunteers for their help and ideas. Your personal take on the issue is your big advantage: you can easily provide authentic sources. Journalists will value you highly for your expertise!

**Type 2:** You probably have one associate who deals with all the media requests. Your NGO doesn’t work solely on one specific area but takes care of clients from different backgrounds. You can provide a wider range of topics and therefore options for cooperation. Be sure to exploit all your options: when you cooperate with journalists, don’t just provide information supplied by the individuals affected but ask professionals for their help as well. Use your business contacts to raise funds for your projects.

**Type 3:** You probably have several staff members who deal with the media and they act as contacts for journalists. The issues that your NGO covers are more diverse. Your organisation doesn’t just provide help and information for those concerned but has higher aims: your NGO wants to be heard by politicians at the national - and even at the international - level. Be aware of this higher aim whenever you contact journalists. You are involved in scientific research and have numerous experts available. When cooperating with the media, you could either give an overview of your work and your topics or focus on just one single issue. Choose from all the programme offers described below.
7 Ten steps to cooperation

Is your aim to work with trainee journalists or those who want to inform themselves? This section provides advice on how to develop a programme that fits your needs and, furthermore, how to approach journalists.

Obtaining the approval of the responsible decision-makers at NGOs and confirming the timeframe and the financial resources: Those responsible in your organisation decide on the common aim. The decision as to which programme offer(s) to choose is made by means of contextual analysis.

Clarifying what the NGO aims to achieve: Which specific outcomes are expected?

Deciding on potential media partners and identifying specific journalists
The question here is: How do we reach all those who are potentially interested?

STEP 1: Contacting journalists

Be proactive in contacting journalists or their training institution.

Ensure that you contact them as early as possible – this is best done in the preceding term or semester.

You can obtain contact addresses and phone numbers from the administrative offices of training centres and the simplest source for this is the internet.

Try to identify a member of the teaching staff or a professor in advance who is interested in SRHR.

You can also get hold of working journalists - but a word of warning here: their working days are mostly very full and their issues are already set and so longer-term planning is called for.

Staff journalists are contacted via their editors.

Freelance journalists are contacted via the internet and are mostly linked to the related pages – take out cheap advertising on these platforms.

Many journalists are unionised, so write to the unions and plug your seminars and workshops in their newsletters.
STEP 2: Clarifying the range of interest

The more specific your ideas, the greater the output you can expect.
Find out about the subjects covered at the training centres.
Do the students already specialise? Match what you can offer to these specialisations.
Get a general idea of the timetable in advance – which of the scheduled seminars will you be able to support?
What range does the journalist’s work cover? For example, do they only work at the local level, bearing in mind that the reporting then only reaches a selective audience and is not accessible throughout the country.
In most cases, editors with many years of professional experience will have already formed a distinct opinion on the issues that you cover.

STEP 3: Taking stock of the journalist’s network

Get an idea of who you will be collaborating with in advance.
Meet the teaching staff.
Take a close look at the training centre – what resources and opportunities are available on site?
What assumptions do your potential collaborators have? How old are they, what experience of life have they had and how long have they been working in journalism?
Do they already have experience in dealing with different types of media?
Has the next cohort of journalists to enter the profession almost finished their training?
Do they have contact with editors? Collaboration can continue to bear fruit when journalists also continue to pursue its outcomes. Hence, a year group close to finishing would lend itself better to your purposes than one that has only just started.

STEP 4: Taking stock of the media

You should consider what the journalists whom you intend to approach are able to achieve.
Do you only want to work in one medium or are you looking to achieve a multimedia presentation of your issues?
Each medium has its own peculiarities. In the print sector, background information can be provided and news can be transcribed. On the radio, you can also provide a comprehensive explanation of the background to an issue and information broadcast in this medium can be brought to life with music, sound and voices. For a TV report, you will need material with plenty of images: a “talking head” will not suffice in most cases. The individuals who will be in shot should feel relaxed in front of the camera. In addition to this, are there any images or situations that can be captured on camera? Bear in mind that you want to show viewers an item with lots of variety.

