



A Training Manual for Media Workshops on **AVIAN INFLUENZA**

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Design: Keen Media (Thailand) Co., Ltd.

ISBN: 978-974-685-086-5

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Introduction

Avian influenza

Now widespread in many regions of East and Southeast Asia, highly pathogenic bird flu (H5N1) is on the march globally. The spread of the H5N1 virus has scientific experts worried that a mutation could occur which could cause a potentially deadly influenza pandemic (among humans), with untold consequences.

Given this possibility, it is important to recognize that responsible health journalism can play a significant role in informing the public of the risks of avian influenza (AI), and how to prevent human infection. Accurate and focused media coverage could also potentially limit the impact of pandemic influenza.

Reporters and editors on the AI beat are in a position to craft stories that are either sensationalist and incite panic or that inspire reasoned action and preparations. The media have a responsibility to report accurately to communities which have a legitimate concern to know whether they are at risk from bird flu and how they should respond to an outbreak. Journalists also need to be able to distinguish between the very different risks and issues on avian influenza as distinct from pandemic influenza. The former remains a bird virus that rarely infects humans; a pandemic is likely to infect many people around the world.

With these reporters in mind, UNICEF and Internews, supported by the Government of Japan, produced this trainer's manual on how to conduct training courses on avian influenza reporting.



Why hold a workshop?

In many countries, media headlines are usually the first and often only source of information at the outset of an avian influenza outbreak before the authorities provide further clarifications to a frequently anxious public. With lives and livelihoods potentially at risk, there is an imperative for journalists to get and communicate accurate information on bird flu. This is often no easy task, especially for reporters not used to covering public health.

Given the ongoing and cyclical nature of avian influenza outbreaks, it is very important to ensure that journalists have the skills and knowledge to report responsibly on the subject.

A focused workshop on avian influenza reporting can brief journalists on the nature, scope and trajectory of H5N1, help define their role in communicating the threat to the public, and alert them to the appropriate sources and connections to pursue the story in their own communities.



About this manual

This manual provides a methodology for trainers and media support organizations interested in providing courses on the coverage of avian influenza. It also provides a sample three-day training course agenda, complete with suggested lectures, discussion topics, exercises, suggested reading, field trip planning, and field safety guidelines for journalists covering avian influenza.



The manual uses basic sources on avian influenza, including information from World Health Organization (WHO) and the Food and Agriculture Organization (FAO), scientific journals and academic research. It also provides links to resources for trainers designing their own courses.

The manual offers practical suggestions for trainers to help journalists tailor avian influenza knowledge gained from the training sessions to the specific needs of their audience.

In a nutshell, this manual ensures that those in the front line of public communication – health journalists – have adequate tools to report the threat of avian influenza.

Part

I

Methodology for
organizing a workshop





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Part I

Methodology for organizing a workshop

Understanding training needs

When planning for an avian influenza workshop for journalists the first step is to determine who the participants should be, and their respective training needs. The needs will likely vary by community and country, based on levels of education, in-country access to information in appropriate languages, the resource base of media outlets and other factors.

The following points should be taken into account:

- There should be an analysis of the basic professional and personal characteristics of the trainees as well as the reality of their work environment.
- Information from this analysis will serve as a basis to plan the workshop. It influences the focus, structure, and timing of the workshop, including the relative depth and theoretical background, the exercises to offer, and the examples to use.
- If the trainer has a chance to contact the trainees beforehand, he/she should find out directly from them what they require. If not, contact the initiator of the training request and ask for as much information as possible about the trainees, their wishes, knowledge and experience. If possible, the trainer should conduct a **needs assessment**.

One good way of conducting a needs assessment is through discussions with journalists, or a '**focus group**'. The purpose of focus group discussions is to gain knowledge about a particular topic or need by interviewing a group of people directly affected by the issue – in this case journalists covering avian influenza. In addition to journalists, these group discussions can also be undertaken with veterinarians and public health officials. The principles remain the same.

Focus groups are appropriate to:

- Explore the depth and nuances of opinions regarding an issue;
- Understand differences in perspectives;
- Understand what factors influence opinions;
- Capture opinions and perspectives of a programme's target audience; and
- Determine gaps in existing AI coverage.

The participatory approach

As all of us know, routine activities become boring after a while. The same applies to training inputs: if the training is always using the same kind of methods, trainees will lose interest. For the purpose of training journalists to cover avian influenza, this manual recommends adopting a participatory approach – as it is a proven tool for adult education.

- Participatory training encourages learning through the active involvement of trainees.
- It is “training” because learning opportunities are created by presenting new information together with analytical methodologies for trainees to discuss and consider in light of their own work experiences.
- Participatory training is different from traditional “teaching”. Many of the principles of participatory training draw on theories of adult learning.
- Adults learn more by doing, than by listening. Adult learning theory stresses that adult learners need opportunities to think, to understand, and to apply.
- To learn by thinking, trainees need to work out their own conclusions. To learn by understanding, trainees need to relate the learning experience to their own values, beliefs, and previous experiences. To learn by applying, trainees need to use and test new skills and receive feedback on their performance.
- Learning is accompanied by change: changes in behaviour, knowledge, understanding, skills, interests, values, awareness and attitudes.
- To facilitate these changes in adult learners, experiential activities, during which participants work out their own conclusions, are often more effective than lectures.
- Trainers initiate discussion and then engage trainees. Trainers amplify and summarize comments; they compare and connect remarks and point out opposing views.
- Participatory training is structured around the ability of the trainees to reason, to analyse and to work out solutions to problems. It emphasizes the process of inquiry; therefore participatory training workshops often end with questions as well as conclusions.

Try to design training sessions in as interesting and lively a fashion as possible. This does not mean that trainers should play the full-time entertainer. Aim for a good balance between concentration and relaxation, serious work and some fun, passive learning and active participation, theoretical discussions and practical application.

This suggests the value of using a multi-sensorial training approach (let participants see, hear, speak, do) that integrates trainees’ knowledge and experiences as much as possible.

Preparing for a workshop

Trainers will most probably not be responsible for general organizational issues, but it is useful for all parties to be aware of them.



When to hold a training

- When planning a workshop, it is important to know which hours, days, weekdays, seasons, times of the year are convenient for the target participants.
- It is equally important to know which periods should be avoided. Check holiday schedules and be acquainted with the news cycle for target participants.



Selecting workshop participants

- Choice of relevant media to target, including whether media are mixed broadcast/print, local or national, state, or private.
- If possible, try to have a gender-balanced group.
- Control the number of participants: 10-15 people in a workshop is big enough to ensure a variety of opinions, and attitudes, but still small enough for each trainee to actively participate.
- There is no absolute rule as to workshop size. Each workshop has its own focus and dynamics. Some workshops may work well with double the number, and others may be very challenging with as small a group as five.
- If the trainer has little experience, it is better to start with a smaller group.
- Contact news editors to seek advice on getting suitably qualified health journalists to attend as participants. Often, news outlets will want to nominate journalists; however, the selection process will vary with the context.
- Seeking prior information about participants will ensure the right combination of people. Choosing participants with similar levels of experience allows trainers to more easily focus the course, but a mixture of skills may facilitate learning. The following information for participating journalists is necessary:
 - Name
 - Gender
 - Contact phone number/mobile contact
 - Number of years on health beat
 - Health issues covered
 - If possible, a sample of journalist's health story.
- It is important to seek a commitment from the news editor, in writing, that the selected journalist will be freed from his/her journalistic commitments for the time period they are attending the training workshops.



- **IF POSSIBLE**, consult participants before planning the workshop. It is helpful to ask participants in advance about expectations, as well as their levels of experience. Talking to participants helps to ensure that the content is at the right level, and that materials and activities are relevant.

Selecting and engaging speakers

Choosing appropriate speakers is vital for a successful workshop. The avian influenza workshop requires speakers with specialized skills, including:

- **Veterinary doctors and public health officials** with “hands on” experience in the subject matter.

For veterinary doctors and public health officials, contact media spokespersons of Ministry of Public Health and Ministry of Agriculture. Solicit heads of appropriate sections, such as Communicable Diseases section or the Livestock Department, for recommendations. Be prepared to furnish official letters explaining the workshop, the funding, a brief background of the trainer and the intended participants.

- **Experts with technical knowledge** about avian influenza, for example, microbiology lecturers in universities, virologists, and epidemiologists.

For technical experts, contact universities. In many countries, universities also play a big role in avian influenza research in the local context. Write an official letter to the relevant faculty's dean stating interest in having the particular lecturer speak at the workshop. Follow the guidelines in the letter/s to the media spokespersons in the Ministry of Public Health and Ministry of Agriculture.

- Conduct further research to source experts who can handle workshop sessions. Scanning avian influenza stories in the local media and speaking to local experienced health journalists will help identify these individuals.

Due to the scientific knowledge needed to cover avian influenza, training workshops require a level of theoretical explanation. No matter how important such theoretical inputs are, they are the most difficult parts of a workshop to manage.

Research has shown that after listening for more than 15-20 minutes to a lecture, most people have difficulty maintaining concentration. Ask expert speakers to structure presentations with this in mind.

A good way to prepare the speakers for a participatory approach is to engage them in a facilitation team. Ideally, this team should meet at least twice before the workshop, for the following:

- Get to know the subject matter, go through speaker presentations to develop understanding of the particular needs of journalists, and clarify points that are unclear.
- Speakers should become acquainted with each other's material, so there is no repetition.