Think about documenting the issue on the internet. This channel of dissemination is particularly attractive to young people. Supported by images or audio files, an attractive product can quickly be produced online that goes beyond the limits of one single medium. Also, as a rule the production of content for the internet is cheaper than for other media.

Always consider the range of the medium. Is it sufficient for you to have a report feature in a programme broadcast locally or a regional newspaper?

Consider the target groups for magazines, for example: What types of professionals are they aimed at? Are the readers young or old? What kind of education would they probably have had?

**STEP 5: Establishing the aims of the programme offer**

Arrange a meeting at your NGO to formulate your NGO’s specific aims in advance. The aims could include:

**Publication:** Each journalist produces an item and if possible publishes it.

**Cooperation:** Stay in contact with those participating in the event so that you can ensure that your issues continue to find an audience.

**Specialisation:** The journalists should be sufficiently briefed about the issues of your NGO. You could provide experts and insiders who will raise journalists’ awareness that will stay with them throughout their careers. Provide the journalists with relevant literature: facts and figures are an essential basis for reporting.

**Issues:** Do you want to deal with specific aspects or cover the entire range of an issue?

**Discussion:** Always build in space for discussion. Challenge the journalists to actively engage with the issues. Invite guests who will polarise opinion. Also offer them a range of options for contacts following the event.

**Contacts:** By providing expert knowledge and presenting protagonists’ personal stories, you can guarantee professionally competent and readable reporting which will speak to recipients through different channels. Ask participants if they would like more contacts.

*Keep these six points in mind. They are the basis for formulating a specific programme offer later on!*
STEP 6: Developing your programme offer

So you’ve established your ideas and aims. Now it’s time to have some specific thoughts about how to implement them. Starting with contextual analysis, decide on a programme offer which meets your aims and at the same time does not exceed your financial and logistic options. The various options for cooperation have been divided into five models and are explored in greater detail in the “Programme frameworks” section.

Identify a Project Officer in your organisation who will act as the central point of contact and coordinator. The partner you are cooperating with should also nominate a contact. This will avoid duplication and misunderstandings.

Create a programme: Choose one of the programmes described below. Keep the following questions in mind: What do you want to talk about? How much time do you have? What are your financial and logistic resources? Which people do you know who would like to speak to the programme participants? You can develop the details later together with your contact.

Obtain funding: Look for a sponsor. Ask the universities and schools of journalism if funds are available for specific research work. Perhaps you can bring local media companies on board to support your project. Are grants available from your umbrella organisation? Are there national and international foundations that can help? Look at the options for obtaining sponsorship from organisations such as the UN.

Choice of venue: Can all participants get there and is it possible to hold a seminar over a number of days with overnight accommodation?

Can the journalists meet the protagonists here? Is there sufficient space?
Is it possible to retire elsewhere?
Can you create a private space here? Best of all would be a neutral space for sharing the facts and academic background information and a more “intimate” space for discussing personal feelings – which can of course also take place in small groups.
What kind of technical facilities are there? Are cameras and recording equipment available? Training centres for journalists and editorial departments have access to the appropriate equipment. As a rule, this can be borrowed if sufficient notice is given.
Is it practical for the journalists to work there? Is the infrastructure adequate?

Speakers and moderators

Give yourself plenty of time to find a moderator. She/he should be well-acquainted with the issue and be able to empathise with other people.
STEP 6 continued:

Consider the fact that the moderator should bring both the journalists and their teaching staff and – what’s more to the point - the speakers and protagonists together.

They should not be inhibited about talking about sexual issues. The moderator needs to be good at breaking the ice.

Do you know of a suitable person in your organisation? If not, moderators can be appointed externally.

Make sure that the speakers are suitable: try to cover the issue from as many angles as possible (e.g. practical/theoretical, individual/societal, national/international, etc.).

The aim is to communicate the issues and problems intellectually, politically and by engaging the senses: speakers should include those who are personally affected or are dealing with the issue at an academic level or who are involved at the political or social level.

Example: if the topic is “HIV and AIDS”, your speakers might include someone who is directly affected, a medical specialist (in virology or haematology), a worker in an AIDS organisation, an outreach worker, a journalist or a media creative in some other field who has tackled the issue.
STEP 7: Presentation workshop: Show who you are!