- Discuss how speakers can contribute to others' sessions in terms of theoretical input.
- Clarify the role of the trainer and his/her theoretical input before the start of the expert sessions.

Guidance for speakers

It is natural to want participants to learn everything we teach them. But too much detail covered too quickly will hinder the success of a presentation. The following can serve as a guide for speakers. They should:

- Prepare copies of presentations for distribution to participants.
- For a 30-minute talk, select no more than five main topics.
- Always repeat the main points in the topics. Repetition reinforces memory.
- Try to save the most important topic for last. Deliver the detailed message in the main body of the presentation and build up the most important point. Summarize everything by restating the purpose and the major points.
- Allocate enough time in the session for Q&As.



Getting permission

- In some countries, prior permission is needed from the Ministry of Information and/or other ministries before workshops with local journalists can be held.
- In such cases, be prepared to liaise with government officials and allow time to deal with the bureaucracy.
- Although navigating the bureaucracy of some countries might be challenging, it also provides an opportunity to seek the support of relevant public officials for the workshop – which could assist in gaining access to official sources of information, and increase the workshop's impact.
- **Be prepared at very short notice** to supply the following documents to relevant ministries:
 - Scanned copies of front page of passports
 - Proposed date of arrival, airline and confirmed hotel bookings
 - Names of intended speakers; note if any are from government ministries
 - Detailed workshop agenda
 - Number of proposed participants
 - Represented media organizations
 - Proposed location of field trip (be prepared to seek permission from local provincial authorities, such as commune leaders, local police)



Selecting the training venue

- Make sure that the location of the workshop is convenient for invited participants.
- Transport to and from the location should be available – provide if necessary.
- Provide adequate space for plenary sessions as well as small group work. The physical environment, temperature, light, seating arrangements, and general atmosphere should be comfortable and conducive to working.
- Venue should have necessary equipment and IT facilities, and/or ability to accommodate technical setup.
- Make sure the venue can accommodate an informal layout. Participants should be able to sit in a circle or semi-circle rather than in formal rows. Ensure that there is space for small groups to work at tables and chairs or on the floor. Varying seating arrangements and order can help keep the environment lively.
- **Be aware of cultural and religious sensitivities when arranging seating as well as other venue requirements.**



Invitations

- Invitations to attend should be sent out early, at least two weeks before the scheduled training.
- Invitations should include a workshop agenda and logistical information, including travel to the workshop site, list of participants, available facilities, etc.



Reviewing on-line resources

Below is a suggested list of online resources:

Bird Flu Breaking News – Updated every hour:
www.birdflubreakingnews.com/

Centers for Disease Control and Prevention – Avian Influenza News:
www.cdc.gov/flu/news.htm

CIDRAP News, the reporting arm of the Center for Infectious Disease Research and Policy at University of Minnesota, USA: www.cidrap.umn.edu/

The Communication Initiative:
www.comminit.com/avianinfluenza/avianflu/general-18.html

Eurosurveillance – European Information on Communicable Disease Surveillance and Control: www.eurosurveillance.org/index-02.asp

Food and Agriculture Organization (FAO) – Avian Influenza Page:
www.fao.org/ag/avianflu/en/index.html

Indonesia National Committee for Avian Influenza Control and Pandemic Influenza Preparedness (KOMNAS FBPI): www.komnasfbpi.org/home.html

IRIN Avian Influenza News: www.irinnews.org/Theme.aspx?theme=BRF

UNICEF – Avian Influenza Page: www.unicef.org/avianflu/index.html

UNICEF Avian and Pandemic Influenza Communication Resources: www.unicef.org/influenzaresources

World Health Organization (WHO) – Avian Influenza Page: www.who.int/csr/disease/avian_influenza/en/index.html

World Organization for Animal Health (OIE): www.oie.int/eng/en_index.htm

UN System Influenza Coordinator (UNSIC): www.undg.org/index.cfm?P=21



Selecting handouts

Many journalists covering avian influenza grapple with getting the facts right. The issues are very technical, with numerous elements to consider (e.g., transmissibility, lethality, virology, public health infrastructure, epidemiology) that require journalists to digest dense materials and synthesize multiple sources.

Aim to make the handouts simple to understand.

It is necessary to collaborate with the various UN agencies, chiefly WHO, FAO and UNICEF to ensure the key preventive messages are coordinated and consistent. Contact relevant agencies in-country when designing the course for the most up-to-date materials available, and seek information on official Internet websites.

In the selection of material to be included as handouts, the trainer needs to include:

An Introduction to Avian Influenza – What We Know and Don't Know. Science and Development Network:

www.scidev.net/dossiers/index.cfm?fuseaction=dossierfulltext&Dossier=24

Avian influenza FAQs, WHO Avian Influenza Page:

www.who.int/csr/disease/avian_influenza/en/index.html

Human Influenza Cases A (H5N1) by Onset Date and Country – Latest Graphs:

www.wpro.who.int/NR/rdonlyres/7165D4BF-D820-4CB5-A1FD-267F905639D8/0/S1.jpg

Human Influenza Cases A (H5N1) by Age Group and Country – Latest Graphs:

www.wpro.who.int/NR/rdonlyres/299B9BDC-67D8-40AC-81BE-0BC8D38E296A/0/S2.jpg

Illustration of the H5N1 avian flu virus:

<http://bilddatenbank.medicalpicture.de/folder/16826429>

Key behavioural interventions for reducing animal-to-animal and animal-to-human transmission of the H5N1 virus. The joint WHO, FAO and UNICEF two-page document with illustrations:

www.influenzaresources.org/index_426.html

(Click on Behaviour Outcomes and Indicators, FAO-UNICEF-WHO, Geneva, March 2006).

WHO/UNICEF informal discussion on behavioural interventions for the next influenza pandemic. Summary and recommendations (Bangkok, December 2006). The recommendations cover core priority behaviours, www.unicef.org/eapro/leaflet.pdf

The following documents are also recommended:

A map of the spread of avian influenza in the particular geographic region where the training is held

A map of the global spread of avian influenza. WHO's Public Health Mapping and GIS Map Library, <http://gamapserver.who.int/mapLibrary/app/searchResults.aspx>

Avian influenza – safety measures. WHO's interim recommendations for the protection of persons involved in the mass slaughtering of animals potentially infected with highly pathogenic avian influenza viruses, www.fao.org/ag/againfo/subjects/en/health/diseases-cards/avian_safety.html

Animal Health Special Report – Wild Birds and Avian Influenza, FAO, Rome, www.fao.org/ag/againfo/subjects/en/health/diseases-cards/avian_HPAIrisk.html

FAO map showing H5N1 outbreaks in 2005 and major flyways of migratory birds, www.fao.org/ag/againfo/subjects/en/health/diseases-cards/migration_map.html

Enemy at the Gate www.fao.org/ag/againfo/subjects/en/health/diseases-cards/cd/documents/BIRD_FLU_english.pdf

Protect Poultry – Protect People www.fao.org/docs/eims/upload/207623/FAO_HPAI_messages.pdf

Questions & Answers (on avian influenza) www.fao.org/avianflu/en/qanda.html

Avian Influenza: A Global Animal Health Crisis with Profound Challenges to Science and Society www.fao.org/avianflu/en/crisis.html

WHO Handbook for Journalists. Though this handbook has not yet been translated into local languages, specific sections can be copied and translated for the participants. One useful section in the handbook is 'Bird flu: the role of science journalists' www.who.int/mediacentre/news/new/2005/nw08/en/

WHO Outbreak Communication Guidelines. www.who.int/infectious-disease-news/IDdocs/whocds200528/whocds200528en.pdf

Other useful material includes:

FAO Report – Economic and social impacts of avian influenza;
www.fao.org/docs/eims/upload//211939/Economic-and-social-impacts-of-avian-influenza-Geneva.pdf

FAO Paper – Transboundary Animal Diseases: Assessment of socio-economic impacts and institutional responses;
www.fao.org/ag/againfo/resources/en/publications/sector_discuss/PP_Nr9_Final.pdf

Paper from FAO Workshop on social and economic impacts of avian influenza control; Bangkok, 8-9 December 2004;
www.fao.org/ag/againfo/subjects/documents/AIReport.pdf

Enhancing Control of Highly Pathogenic Avian Influenza in Developing Countries through Compensation – Issues and Good Practices; World Bank, FAO, IFPRI and OIE, 2006;
www.fao.org/docs/eims/upload//217132/gui_hpai_compensation.pdf

Poultry Trade: FAO paper on the poultry trade for 2006 and how it was jeopardized by escalating AI outbreaks;
www.fao.org/docs/eims/upload//211940/Poultry_trade_jeopardised_ai.pdf

FAO/OIR/WHO Consultation on Avian Influenza and Human Health: Risk reduction measures in producing, marketing and living with animals in Asia; Conference paper – 4-6 July 2005, Kuala Lumpur, Malaysia.
www.fao.org/ag/againfo/subjects/documents/ai/concncmalaysia.pdf

FAO Report – Epidemiology of H5N1 Avian Influenza in Asia and implications for regional control – April 2005; www.fao.org/ag/againfo/subjects/documents/ai/HPAI-Masseyreport.pdf

FAO Paper – Impact of avian influenza outbreaks in the poultry sectors of five South East Asian countries (Cambodia, Lao PDR, Indonesia, Thailand and Viet Nam) outbreak costs, responses and long term control;
www.fao.org/docs/eims/upload/214194/rushton-comp.pdf

FAO Paper – Avian Influenza: Stop the risk for humans and animals at source; www.fao.org/ag/againfo/subjects/documents/ai/donor.pdf

The Global Strategy for Prevention and Control of H5N1 Highly Pathogenic Avian Influenza www.fao.org/docs/eims/upload/210745/glob_strat_HPAI_apr07_en.pdf

Prevention and Control of Avian Flu in Small-scale Poultry [www.fao.org/ag/againfo/subjects/documents/ai/AIManual_VN2005\(en\).pdf](http://www.fao.org/ag/againfo/subjects/documents/ai/AIManual_VN2005(en).pdf)

Translation of handouts to local languages:

- Make sure that all handouts are translated accurately into local languages, with precise scientific terminology. Remember some languages do not have new scientific terminology in their vocabulary.
- Seek translators with familiarity with technical or scientific language.
- ALLOW AT LEAST 2 WEEKS for the translations.



Selecting print articles for exercises

Bear in mind that your participants are journalists with a strong sense for news and human-interest stories. Any non-news items on avian influenza will risk being rejected by the journalist participants who have been trained to be sceptical. The following questions should be kept in mind when selecting print articles to be used as part of the exercises:

- Does the story have an impact on ordinary people's lives?
- Who cares about the subject? How many people and where?
- How will this news touch the audience's lives?
- Is the story unusual?
- How often does something like this happen?
- Is it something that people are talking about?
- Does it involve anyone or anything of prominence?
- Are any well-known people or organizations a key part of the story?
- Does it have proximity to the audience?
- Did the event happen in the country? Or did it happen in an area of interest to readers?
- Is it timely? Did it happen today, yesterday, last week?
- Is it dynamic? Is there movement, tension, or disagreement between groups or individuals? Is there a mystery, or suspense?
- Is it entertaining? Will people find it interesting for its own sake?



Inventory

Make sure that all technical facilities, workshop materials and equipment are available and fully functional during the duration of the workshop. You need the following:

- Large quantities of flip-chart paper;
- Marker pens of various colours: black, red, green;
- Public announcement system, in case the room acoustics are bad;
- LCD projector;
- Laptop to connect the LCD projector to play VCDs and DVDs; and
- Powered speakers connected to the laptop to output the audio from VCDs and DVDs.

Preparing for a field visit



A field visit to a site related to an aspect of avian influenza is a powerful teaching tool that should be a key element of any workshop. It will provide participants with an opportunity to apply their new knowledge in context. Suggested sites that could be chosen for a field visit include:

- Various types of farms
 - Commercial poultry farms;
 - Traditional mixed-poultry backyard farms;
 - Commercial or backyard farms affected by avian influenza;
 - Semi-commercial farms; and
 - Mixed animal backyard farms (e.g., chicken/fish/cows).
- Markets or slaughterhouses
 - Traditional markets where live free-range chickens are sold;
 - Wet-markets where commercially-raised broilers are sold; and
 - Poultry slaughterhouses, normally in the vicinity of the wet markets.
- Hospitals where avian influenza patients are recovering. This will focus on health and safety precautions taken by health care workers. It could also be an opportunity to interview doctors who have treated avian flu patients.

Choosing sites

The first thing to bear in mind when choosing sites for field visits is proximity to the training venue. Preferably, half a day should be allocated for the trip so that participants can return from the site before sundown, in order to have enough rest for the next day's session. Also, the trainer needs to make allowances for traffic and other hindrances. To have a better sense of timing and plan realistically, it is necessary for the trainer to conduct a **pre-site visit** with his/her logistics team.

Each field visit should yield some immediate result. There should be a definite reason for the visit and a specific objective to be accomplished. The trainer's aim is to translate the participants' learning experiences in the workshops into on-the-ground media stories that the participants will file when they return to their respective media organizations.

Remember this is not an excursion or a sightseeing trip. Editors, when releasing their reporters to attend workshops, expect stories to be written or produced when journalists return to the newsrooms. Choosing a site that has news worthiness helps the participants.

Take into account the following factors when choosing sites for field visits:

- Enough sources to interview, e.g., backyard poultry farmers, local veterinarians, farm-workers, owners;
- Direct observation where reporters are a source of information if they see something happen. This can include: watching poultry farmers interacting with chickens; observing children in the vicinity of poultry farms; seeing chickens kept as household pets; and

- Take into consideration the needs of different media: TV cameramen need footage for stories filed by TV reporters; radio journalists need to record background sounds for radio features.

Logistical arrangements for field visits

- If permission is needed from local provincial authorities, proceed well in advance.
- Sometimes police clearance is needed, especially if there are travel restrictions on local journalists covering stories outside the capital. The travel restrictions could also apply to the trainer if he/she is a foreigner.
- Inform the local public health and livestock departments well in advance if you are planning to visit an area where there has been a previous avian influenza outbreak. Sometimes the local government agencies will send along one or two public health or veterinary officers to brief the participants.
- Inform the local poultry farmers that journalists will be visiting their farms and conducting interviews. Seek their permission.
- Plan transportation, taking into account the location of the poultry farms. Small poultry and backyard farms are always located away from main highways, often inaccessible to big buses. Use ground transport like mini-vans or four-wheel-drives to get the journalist participants to the farms.
- Remember to have good local guides giving directions to the drivers. It can be easy to get lost in remote rural areas leading to farms.

Checklist

A checklist is important in order to guarantee the smooth running of a workshop.

At least four weeks before:

- Get all documentation ready if official permission has to be sought from governments. Allow yourself enough time for dealing with official bureaucracy.

At least three weeks before:

- Send handouts for translation and selected print exercises for translation into local languages.
- Make bookings for venue.
- Begin participant nomination – send letters to news editors, if they will be nominating. Be sure to follow up several days later.
- Identify and contact speakers – then send letters of invitation.

At least two weeks before

- Follow up on venue bookings, hotel accommodations for trainer, project staff and out-of-town participants.
- Contact transportation company for vehicles and drivers for field trip.
- Check whether transportation company has third-party liability insurance.

- ❑ Call local public health and veterinary officials to inform them of the poultry site visits and follow up with official letters.
- ❑ Check whether local police permit is needed for poultry site visit.
- ❑ If banner and other promotional, printed materials are needed, finalize design and order production.

At least a week before

- ❑ Confirm venue bookings and hotel accommodations.
- ❑ Confirm vehicle bookings and drivers for field trip.
- ❑ Confirm with local public health and veterinary offices on whether their local officers would be able to meet participants during field trip.
- ❑ Confirm speakers and send them agenda and venue location.
- ❑ Contact participants and send them agenda and venue location.
- ❑ If possible, ask participants to bring examples of articles they have written on avian influenza, or that have appeared in their publications.
- ❑ If police permit is needed for field trip, check if clearance has been obtained.
- ❑ Do a reconnaissance visit to the field site. The trainer must know what to expect in terms of possible story angles and interviews for the participants.
- ❑ Make copies of all handouts and exercises and prepare participants' folders.

The night before

- ❑ Set up the workshop room.
The following points should be taken into account:
 - a You might need space to walk about in order to interact with the participants.
 - b Be creative with seating arrangements. Seating should not be static; rearranging seats can help keep participants active.
 - c Seek appropriately sized chairs. Are they so comfortable that your participants might doze off in a slide presentation?
 - d You might need wall space to display a banner announcing the workshop and posters with key avian influenza preventive messages. Filling up the wall space also acts as a good background prop if the workshop proceedings are documented in video.
- ❑ Make sure all flip charts are in place, and allocate one chart as a 'car park' flipchart to give the trainer and participants a place to 'park' issues that need to be covered at some stage, but that are not appropriate for that moment in the workshop.
- ❑ Make sure the LCD projector and screen are in place and check the projector's compatibility with your laptop. If you are using a Macintosh, ensure that you have a DVI to VGA adaptor to connect to the LCD projector. Also make sure the laptop is able to play VCDs and DVDs.
- ❑ **Iron out all technical problems the night before, rather than leaving them to the next morning.**

On the first day of the workshop

- ❑ Arrive at the venue at least an hour earlier to do a **final technical check** on the equipment in the checklist.
- ❑ Prepare a long table outside the workshop room with the registration forms and participants' packages which include the avian influenza handouts and workshop exercises. Also include notebooks and pens.
- ❑ Since this is the first day and government officials might be attending the opening formalities, it is imperative that the trainer and his/her team dress smartly.
- ❑ Good luck.

Planning the structure of a workshop

Careful preparation for a workshop helps to build the confidence of the trainer and ensures that participants have the best possible learning experience. The overall structure of the workshop must be planned, as well as the individual sessions.

When planning a workshop agenda, take into consideration the following:

Hours of training

What times should be dedicated to sessions and what times should be breaks (e.g., when participants usually have their meals and prayers).

Time dedicated to each of the sessions

Inputs, exercises, energizers, breaks and monitoring (remember that exercises generally take twice the time you expect). Allow enough time in sessions with speakers for questions and answers.