Develop a workshop in your organisation which will inform journalists of what you can offer. Prepare literature, e.g. flyers, so that journalists can have something in their hand and will be able to advertise it among their circle of acquaintances.

Consult the relevant teaching staff beforehand about when students choose their courses. Are they able to introduce what you can offer to students as part of a lecture?

Advertise what you can offer on the website of the respective institution, for example, or on the school of journalism’s website.

Bring a potential protagonist with you to the workshop. Try to interest the students in the issue by using an emotive approach.

Workshop content: Why is the issue important? What can the journalists learn? Who can they meet?

Be open to ideas and questions from the audience: this will enable you to tailor your programme offer to the needs of the participants to best effect.

At the end, pass round a list on which potential participants enter their details. Make sure that they include their email addresses. This will enable you to keep those who are interested up-to-date. Leave a box free – this where the aspiring journalists can tell you what they expect of your programme offer.

STEP 8: Joint signing of the programme offer

To optimise the organisation of the event, those who are interested should be obliged to register. This guarantees you a better overview and makes it easier for you to plan. If necessary, more resources can be applied for on the basis of this “contract”.

Registration can take place after the above information event. You can also fix a deadline for potential participants: a period of four weeks is suggested. Design an appropriate registration form as a list, for example, which is put out after the presentation workshop. You can also issue and manage the forms online.

Refer to the responsible teaching staff, as they will be able to help you with these formalities.
STEP 8 continued:

When the topics are fixed, you can brief the speakers and the moderator. Talk to them about the topics they would like to cover. Give them a period of time in which to speak. Keep in mind that the participants need time to ask questions. Leave room for discussion. Each speaker should sign a contract with your organisation relating to the issues to be covered.

STEP 9: Planning, implementing and evaluating the programme offer

For the planning, work closely with the partner you are collaborating with. Perhaps they or their colleagues already have experience of similar events? Communicate extensively and often. Seek to have a dialogue with the participants.

At the end of the events, ask the participants to conduct their own evaluation: What did the students like? What should not be included next time? What should be replaced? Talk to participants about their items. This conversation can take place at a later date. At the end of the event, agree a fixed date with the group at which each will present what they have published. Discuss the outcomes: What did you like about it? Where do you see opportunities for improvement?

STEP 10: Amending or refining the programme offer

More meetings will allow the group to become consolidated and in-depth cooperation to be achieved.

Invite new participants to these roundtable events. Show what you and your partner have been working on.

Develop new options together: Do participants want to delve deeper into one aspect? Do they want to research an issue (at university)?

Indicate the options to participants: Can you support them, for example, by providing financial support for theses or setting up contacts for more items or articles?

Stay with it – make sure participants know you are open to other ideas. In most cases, a collaboration which has worked well previously will result in other offers and opportunities for cooperation.
The next section will give you some ideas of how to create a programme. If the contextual analysis has shown that your NGO belongs to the “Type 1” category (i.e. small sphere, mostly volunteers, single issue), make sure that the input is not pitched at too high a level. A workshop or a series of lectures would be a good start. If you are a Type 2 NGO (i.e. statewide sphere, professional staff as well as volunteers, different issues), you can raise sufficient financial and logistical resources, cover the expenses of research projects or publications and even present an award. If your NGO works at the nationwide or even international level (Type 3), it should be possible to cover all the programmes described below.

**PROGRAMME OFFER 1: Providing food for thought**

... through workshops

**Input:** These tend to require less time and finance.

**Staffing:** Provide one or two speakers; it is not essential to have a moderator.

**Venue:** Training centre or your organisation’s premises. Time: Half a day to a whole day. Even a weekend workshop is possible.

**Issues:** Deal with just one specific aspect of an issue.

**Information:** Prepare sufficient material. Use the stock of information available at your organisation. The workshop should provide food for thought. Each participant will need to obtain their own information themselves on other aspects of the issue. Provide plenty of options for contacts so that they can do so!