Time dedicated to unforeseen events

Most training workshops have unforeseen events, such as the trainees' wishing to have additional inputs, longer discussions on certain topics, additional exercises or other delays. Add 10 per cent more time for such events.

Workshop opening and introductions

Schedule time to welcome people and enable participants and facilitators to meet each other.

Housekeeping

Provide information on meal times, venue facilities and expenses.

Expectations.

Take time to clarify participants' hopes and fears about the workshop.

Ground rules

Participants should develop ground rules (e.g., mobile phone usage during the workshop, punctuality) so they have a shared understanding of how to work together. Ground rules are sometimes called a "team contract" to emphasize that the rules are not imposed by the trainer.

***Note to trainer: Bear in mind that journalists might be on call on a 24-hour breaking news cycle. Under such circumstances, flexibility can be exercised on the ruling on mobile phones.**

Objectives and schedule

Outline the objectives, content, methods and timings of the workshop. Although presented at the beginning of the workshop, schedules are often flexible to allow planned activities to be reviewed and changed to meet the needs and interests of the participants.

Energizers

To help participants to relax, get to know each other, and provide them with more energy and enthusiasm.

Field work

Include this to provide an opportunity to put participants' new skills into practice.

'Car park' flipchart

This gives facilitators and participants a place to 'park' issues that need to be covered at some stage, but that are not appropriate for that moment in the workshop.

Follow-up action plan

For participants to clarify what concrete steps they will take after the workshop in order to use the new skills and knowledge that they have gained.

Workshop evaluation

To enable participants to assess the strengths and weaknesses of the workshop.

Workshop closing

The end of workshops can be official or unofficial depending on what is appropriate. Certificates may be expected in some countries.

Trainer's debrief

To discuss the overall strengths and weaknesses of the workshop and facilitation, and to identify improvements for the future.

Part

II

Agenda for
a three-day workshop





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Part II

Agenda for a three-day workshop

This section provides an example of a three-day course for an avian influenza workshop. Below is a summary of the agenda.

Day One

Preliminaries

Introductions and ice-breakers

Session 1: How the flu virus works and why it is a threat

Speaker: A lecturer in microbiology or virology from the local university.

Time: 2.5 hours

Session 2: The public health response to avian influenza

Speaker: A public health official, preferably at a director or assistant director level from the Ministry of Public Health.

Time: 45-60 minutes

Session 3: Risk communication for behaviour change

Speaker: Risk communication specialist from a UN agency, such as WHO, FAO or UNICEF, or a health communications specialist at a National Avian Influenza Commission.

Time: 45-60 minutes

Session 4: Introducing the key preventive messages

Speaker: TRAINER is to lead this session

Time: 2 hours

Day Two

Session 1: Avian influenza in domestic avian populations: The risk of spread from infected poultry and wild migratory birds

Time: 2 hours

Speaker: A veterinary doctor at director/assistant director level from the Ministry of Agriculture, a senior veterinarian from the local Livestock Department, or a senior epidemiologist from FAO.

Session 2: The eco-health perspective in avian influenza coverage

Time: 1.5 hours

Speaker: Ecologist from local university or wildlife expert from conservation group or environmental NGO affiliated with international groups like Wetlands International or BirdLife International.

Session 3: Field trip

Time: 4 hours maximum

Day Three

Session 1: Discussion of field trip coverage and group presentations

Time: 3.5 hours

Session 2: Ethical reporting on children as regards avian influenza

Time: 1 hour

Session 3: Discussion: Safety while covering avian influenza

Time: 1.5 hours

Closing the workshop

Evaluating the workshop

This course can be adapted to different circumstances, locations, languages and skill levels. It is designed to provide a comprehensive overview of how to report avian influenza, including the science behind the influenza, source materials for background information and further research, reporting strategies, health messages and safety guidelines.

Note that the trainer may decide to substitute alternative topics for some of the suggested sessions, based on the concerns of the particular country and participants. The following suggested course is a template and does not cover every possible angle or topic. Alternative topics are many, including sessions on outbreak communications, dealing with government and international sources, and the economic and social implications of avian and pandemic influenza. Trainers may also choose to include a session focusing on the numerous animal health issues, including prevention, vectors of the virus, and the effect of highly pathogenic avian influenza on livelihoods. See reference materials for background papers.

Starting trainer tips: Active listening and good questioning

Active listening encourages the open communication of ideas and feelings by making a participant feel both heard and understood. Some tips include:

- Look at the person who is speaking – show that you are both interested in what they are saying and that you understand. If you don't understand, ask questions to clarify.
- Listen to both what is said and how it is said – pick up the emotion as well as the words.
- Summarize what you have heard – show that you have caught the main points.
- Respond politely to all questions, even if they seem naive.
- Respect answers and viewpoints different from your own; do not belittle learners or other trainers.

Good questioning encourages people to go beyond simply providing information – it prompts them to share their views. Some tips include:

- Ask open-ended rather than closed questions (yes or no). For example: "What do you think a virus is?" rather than: "Do you think a virus is a parasite?"
- Ask probing questions. For example: "Could you explain what you meant when you said you were afraid each time you returned home after covering a bird flu story in the field?"
- Ask clarifying questions. For example: "It is safe to eat chicken cooked at 70°C. So is it safe to eat sick chicken, even if it is cooked at 70°C?"

DAY ONE

Preliminaries

To begin the first day of training, the trainer should use a number of ice-breakers before moving into the curriculum proper. For participants to feel comfortable in a new training situation, they need to know what to expect from the training and what is expected of them as participants. Some must activities to include are:

- Introduce yourself, the organization you represent and provide the participants with some background on 'why this training?'
- Give the participants an overview of the agenda including:
 - Stop and start times
 - Times for breaks and meals (if appropriate)
 - The trainer's role
 - The participants' roles (active contributors to the group discussions and activities). The trainer should emphasize that the participants have knowledge to share with the group and that everyone will be greatly enriched if people participate fully in the training activities
 - Where they can take care of their basic needs, such as location of restrooms, telephones, and places to obtain food and drink (if not provided by the training)
- Ask the participants to introduce themselves and their media outlets.
- Give each participant a card and a marker. Ask each person to write one expectation he or she has of the training. Gather the expectations and place them on a wall, or a flip chart. Read aloud each expectation.

[Note: At the end of the training, read the cards again and record the expectations that were not met and suggest ways that the participants may meet these.]

- Run an ice-breaking exercise (see box following) to make people feel more comfortable.

Examples of ice-breakers

Meeting and greeting

Participants find a space to stand in. The trainer shouts out a part of the body (such as knee). Everybody has to greet as many others as quickly as possible by saying a greeting and using that part of the body (for example, saying "good morning" and touching knees together).

The facilitator then shouts out another part of the body and the activity is repeated. As this game involves touching, take into account cultural appropriateness.

This is how I feel

Participants stand up one at a time, state their names and use an adjective, starting with the same letter as their name, to describe how they are feeling at that moment. (For example, "I'm Nuzrat and I'm nervous" or "I'm Henri and I'm happy".)

Session 1

How the flu virus works and why it is a threat

The start of the media capacity-building curriculum expands on the knowledge that the participants may already have on avian influenza and builds on this understanding to a level where they can translate learning into action. Nonetheless, on the first day, the trainer should be wary of an information overload for those journalist participants who are new to the issue.

This session is a primer that explains the relation between seasonal, bird and pandemic influenza. It addresses concerns about the spread of avian influenza from birds to humans and the possibility of the H5N1 virus mutating so it can pass easily from human to human, leading to an influenza pandemic.

Objectives

At the end of this session, the participants will know how the virus transmits to humans and the necessary conditions for an influenza pandemic.

Recommendations for pre-session reading:

- Avian Influenza (Bird Flu): Implications for Human Disease, Center for Infectious Disease Research and Policy, University of Minnesota, Comprehensive CIDRAP-authored overview, updated Feb 28, 2007, www.cidrap.umn.edu/cidrap/content/influenza/avianflu/index.html
- Influenza Report 2006 (225 pp.), ed. Bernd Sebastian Kamps, Christian Hoffmann and Wolfgang Preiser, International Amedeo Literature Project, Paris, www.influenzareport.com
- "Pandemic Influenza: The State of the Science" (26 pp.), An Issue Brief from the Trust for America's Health and The Infectious Diseases Society of America, October 2006, <http://healthyamericans.org/reports/fluscience/>



Time

2.5 hours, broken down into sections, with one coffee/tea break

Trainer's opening questions to participants

"What is an epidemic? What is a pandemic?" You have heard these terms recently on radio and television and seen these words in the newspapers.

"If you say HIV/AIDS is a pandemic, what do you mean?" "If HIV/AIDS is a pandemic, what does this mean for avian influenza?"

WAIT FOR RESPONSES: Give participants the chance to have an emotional response – a chance to be surprised and curious about the topic – before you give further information or introduce the speaker.



Material handouts

- Avian influenza FAQs, WHO Avian Influenza Page
www.who.int/csr/disease/avian_influenza/en/index.html
- Illustration of the H5N1 avian flu virus,
<http://bilddatenbank.medicalpicture.de/folder/16826429>
- An Introduction to Avian Influenza – What We Know and Don't Know. Science and Development Network,
www.scidev.net/dossiers/index.cfm?fuseaction=dossierfulltext&Dossier=24



Speaker

A lecturer in microbiology or virology from the local university and possibly an epidemiologist from a ministry of health or an expert from WHO.

If an expert speaker is to be engaged, note that this session is to help participants understand the terminology that will be used by this speaker and the other speakers in the next two days. There must not be an information overload, and the speaker must be able to explain terms that can be understood by a non-scientific or non-medical community.

Speaker's teaching topics

The following topics are summarized from "Pandemic Influenza: The State of the Science." Issue Brief from the Trust for America's Health and the Infectious Diseases Society of America, October 2006, <http://healthyamericans.org/reports/fluscience/>.

- **What is a pandemic?**
KEY POINTS: A pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza A virus emerges for which there is little or no immunity in the human population, which begins to cause serious illness and then spreads easily person-to-person worldwide.
- **The difference between an epidemic and a pandemic**
KEY POINTS: An epidemic (or outbreak) is an increase in the number of cases in a localized area (compared to background rate). A pandemic happens when a disease rapidly spreads to "all people" over a large region. A pandemic occurs across many distinct geographic locations.
- **The devil in the detail: Why viruses are hard to study, harder to understand and even harder to defeat**
KEY POINTS: At the end of this topic, participants should know the difference between viruses and bacteria. Influenza is a virus and is smaller than either a bacterium or a human blood cell. A virus needs to be inside a cell to replicate itself. The influenza virus has the potential to change its structure during replication, either by mutation (it has a high mutation rate) or by mixing with other influenza viruses.
- **How is AI transmitted and cross-species transmission?**
KEY POINTS: H5N1 passes easily between birds. It can also spread to other animals, and only rarely transmits to humans. Transmission is most commonly from the faeces of infected birds but can also be through close contact and eating infected birds or bird products. Chickens get very sick when infected, usually dying. However, some other birds can get infected without showing symptoms.



Exercise: Origins of the unexpected

This short exercise will test the participants' newly acquired knowledge on the path of transmission of the highly pathogenic H5N1 avian influenza virus to humans. If certain concepts are still unclear after this exercise, the trainer must recap main points in the teaching topics.

- 1 The trainer divides the participants into two groups A and B.
- 2 Group A goes to one flipchart.
- 3 The trainer reads out the following scene already written on this flipchart:
"When flooding occurs during irrigation of the crops, ducks are placed in rice fields to ingest pests. When the rice starts to blossom, the ducks are taken off the paddies and are placed on waterways. After harvest, the ducks are placed back on the fields to eat the rice grains that have fallen to the ground. In the farms, ducks are kept near pigs."
- 4 Group B goes to another flipchart.
- 5 The trainer reads out the scene already written on this flipchart:
"In the main market near the farm, live poultry is sold and sellers allow people to pick out their chicken and have it slaughtered fresh before preparing it for a meal."
- 6 Now give the Groups A and B markers and ask them to illustrate the most likely route of avian influenza transmission to humans. Tell them it is a chance to show off their artistic creativity and strongly encourage drawings.
- 7 The correct answer for Group A is: **birds » pigs » humans.**
- 8 The correct answer for Group B is: **birds » humans.**

Conclude by reiterating that the conditions in Asia that contribute to the threat of an influenza pandemic are:

- Live bird markets,
- Farming traditions and
- Close proximity of migratory and domestic birds.



Print article analysis

Choose a print article for analysis that examines the risk of avian influenza. A sample article is: "Expert: Combined flu, bird flu virus a risk", China News, Jan 26, 2007, www.newsgd.com/news/china1/200701260019.htm

Ask the following questions, after your participants have read the story, in order to gauge their understanding of basic scientific terms in covering avian influenza:

- Why is a novel virus unrecognizable to the human immune system?
- When does genetic re-assortment occur? Can you point out the reference to genetic re-assortment in the story?
- How can a novel influenza virus be introduced into the human population?
- What are the THREE conditions necessary for an influenza pandemic?
- Can you point out avian influenza preventive measures mentioned in the story?

Wrap up Session 1 with TV footage of an avian influenza outbreak. Visuals help reinforce learning.

Session 2

The public health response to avian influenza and pandemic influenza preparedness

This session will address how the threat of avian influenza has led governments to create a viable public health response and also set up a national preparedness plan for a possible influenza pandemic.

Objectives

At the end of the session, participants should have an idea of how their public health officials are:

- Carrying out on-going surveillance to keep track of avian influenza.
- Implementing their National Pandemic Preparedness Plan.
- Cooperating with neighbouring countries, especially if they share contiguous borders, in a regional response plan to pandemic flu.



Time

45 minutes to one hour including Q&A



Material handouts

- Human Influenza Cases A (H5N1) by Onset Date and Country – Latest Graphs, www.wpro.who.int/NR/rdonlyres/7165D4BF-D820-4CB5-A1FD-267F905639D8/0/S1.jpg
- A map of the spread of avian influenza in the particular geographic region where the training is held; Map of the global spread of avian influenza; WHO's Public Health Mapping and GIS Map Library, <http://gamapservr.who.int/mapLibrary/app/searchResults.aspx>.
- Hardcopies of speaker's power point presentation.



Speaker

A public health official, preferably at a director or assistant director level from the Ministry of Public Health.

Speaker's teaching topics

- **What is a National Pandemic Preparedness Plan?**
KEY POINTS: The purpose of the Plan is to facilitate an organized, coordinated and effective national preparedness and response in the event of an influenza pandemic. The plan provides a framework for preparedness based on national priorities and response by the health sector. This is to ensure rapid, timely, coordinated inter-sectorial and interagency actions in reducing the morbidity, mortality, social and economic disruption of a pandemic event.¹

¹ WHO National Influenza Pandemic Plans, <http://www.who.int/csr/disease/influenza/nationalpandemic/en/index.html>.

- **Organizational response to a pandemic**
KEY POINTS: How ministries and departments, governmental and non-governmental agencies relevant for controlling the pandemic in the country are co-ordinated and how they are answerable to either the cabinet or prime minister/ president.²
- **Surveillance to keep track of influenza**
KEY POINTS: An effective national surveillance system is an essential component of influenza pandemic preparedness and response. It aims to provide timely information to public health departments, health care providers and the general public about levels of influenza activity and circulating influenza virus strains.³
- **Explanation of WHO's pandemic influenza phases and country's public health response**
KEY POINTS: WHO's 2005 preparedness plan outlines the objectives and actions that WHO will take for each of the six pandemic phases. To address the overarching goal at each pandemic phase and period, WHO has divided objectives and actions into these five categories:
 - Planning and coordination
 - Situation monitoring and assessment
 - Prevention and containment (i.e., non-pharmaceutical public health interventions, vaccines and antivirals)
 - Health system response
 - Communications⁴
- **What can be done at the regional level – response to APEC Action Plan on the Prevention and Response to Avian and Influenza Pandemics?⁵**
KEY POINTS:
 - Enhancing regional capacity for early detection, diagnosis and response by increasing cooperation between animal and human health laboratory and surveillance networks between neighbouring countries
 - Increasing the prompt reporting of avian and human cases and the sharing of biological specimens among bilateral and international veterinary and public health networks, consistent with international rules and established practices



Exercise: Five people at a conference

After a short break from the previous session, the trainer can start this short exercise.

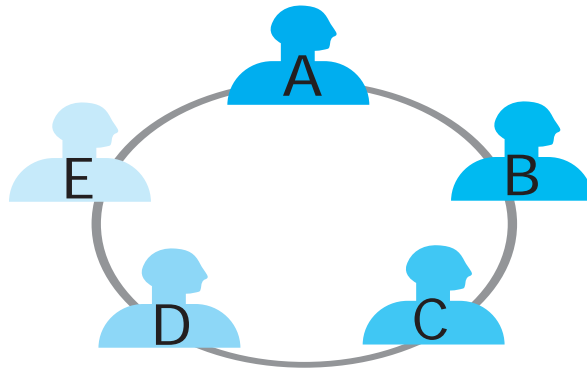
² The Australian Health Management Plan for Pandemic Influenza <http://www.health.gov.au/internet/wcms/publishing.nsf/Content/ohp-pandemic-ahmppi.htm>.

³ Hawaii's Influenza Surveillance Program, Hawaii State Department of Health www.hawaii.gov/health/family-child-health/contagious-disease/influenza/Flu_Influ.htm.

⁴ WHO global influenza preparedness plan. The role of WHO and recommendations for national measures before and during pandemics, Geneva, Switzerland, May 2005 (WHO/CDS/CSR/GIP/2005.5) at www.who.int/csr/resources/publications/influenza/WHO_CDS_CSR_GIP_2005_5.pdf, pp. 10-41.

⁵ Avian Influenza Ministerial Meeting Concludes With Release of Action Plan, Da Nang, Vietnam May 5, 2006 www.apec.org/apec/news___media/2006_media_releases/050506_vn_aipministerialconcludes.html

Draw this on a flipchart:



And tell this story:

The Conference: Day One

On day one, persons A through E all appear healthy and are at a roundtable conference with the shown seating arrangement.

Person A has a slight cough, and person D is a smoker, who also has a cough and is allergic to dust. The group spends several hours around the conference table, talking, pouring water for one another, and sharing from a bowl of mints. For purposes of this exercise, we'll assume that viral transmission is 100% with one cough or sneeze.

The trainer tells the participants **person D** was exposed before he arrived at the conference!