... through professional development events for working journalists

**Input:** Similar to the workshops. However, it will require more work in advance to recruit participants!

**Process:** Similar to the workshops.

**Venue:** You might use the facilities at the editorial department. Talk to the company well ahead of the event. The costs may also be borne by the company if only members of the editorial department are admitted. If you want to broaden the base of participants, extend invitations via the unions or professional associations.
The atmosphere of these short workshops and professional development events will be mostly businesslike, as perhaps not all the participants will have had time to warm up and overcome any shyness in the short time available. Nevertheless, even these small events are important. The advantage of this kind of event is that you can offer it more often as the financial input is minimal. Colleagues or visitors to your organisation can be drafted in as speakers. You can also provide an impetus for various issues to be taken up in the short time available. The workshops are an important means of developing contacts and arranging more opportunities for cooperation.

PROGRAMME OFFER 2: Setting the standards ... through your seminars

**Input:** Lots! You can however decide whether you should arrange a seminar over a term in cooperation with the institution’s teaching staff or invite participants to the place where you work. This can be accommodated in the normal course of training as a block seminar of up to one week. A neutral environment, such as a hotel or residential training centre, should also be possible (for example, the latter may be available to hire at little cost from a social or faith-based organisation). Take care to ensure that the facilities, accommodation and meals in particular do not overload your finances.

**Staffing:** You need speakers who are from an academic background as well as those who have been personally affected by the issue. The number depends on your aims and the time available. Issues: A wide variety. You can cover everything that your organisation provides.

**Process:** First provide an overview of all the issues and explain the facts. Make sure that the participants grasp what the issue is about. Then introduce your speakers who have been personally affected and who can tell their story and describe the problems they encounter in public. Schedule enough time for questions and discussion by participants. Provide them with contact details for others who have been affected. Allow time for research and one-to-one discussions between the participants and the speakers. Time will also be needed for approaching other protagonists and interviewing them.

**Publication:** At the end of the seminar, each participant should compile a useful item. Work with the group for a whole term or teaching unit and give them homework. Ask the students to analyse texts from different media: What would they have done differently? What is missing? Which items work well? You can also have similar discussions in block seminars: animate participants and get them to introduce items that they have liked and that have aroused their interest. Always give the participants space to share their personal experiences.
PO 2 continued:

**Ethics**: Make it clear before the start of the seminar that: no-one will be criticised or ridiculed for their private and personal statements; no disclosures will revealed outside the seminar, and no-one needs to be embarrassed. Create an atmosphere of trust and show humorous items with the purpose of relaxing the mood. You will need to break the ice particularly at the start, as not every participant will want to speak about their private and social life. But only those who learn to deal with it will be able to engage with other people in these special seminars and also be accepted by the protagonists later on.

**Literature**: At the start, put together a file with the key documents in it. Send this out to the students before the seminar. This needs to include the facts about the individual issues and information on the speakers including their contact details. You can also include suggestions for possible issues for publication.

**PROGRAMME OFFER 3**: Arousing interest ... through a series of lectures

**Input**: Plan in sufficient time for organising the training centres and the speakers. Ideally, start planning the lectures six months before you want them to take place.

**Venue**: Series of lectures by different speakers are mostly only possible at universities. They should also be open to those unfamiliar with the subject matter.

**Issues**: Give your series of lectures a main theme which can then be approached from different angles.

**Cycle**: Approximately every two weeks or once a month would be possible.

**Tip**: The students can help you with these lectures, e.g. student representatives can also put on these kinds of events. In most cases, funding is available for this from the university.
PROGRAMME OFFER 4: Driving research forward ... by supporting dissertations and doctoral theses

**Input:** Minimal. You can offer to pay for the research and printing costs for researchers. This may amount to up to € 1,000 but there may be exceptions to this.

**Scholarships:** Also consider sponsoring PhD students in the name of your organisation. You can stipulate the amounts payable yourself (single or monthly payments).

**Staffing:** Depends on the issue but in rare cases experts are required for interviews.

**Issues:** Approach one of the professors and offer your support. As a rule, issues for theses are decided by the students in cooperation with the teaching staff.

**Publication:** Establish beforehand the conditions under which the work will be published. The criteria may include the marks given to the work, the length or the content. Use your contacts in your umbrella organisation for this, as books and pamphlets are regularly published in their name. Take a close look at whether the thesis is suitable for inclusion in a subject area covered by a series of publications.