EXPLAIN: Exposure is contact with infectious agents (bacteria or viruses) in a manner that promotes transmission and increases the likelihood of disease. **Person D** is feeling a little "achy" all over and has a slight tickle in his throat.

ASK this question: By the end of the first day, how many of the five attendees are likely to be EXPOSED? Divide the participants into two groups and get each group to come to the flipchart and point out the likely exposed persons.

CORRECT ANSWER: Everyone is EXPOSED! (Note: NOT INFECTED!)

EXPLAIN: Whether or not a person becomes infected from exposure is dependent on a number of factors, including:

- **The health of the exposed person.** A strong immune system is the body's defence against infection.
- **The amount of exposure.** Turning your head when someone coughs in your face diminishes a direct route to the body's epithelial cells.

Session 3

Risk communication for behaviour change

This session highlights the importance of public health professionals and the media in communicating the risks of avian and pandemic influenza in a way that is sensitive to the needs of the community.

Objectives

At the end of the session, participants should come to the following understanding:

- The media play an important role in risk communication, since they are the main conveyors of information to target audiences and can deliver information to a critical mass of households.
- Avian influenza risk communication is a process that involves interaction and exchange of information and opinions among the affected population, community workers, UN agencies, media, government bodies and other bodies.
- The foundation for effective risk communication is TRUST. The importance of trust cuts across cultures, political systems and levels of economic development.



Time

45-60 minutes including Q&A



Material handouts

- 'Bird flu: the role of science journalists'. This can be printed from the WHO Handbook for Journalists, www.who.int/mediacentre/news/new/2005/nw08/en/
- Hardcopies of speaker's power point presentation.



Speaker

Risk communication specialist from a specialized UN agency such as WHO, FAO or UNICEF, or a health communications specialist from a body such as the respective country's National Avian Influenza Commission.

Speaker's teaching topics

- **Accepting the public as a legitimate collaborator.** A basic principal of risk communication is the right of the community to know and to participate in the decisions that affect their lives, properties and values.⁶
- **Communicating in clear messages.** Technical language and jargon are used in brief messages; however, they can become barriers to successful communication with the public. Campaigns have failed when the message has been too subtle. Good messaging helps prevention, confronts myths and lowers infection rates.⁷

⁶ Vincent Covello and Peter M. Sandman, "Risk Communication: Evolution and Revolution," in Solutions to an Environment in Peril, Anthony Wolbarst (ed.), Johns Hopkins University Press (2001) pp 164-178.

⁷ Peter M. Sandman, "Risk communication: Facing public outrage," EPA Journal, Nov. 1987, pp. 21-22.

- **The importance of coordinating and cooperating with all government bodies and UN agencies working on AI to ensure clear and consistent preventive messages.** In fast moving situations, it is important that all stick to the same speaking points, and that the specialized international agencies FAO, WHO and UNICEF are the standard for relevant information.⁸
- **Outcomes must be tracked so as to ensure that the messages do lead to changed behaviour.** “If change does not occur, we need to know why”. Experience from Asian countries where messages have been delivered clearly and forcefully suggests that they may not be sufficient by themselves to motivate public behaviour if the local context is not supportive. For example, smallholders in some villages were asked to report sick poultry to authorities but appeared to disregard this advice if they felt that they were likely, as a result, to face economic or social disadvantage.⁹

Points for speaker to consider

- The media are often more interested in the politics of avian influenza than in risks, in simplicity than in complexity, in danger than in safety.
- No matter how well you handle the risk information, some people may not be satisfied.
- Never skimp on efforts to inform the public about the risks. Do not fail to recognize that any disease, damage or death is a tragedy.
- If people are motivated enough, they will be able to understand information about complex risks, even if individuals are not in agreement with you.

⁸ “Communication and Interagency Collaboration,” a paper presented by Marjorie Newman-Williams, UNICEF, at the Interagency Avian and Pandemic Influenza Communication Task Force for the Americas , 24-25th July 2006, Washington D.C. organized by the Pan American Health Organization.

⁹ “Interaction Between Humans and Poultry, Rural Cambodia,” Sowath Ly, Maria D. Van Kerkhove, Davun Holl, Yves Froehlich and Sirenda Vong, Emerging Infectious Diseases Vol. 13 No.1, January 2007 <http://www.cdc.gov/ncidod/eid/13/1/130.htm>.

Session 4

Introducing the key preventive messages

This session will look into effective health communications, focussing on the key avian influenza preventive messages developed jointly by WHO, FAO and UNICEF. The session will also explore symbols, metaphors, visual imagery, types of actors, language and music used in materials, especially in video format, to convey AI preventive messages.

Objectives

This session complements the previous one, 'Risk communication for behaviour change', and is aimed at promoting an understanding that:

- Central to their reporting task as health journalists is to convey accurate information to the public about avian influenza prevention.
- Media have a social obligation to take the prevention messages to those most at risk. This group includes small-scale poultry farmers, backyard poultry owners, rural traders, housewives and children.



Time
2 hours



Material handout

Key behavioural interventions for reducing animal-to-animal and animal-to-human transmission of the H5N1 virus. Joint WHO, FAO and UNICEF two-page document with illustrations, www.influenzaresources.org/index_426.html

[Click on Behaviour Outcomes and Indicators, FAO-UNICEF-WHO, Geneva, March 2006, in the frame on the right.]



Speaker
The TRAINER is to lead this session.

Trainer preparations

- A large part of this session is getting the participants to analyse VCDs and DVDs on health communication messages for avian influenza developed jointly by WHO, FAO and UNICEF that have been broadcast on state and privately-owned television networks. The trainer can contact UNICEF country offices to get copies of these VCDs and DVDs.
- Make sure the laptop is able to play the VCD and DVD versions. To be sure, pre-testing should be done the night before.

Trainer's teaching topic

The MUSTs: **Report, separate, wash and cook**

Reference material “UNICEF Progress Report Avian Influenza and Human Influenza Pandemic Preparedness January – June 2006,”
www.unicef.org/avianflu/files/Final_Progress_Report_AI_HI_19_June.pdf

KEY POINTS:

- 1 Key risk communication messages must address the following, in order to be effective:
 - They must address the concerns of communities.
 - The messages are in the languages of the communities, in simple terms.
 - The messages address habits and local traditions, and they can express why change is needed and the benefits.¹⁰

- 2 UNICEF’s report states the following: In March 2006, UNICEF, WHO and FAO agreed on the priority behaviours that were needed to control the (avian influenza) virus in birds and reduce human exposure. They also decided on communication strategies for disease prevention and indicators to monitor the effectiveness of their actions. Building on the work to date at country and regional levels, this meeting defined seven priority behaviours:
 - Report immediately to authorities any unusual sickness or death among poultry, wild birds and other animals.
 - Seek treatment immediately if you get a fever after contact with sick birds.
 - Wash hands frequently with soap and water.
 - Clean clothes, footwear, vehicles and cages with soap or disinfectant.
 - Separate poultry species from each other and from wild birds, new birds and human living areas.
 - Handle, prepare and consume poultry safely.
 - Burn and/or bury dead birds safely.

These are summarized as four key messages: **Report, separate, wash, cook.**

Note: Key messages may be altered over time so trainers should always check with UN agencies for latest available information.

¹⁰ Peter M. Sandman, Risk communication: Facing public outrage. EPA Journal, Nov. 1987, pp. 21-22.



Video analysis

BACKGROUND: According to UNICEF, Viet Nam was among the first countries to report cases of the H5N1 influenza virus in December 2003. At the peak of H5N1 outbreaks, 24 per cent of communities were affected and by March 2004, about 17 per cent of the country's poultry population had died or was culled. By the end of December 2005, Viet Nam had recorded 93 human cases of avian influenza. While these cases were spreading in Viet Nam in late 2005, the Joint Government-UN Programme on Avian Influenza launched a nationwide public education campaign based on four key preventive actions:¹¹ **Report, separate, wash and cook.**

The campaign was launched in the days leading up to the Lunar New Year festival – Tet – when chicken consumption, transport, and handling increase dramatically. The campaign to disseminate information on preventing transmission from poultry to humans used mass media, civil society organizations, communication officers and community health workers, among other channels. Viet Nam has recorded no human deaths from avian influenza since the campaign.¹²

An example: Play DVDs from Viet Nam developed by the Joint Government-UN Programme on Avian Influenza. These DVDs – Avian Influenza Prevention Spots, January 2006 – can be obtained from UNICEF Viet Nam in Hanoi.

ASK the following questions after participants have seen the DVDs:

- To develop effective health communications, you must understand key aspects of the cultures influencing the intended audience and build that understanding into the communication strategy. In these DVDs, two traditional cultural practices are being addressed. Can you name them?
- Vietnamese people prefer freshly slaughtered chickens and ducks to “already dead birds” and love fresh duck-blood pudding or ‘tiet canh’. These preferences go back generations. What benefits are being promised in exchange for compromising these cultural practices?
- How do the messages and images resonate across different groups?
- To capture the intended audience's attention, you can scare them, tug at their hearts, make them laugh, make them feel good, or give them straight facts. What has worked best in these DVDs? Why?

EXPLAIN that **upbeat emotion is appealing:** Humour is one of the most popular techniques used in public service announcements to enhance positive effect leading to a possible behavioural change. The advantages are that humour is likely to increase attention and memory retention.