PROGRAMME OFFER 5: Supporting excellence ... through publications and awards for journalists

**Input:** Minimal. You can stipulate the value of the award yourself. Ensure that the prize money approximately covers the outlay required to enter.

**Issues:** Set a particular issue as a theme. Don’t make this too narrow a subject or you’ll run the risk that no-one will enter.

**Deadline:** Establish a regular cycle for the award then set a date.

**Staffing:** Obtain support for this from media editors or a training centre. These specialists can help you with the judging of the texts.

**Criteria:** Publish your standards for judging: What do you want to attach value to? Vivid accounts, empathy, sources, topicality? You can also award a prize for the most promising newcomer.

**Advertising:** Highlight the award on your website. Send out the invitation to enter via a newsletter and put up little posters on your premises and at the training centres. Student representatives would be happy to do this for you if you write to them. Distribute the invitation via professional associations or online platforms serving the freelance journalist community in particular.
PO 5 continued:

**Process:** Set a deadline. The journalists send in their entries. Sift through the texts and read them, then assess them together with your experts. Award three prizes and state your justification: Which item did you like best? The criteria are: professional expertise, new insights gained and linguistic and creative realisation. Inform the winners. Invite them to a modest awards ceremony with a reception. Perhaps you could recruit a sponsor? Incorporate the winning entries into your list of publications and create a page for these on your website.

For every programme you choose, consider long-term cooperation. The aim is to establish successful “partnerships” (i.e. there should be follow-up activities by the NGO and the training centres/journalists).

Contact the training centre on a regular basis and remain in contact with the participants in the seminar and those who were involved in offers of cooperation. Launch more offers of cooperation and arrange workshops and series of lectures by different speakers.

Example: The participants have supported a seminar in cooperation with your NGO. Now help them to get their items placed. Offer research scholarships: would anyone like to write a thesis? Would anyone like to research an issue for longer and more thoroughly? You can support students both with expert knowledge and by putting them into contact with protagonists and with finance.

Stay in contact with your contacts: Can we cooperate again? What could we improve? Sort out some more dates and issues.
Manual for NGOs for working with trainee journalists

APPENDIX

Checklist and sample seminar

<table>
<thead>
<tr>
<th>Step</th>
<th>Month</th>
<th>Task</th>
<th>Check?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-18</td>
<td>Outline ideas and establish aims</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>-18</td>
<td>Obtain funding: Training centre? Umbrella organisation?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What funding is possible?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>-18</td>
<td>Contact organisation or training centre and arrange who will act as your contact</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>-14</td>
<td>Gather and process basic information</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>-12</td>
<td>Compile materials</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>-10</td>
<td>Choose a moderator and invite speakers</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>-10</td>
<td>Choose a venue and if possible inspect it with your contact at the training centre</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>-6</td>
<td>Check your materials again and update them:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What can the speakers bring with them? Key aspects!</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>-6</td>
<td>Establish a specific process for the seminar and draw up a timetable</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>-6</td>
<td>Prepare the workshop and invite individual protagonists</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>-6</td>
<td>Establish a venue and time for the workshop</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>-4</td>
<td>Hold the workshop and distribute the materials (e.g. flyers and publicity materials)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>-4</td>
<td>Invite participants if this hasn’t already been done by the training centres</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>-4</td>
<td>Ask participants to confirm their participation (registration list)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>SEMINAR</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>+2</td>
<td>Follow-up: Send out an email circular and approach participants:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How are the projects progressing? Which journalists need help?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>+2</td>
<td>Enquire with the media: Where and how might the items be used?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>+4</td>
<td>Presentation of journalists’ items to the seminar group focussing on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What worked well? Which items have been used?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>+6</td>
<td>Enquire at training centres again: How else might it be possible to cooperate again?</td>
<td></td>
</tr>
</tbody>
</table>
**Example of Best Practice**