However, the humorous appeal can be risky. If humour dominates the content, it may be misunderstood and may not communicate the preventive messages.¹³

¹¹ Unicef Progress Report: Avian Influenza and Human Influenza Pandemic Preparedness, January – June 2006, 5. www.unicef.org/avianflu/files/Final_Progress_Report_AI_HI_19_June.pdf.

¹² Ibid, 5.

¹³ For a detailed account of using emotional appeals in public service announcements see: Pink Book – Making Health Communication Programs Work, National Cancer Society, U.S. National Institutes of Health, pp. 6-9, www.cancer.gov/PDF/41f04dd8-495a-4444-a258-1334b1d864f7/Pink_Book.pdf



Print article analysis

The trainer will lead participant discussions on how key avian influenza preventive messages can be incorporated in news and feature stories. Find representative print articles. For example

Analysis 1: "Viet Nam fights diseases with soap and water", Thanh Nien News October 4, 2006. <http://www.thanhniennews.com/healthy/?catid=8&newsid=20768>

ASK the following questions after participants have read the story:

- What is the key message in the story?
- Why is the message simple to understand?
- What is the link between good health and a healthy economy?
- Criticize the story: Why has it failed as a news story? Does it give alternatives if communities do not have clean water and soap? If they do not have clean water and soap, what are the alternatives?

Analysis 2: 'Many Cambodians in the Dark About Bird Flu', Associated Press, April 12, 2006. <http://asia.news.yahoo.com/060412/ap/d8gue0u00.html>

ASK the following questions after your participants have read the story:

- Having read the story can you point out how the media, working in partnership with UN agencies and public health officials can communicate correct information about avian influenza in simple but powerful messages?
- Can you point out any key preventive messages in the story?
- How important is cultural change, especially eating habits, if efforts to control the AI virus are to be successful? Can you relate experiences in your own country? Is it common for poor villagers in your country to eat sick and dead birds?
- Ignorance of the rural population in the absence of any information campaigns comes out very strongly in the story. For one, black magic is blamed for the outbreak of avian influenza. Can you relate this to your country? How can the media help overcome this?
- Is there an element of trust in the government's efforts to contain avian influenza in the country? If not, why?

DAY TWO

Teaching topics

The second day emphasizes the process of inquiry in the unknowns surrounding the behaviour of the H5N1 virus.

Session 1

AI in domestic avian populations: The risk of spread from infected poultry and wild migratory birds

This session looks at poultry production and its role in the spread of avian influenza and how wild birds contribute to the introduction of the H5N1 virus to new geographic locations.

Objectives

To foster understanding of the following:

- In poultry, the H5N1 virus propagation and dissemination is promoted by poor levels of bio-security at farms (commercial facilities, open poultry or duck farms, and backyard flocks) and processing plants.
- High concentrations of poultry farms in small geographic areas and poultry trade traffic help facilitate the spread and movement of the highly pathogenic avian influenza virus.
- Governments, the UN and other partners have been working on ways to mitigate the risk of spread of the H5N1 virus in poultry and from poultry to humans. These have been developed jointly by FAO and WHO.
- Information on migratory water bird species, including population sizes, their precise migration routes and flyways, important congregation and mixing sites of water birds, and the main areas of interaction with more sedentary birds. Locally migrant and domestic birds are a prerequisite for understanding the potential role that wild birds may play in the spread of highly pathogenic avian influenza.



Time

2 hours

If time is a constraint, the trainer may need to choose only one media analysis.



Material handouts

- Avian influenza – safety measures. WHO's interim recommendations for the protection of persons involved in the mass slaughtering of animals potentially infected with highly pathogenic avian influenza viruses. This is a useful document to orientate participants to safety requirements for workers in slaughterhouses, www.fao.org/ag/againfo/subjects/en/health/diseases-cards/avian_safety.html.
- Animal Health Special Report – Wild Birds and Avian Influenza, FAO, Rome, www.fao.org/ag/againfo/subjects/en/health/diseases-cards/avian_HPAIrisk.html.

- FAO map showing H5N1 outbreaks in 2005 and major flyways of migratory birds, www.fao.org/ag/againfo/subjects/en/health/diseases-cards/migrationmap.html.

Hardcopies of speaker's power point presentation.



Speaker

A veterinary doctor at director/assistant director level from the Ministry of Agriculture or a senior veterinarian from the local Livestock Department. Alternatively, if speakers are unavailable from the ministry, use a senior epidemiologist from FAO.

Speaker's teaching topics

- **Tackling avian influenza at its source**

KEY POINTS: H5N1 disease management must be based on improved biosecurity and hygiene at the commercial poultry production level, and in all other poultry sectors. This includes measures to prevent the spread among poultry and farms, as well as taking measures to minimize or prevent contact between domestic and wild birds.¹

- **The role that live animal/wet markets could play in the emergence of avian influenza**

KEY POINTS:

- Close confinement of various strains of fowl in live poultry markets provides conditions ripe for the formation of new reassortment viruses and their transmission to humans²
- Is legislation in place in the respective country, where the workshop is held, to move wet markets away from main residential areas?

- **Regulating and monitoring poultry trade**

KEY POINTS: Banning the free movement of poultry from one locality to another should be seriously considered by local authorities to prevent the spread of the H5N1 virus. Wild birds have played and will continue to play a role in carrying the H5N1 strain of avian influenza over long distances, but the virus spreads mainly through poultry trade, according to the United Nations Food and Agriculture Organization (FAO).³

- **Measures to minimize or prevent contact between domestic and wild birds**

KEY POINTS: summarized from "Avian Influenza and Wild Birds: What is the actual role in the spread of the virus?," UNEP, CMS, AEWA, 2006, www.ramsar.org/features/features_avianflu.pdf

Wild birds may come into contact with farmed poultry directly (especially if the farmed birds are free-ranging) or indirectly (via contamination of feed and water). The latter pathway is especially important for farmed ducks reared on ponds and for farmed chickens whose drinking water is obtained from ponds.

Where exclusion of wild waterfowl from ponds cannot be done, drinking water for poultry that is obtained from these sources should be treated or taken from uncontaminated sources

¹ Proceedings of FAO/OIE/WHO Consultation on Avian Influenza and Human Health: Risk Reduction Measures in Producing, Marketing and Living with Animals in Asia, 4-6 July, 2005, Kuala Lumpur, www.wpro.who.int/NR/rdonlyres/F40E7048-6187-4DEB-A2D6-3BAB1D870229/0/concmalaysia.pdf.

² Ibid.

³ Highlights of the FAO and OIE International Scientific Conference on Avian Influenza and Wild Birds, 30-31May, 2006, Rome, www.medscape.com/viewprogram/5840_pnt.

Destruction of wild bird populations or their habitats to eliminate roosting or nesting sites in an effort to control, manage, or prevent possible introduction of H5N1 (or future AI viruses or other diseases) from wildlife to the agriculture sector is neither scientifically sound nor justified from the standpoint of effectively preventing disease introduction.



Video analysis

After a short break, the trainer can lead this part of the session that partly tests the participants' understanding of the expert speaker's teaching topics.

Trainer's preparation

Video: "The Hunt for Bird Flu in Indonesia," ITN News, Ian Williams, Reporter, Cameraman, Julian Hadden, July 3, 2006, www.fao.org/ag/againfo/subjects/en/health/diseases-cards/avian_recomm.html

This ITN video can also be obtained from FAO, Rome, by contacting:

Majid Chaar
 Chief, Media Relations, GIIM
 Tel: (+39) 06 57 05 35 28
 Fax: (+39) 06 57 05 37 29
 email: Radio-and-Tv@fao.org

OR

Bou Downes
 TV Information Officer
 Information Division
 Tel: (+39) 06 57 05 59 80
 Fax: (+39) 06 57 05 37 29
 email: Radio-and-Tv@fao.org

Synopsis: This video is on FAO's use of participatory epidemiology involving poultry farmers, in tackling avian influenza. Farmers are a rich source of practical agricultural knowledge, and it should come as no surprise that traditional communities, who are almost entirely dependent on agriculture, should make it their business to gather and preserve information about breeds, production methods and disease.

ASK the following questions after your participants have seen the video:

- Can you point out the way in which humans interact with their chickens that is a cause of serious concern?
- The video shows FAO field officers trying to bring about behavioural change through education, awareness and health promotion. Can you point out an action that is a direct result of the joint UN key messages?
- There are distinct advantages in engaging local communities in participatory disease research for avian influenza. Can you name them?

Answers:

- Community-based research is often the only way of gathering data from certain areas (particularly remote or strife-torn areas).
- It is usually cheaper and more feasible than full-scale randomized surveys; thus often an attractive option for poorly-resourced veterinary services.
- Results are usually available very rapidly.

- How can farming communities be motivated to get involved in the fight against avian influenza?



Print article analysis

The trainer in this part of the session will lead participants in discussions on how key avian influenza preventive messages can be incorporated in news and feature stories. Find representative print articles. Example

An example: "HEALTH-VIETNAM: Winter Vigilance Against Bird Flu", Inter Press Service, Dec. 5, 2006, www.ipsnews.net/news.asp?idnews=35714.

Note that Viet Nam has since had an outbreak of bird flu.