**Seminar plan used in collaboration between the University of Leipzig and Pro Familia**

**“Sexuality and Journalism: Sensitive Reporting in a Sensitive Field”**

**Seminar for the Master’s degree in Journalism at the University of Leipzig**

**in cooperation with the National Association of pro familia**

and the IPPF European Network

**Seminar organization: Prof. Dr. Marcel Machill and Margit Miosga**

2 to 5 November 2010, Berlin

**Seminar Programme**

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme Item</th>
<th>Lecturer</th>
</tr>
</thead>
</table>
| 12:15 - 13:45 | Welcome. Aims of the seminar. Tour d’horizon on the topic of sexuality – personal, political, historical | * Prof. Dr. Marcel Machill / University of Leipzig  
* Prof. Daniel Kunz / University of Applied Sciences, Lucerne / Switzerland  
* Margit Miosga, Berlin |
| 13:45 - 15:00 | Sex in the media. Sex on the internet. Initial approach to the subject of “Sexuality as conveyed in the media” | * Students present portrayals that “appeal” to them |
| 15:00 - 16:15 | HIV/AIDS changes the world  
1. Living with HIV/AIDS  
2. HIV/AIDS and women  
3. Youth prevention | * Thomas Schwarze / Former speaker of “positive people”, Berliner Aids-Hilfe  
* Regina Stein / Program manager for women, Berliner Aids-Hilfe  
* Thomas Wilke / Program manager for youth, Berliner Aids-Hilfe |
| 16:15 - 17:15 | Worldwide persecution of homosexuals and transgender people | * Stephan Cooper / Amnesty International / Department MERSI – Human Rights and Sexual Identity, Berlin |
| 17:15 - 18:15 | Lecture: Self-pornographication on the internet                                      | * Arn Thorben Sauer / TransInterQueer e.V., Fellow employee, Gender Kompetenz Zentrum, Humboldt-University, Berlin |
| 20.00       | Debate with film samples: Porn – enjoyable for women?                                | * Prof. Dr. Marie-Luise Angerer / Media and Cultural Studies (body & gender) Academy of Art and Media, Cologne  
* Manuela Kay / Journalist and porn film producer |
### Seminar Programme

#### Wednesday, 3 November 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme Item</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 - 10:00</td>
<td>“There’s no kissing in porn!” What does the easy access to pornography mean for young people?</td>
<td>* Petra Winkler / Sexuality educator, pro familia, Berlin</td>
</tr>
<tr>
<td>10:00 - 11:00</td>
<td>“I see a lot of despair and helplessness”: termination of pregnancy and unwanted childlessness</td>
<td>* Hermine Baumann / Counsellor, pro familia, Munich</td>
</tr>
<tr>
<td>11:15 - 12:15</td>
<td>Hard on the outside, soft on the inside: Male sexuality</td>
<td>* Andreas Goosses / Counsellor, pro familia, Berlin</td>
</tr>
<tr>
<td>12:15 - 14:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14:00 - 15:00</td>
<td>The topic of the year: sexual abuse Presentation of the “Kein Täter werden” (Don't become a perpetrator) project of the Charité in Berlin</td>
<td>* Janina Neutze / Psychologist, Institut für Sexualwissenschaften und Sexualmedizin, Charité, Berlin</td>
</tr>
<tr>
<td>15:00 - 16:00</td>
<td>Still a major issue: violence against women</td>
<td>* Patricia Schneider / Counsellor at BIG, Berlin (Berlin Initiative against Violence against Women)</td>
</tr>
<tr>
<td>16:10 - 17:00</td>
<td>First round of talks, who is interested in what subject, arrangements to meet up etc.</td>
<td>* Stephanie Klee / Former sex worker and political activist</td>
</tr>
<tr>
<td>20:00</td>
<td>Work and political struggle of prostitutes in Germany</td>
<td></td>
</tr>
</tbody>
</table>

#### Seminar Programme

#### Thursday, 4 November 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme Item</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30</td>
<td>Day of research The students form small groups and go into town equipped with notepads, tape recorders and cameras to research everyday images of “sex in the city”. What do they see, what do people say, what is commonplace, what is – and what stories are – “shocking”? Who wants to go where? Who needs help with contacts? Interest, horror, curiosity? Moderated discussion of students‘ experiences and perceptions during the preceding days</td>
<td>* Prof. Dr. Marcel Machill * Margit Miosga</td>
</tr>
<tr>
<td>09:30 - 10:30</td>
<td>Sexuality: an issue in international politics</td>
<td>* Elke Thoss / Executive Director, National Association of pro familia, Frankfurt/Main</td>
</tr>
<tr>
<td>10:30 - 11:15</td>
<td>What are Germany’s politicians doing internationally to implement the Cairo goals?</td>
<td>* Dr. Ulrich Knobloch / Head of department for the dynamic of population, gtz, Eschborn</td>
</tr>
<tr>
<td>11:30 - 12:15</td>
<td>One of the aims of the global community: reduction of maternal mortality – an international campaign</td>
<td>* Uta Stallmeister / Project coordinator, DSW, Hannover</td>
</tr>
<tr>
<td>12:15 - 12:45</td>
<td>Reflections on the seminar</td>
<td>* All participants</td>
</tr>
</tbody>
</table>

#### Friday, 5 November 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme Item</th>
<th>Lecturer</th>
</tr>
</thead>
</table>
The Journalist’s Network

NGO

UNIVERSITY & TRAINING

JOURNALIST

COLLEAGUES

FRIENDS

PARTNERS

OTHER CIRCLE OF CONTACTS

MEDIA COMPANIES

STAFF

COMPETITOR COMPANY
Selected useful links

Reporters Without Borders: http://en.rsf.org/
Freedom House: http://www.freedomhouse.org
Vereinigung Europäischer Journalisten [German AEJ – see below]: http://www.vej-aej.de/
AEJ - Association of European Journalists: http://aej.org/
Network for Reporting on Eastern Europe: http://www.n-ost.org
LegalLeaks: http://legalleaks.info/
Eurotopics: http://www.eurotopics.net/en
Kultur und Gesellschaft in Osteuropa [Culture and Society in Eastern Europe]:
http://www.kulturama.org
The Goethe Institute: www.goethe.de/london
Institute zur Förderung des publizistischen Nachwuchses [Young Journalists’ Institute]:
http://www.ipf-kma.de/
Kuratorium für Journalistenausbildung [Journalism Training Board]: http://www.kfj.at
European Journalism Training Association: http://www.etja.eu/
Journalists Network 1: http://www.journalists-network.org/
Journalists Network 2: http://journalists.net

Contact: If you have any questions or would like advice or to share ideas, please contact:
Elke Thoss | e.thoss@pratho-health.eu
Franziska Baermann | f.baermann@gmx.net
Deborah Löffler | deborah.loeffler@gmx.net
Did you know?
Facts from the 2010 progress reports submitted by countries as part of UNGASS reporting

**BELIZE**
The government launched a sexual health programme in which more than 150 peer educators were trained and two additional youth-friendly spaces opened as safe places for students to access information about HIV.

**THAILAND**
The True Lives training curriculum in Thailand is used to build knowledge and skills among people living with HIV attending clinical monitoring check-ups. Modules include evaluating symptoms of sexually transmitted infections and developing a disclosure plan for one’s serostatus.

**ESTONIA**
In the capital city Tallinn and its surrounding areas needle and syringe exchange services are free to the public. Between 2004 and 2009, the number of syringes distributed went up from 520,000 to 2.3 million.

**FINLAND**
Pro-tukipiste (Pro-centre Finland) organized a peer training programme for Russian-speaking female sex workers working in Helsinki. The training covered legal rights, health and well-being, safe sex practices and drug abuse.

**CANADA**
Aboriginal people living with HIV were reached as part of a collaboration between the local and federal governments in Winnipeg, Manitoba. The project aimed to improve the health outcomes for aboriginal people living with HIV and to prevent them from falling into homelessness.

**SWAZILAND**
A majority of Swazi children do not live in a family with both parents. Swaziland established kagogo (grandma’s) centres, which teach life skills for orphaned and vulnerable children.

**ISLAMIC REPUBLIC OF IRAN**
Triangular clinics have been established in the Islamic Republic of Iran to respond to the three epidemics of sexually transmitted infections, drug injecting and HIV. The centres use a harm reduction approach and offer treatment and prevention services for sexually transmitted infections and HIV.

**INDONESIA**
In addition to counselling and the provision of methadone substitution therapy, counsellors at Kerobokan prison arranged for art and yoga therapy for prisoners.