ASK the following questions:

- Can you point out the key preventive messages in the story?
- What are the problems in implementing preventive strategies?
- What role do the migratory birds play in the spread of H5N1 avian influenza? Is there conclusive scientific evidence?
- Why is it important to control the cross-border movement of poultry?

Note 1 to Trainer The Qinghai Lake case

In April 2005, the deaths of more than 6,000 migratory birds, mostly bar-headed geese, due to the highly pathogenic H5N1 avian influenza virus, was reported at the Qinghai Lake nature reserve in central China. This event was very unusual and probably unprecedented.

Scientific studies comparing viruses isolated from diseased birds in Africa, Europe and the Middle East have shown that they are almost identical to viruses recovered from dead birds at Qinghai Lake. Also, in countries affected more recently, diseased birds have all been found along the migratory routes of wild birds.

While still poorly understood, it appears that the Qinghai Lake outbreak was the source of the westward spread of H5N1 avian influenza virus in birds in 2005-2006. Currently a total of at least 80 species of wild birds have been found to be infected by the H5N1 avian influenza virus.

At least some migratory waterfowl have carried the H5N1 avian influenza virus in its highly pathogenic form, sometimes over long distances, and have infected poultry flocks in areas that lie along their migratory routes.⁴

⁴ "FAO Animal Health Special Report – Wild Birds and Avian Influenza," Agriculture Department, Animal Production and Health Division, http://www.fao.org/ag/againfo/subjects/en/health/diseases-cards/avian_HPAIrisk.html.

Note 2 to Trainer

Do pigeons carry and spread avian influenza viruses in nature?

"The H5N1 avian influenza virus was isolated from one dead pigeon in Hong Kong in 2001, while all other birds sampled around the quarantine area, including 57 other pigeons, tested negative for the virus. In 2002, comparative studies involving pigeons and other bird species determined that pigeons were resistant or minimally susceptible to infection with avian influenza viruses. In 2003, various avian influenza viruses were isolated from 0.5% of the pigeons sampled in south central China. In 2006, a total of six individual pigeons were found infected with H5N1 avian influenza virus in Romania, Turkey and the Ukraine.

"These findings suggest that pigeons have played a minimal role in the spread of the virus. However, the latest studies conducted with the H5N1 avian influenza virus, which emerged in Asia in 2004, demonstrated an increased susceptibility of pigeons to this virus compared to the 1997 Hong Kong virus. Thus, the general public should try to avoid close contact with pigeons, especially in places where pigeons congregate in large numbers."⁵

⁵ "Avian Influenza: Food Safety Issues, A Selection of Frequently Asked Questions on Animals, Food and Water – Executive Version," <http://www.who.int/foodsafety/micro/avian/en/index1.html>.

Session 2

The eco-health perspective in AI coverage

This session examines the root causes that have led to an unhealthy proximity of migratory birds, domesticated animals and humans.

Objective

At the end of the session, participants will be able to understand arguments for:

- Restricting domestic poultry operations in major wild bird flyways to reduce the risk of the spread of highly pathogenic avian influenza (HPAI) carried by wild birds to domestic poultry and vice versa;
- Prioritizing the maintenance and restoration of the health of wetlands in order to prevent the spread of HPAI from domestic flocks to migrating wild birds. Restoring wetland health will reduce the need for migrating wild birds to share habitat with domestic poultry;
- Intensifying efforts to control the illegal trade in poultry and wild birds, following recent detection of the highly pathogenic H5N1 avian influenza virus in both legally imported and smuggled birds.



Time

1.5 hours

If time is constrained, the trainer may need to choose only one media analysis.



Material handouts

- FAO map showing H5N1 outbreaks in 2005 and major flyways of migratory birds [www.fao.org/ag/againfo/subjects/en/health/diseases-cards/migration map.html](http://www.fao.org/ag/againfo/subjects/en/health/diseases-cards/migration_map.html).

- Hardcopies of speaker's PowerPoint presentation.



Speaker

Ecologist from local university or wildlife expert from conservation group or environmental NGO affiliated to international groups like Wetlands International or BirdLife International.

Speaker's teaching topics

- **There remains uncertainty as to whether the wild birds are victims of the H5N1 virus, infected by nearby poultry, or vectors – long-distance carriers, from one infected flock to another.**

KEY POINTS:

- Some would argue that the migratory routes (flyways) do, at least loosely, “connect the dots” where H5N1 has occurred. Others have concluded the opposite, that there is little correlation between outbreaks and flyways. The debate continues, with some scientists pointing to the role of wild migratory birds and others the role of poultry trade routes.⁶

⁶ BirdLife International Statement on Avian Influenza, 9 February 2007, www.birdlife.org/action/science/species/avian_flu/index.html.

- The emerging consensus appears to be that both routes are potentially important; that the spread in some regions and timeframes are primarily driven by migratory birds, while in others it is driven by trade routes, and in still others, by a combination of the two.⁷

- **AI preparedness also involves getting the ecology right. Healthy ecosystems are essential to healthy humans.**

KEY POINTS:

- A number of studies have documented the close connections between ecosystem degradation and increased human health vulnerabilities. Over the past three decades, as humans and microbes have been brought into ever closer contact, a host of newly emerging or resurging infectious diseases has appeared. The proximity between humans and poultry is one reason international health experts warn of a growing threat of pandemic influenza.⁸
- Conditions are rife in Southeast Asia for the spread and resurgence of old diseases, as well as the emergence of new ones, with the increased reliance on intensive mixed animal husbandry where pigs, chickens and ducks are raised in close proximity and freely intermingle with humans. Although these are ancient eco-cultural systems, they may prove extremely maladaptive, even serving as launching pads for lethal global pandemics.⁹

- **To what extent have the declines and changes in global distributions of wetlands contributed to the intermingling of migrating wild birds and domestic fowl, particularly in drought-stricken areas where the only remaining aquatic habitat is farm ponds?**

KEY POINT:

In Asia, the large-scale and ongoing elimination of natural wetlands cannot help but encourage further mixing of migrating wild birds with domestic fowl.¹⁰

- **Illegal trade in cage birds**

KEY POINTS:

- The widespread illegal trade in cage birds has transported H5N1-infected birds over large distances. Give examples (ref BirdLife International www.birdlife.org/action/science/species/avian_flu/index.html)
 - In October 2005, Taiwanese authorities found eight birds infected with H5N1 in a seized consignment of more than 1,000 smuggled from the southeast Chinese city of Fuzhou;
 - In 2004 a pair of Mountain Hawk-eagles smuggled in hand luggage from Thailand to Belgium were found to have HPAI H5N1;
 - The European Commission's temporary ban in October 2006 on the import of all wild birds into Europe.
- Controls and inspections need to be tightened by both exporting and importing countries.

⁷ Are Wild Birds Spreading the Disease to New Areas? Cornell Lab of Ornithology, www.birds.cornell.edu/birdflu/what-you-should-know/q-a/q-a-7/.

⁸ Ecosystems and human well-being: Health synthesis, 'Why Do Ecosystems Matter to Human Health' p.19, World Health Organization 2005, www.who.int/globalchange/ecosystems/ecosystems05/en/index.html

⁹ "The breeding grounds: what other bugs are out there?" Elegant, S., Time, April 7, 2003 as cited in Bird Flu: A Virus of Our Own Hatching, Michel Greger MD, Lantern Books, Humane Society Press, 2006 <http://birdflubook.com/a.php?id=59>.

¹⁰ Scientific Seminar on Avian Influenza, The Environment and Migratory Birds, 10-11 April, 2006, Nairobi as reported in Avian Influenza and Wild Birds Bulletin, Vol 123 No. 1, April 14, 2006, UNEP www.iisd.ca/download/pdf/sd/ymbvol123num1e.pdf



Video analysis

After a short break, the trainer can lead this part of the session.

Trainer's preparation: This video is on Mongolia's attempts to control the spread of Avian Influenza by the surveillance and monitoring of migratory birds. Contact UNICEF's Mongolia country office in Ulan Bator for footage. (Ms. Bolor Purevdorj at bpurevdorj@unicef.org).

Synopsis: In Mongolia, at Erhel Lake, the main species found dead or dying with H5N1 in July 2005 were Bar-headed Geese and Whooper Swans and a small number were found to be infected with H5N1. Because this outbreak occurred after the Qinghai Lake outbreaks in China, researchers have speculated that migratory birds may have carried the virus to Mongolia. Bar-headed Geese and Whooper Swans also died in the Qinghai Lake outbreak, and one of the four strains of H5N1 isolated from Qinghai Lake was also isolated in Erhel Lake.

ASK the following questions after your participants have seen the video:

- Can you explain how the Early Warning System (EWS) for wild bird avian influenza surveillance involves local expertise?
- A deep concern in Mongolia is the possible cross-species jump of the H5N1 virus to horses. How could this happen?
(Answer: "The habitat of Mongolian horses and migratory birds overlap as they share common water supplies. If H5N1 virus is present in migratory birds there is potential for horses to be exposed to this virus via contaminated water."¹¹)



Print article analysis

The trainer in this part of the session will lead participants in discussions on how key avian influenza preventive messages can be incorporated in news and feature stories. Find representative print articles. Example:

Bird flu experts urge halt to wild bird trade, Reuters, March 3, 2007
www.planetark.org/dailynewsstory.cfm/newsid/40646/story.htm

ASK participants the following questions:

- A renewed scare of avian influenza in Hong Kong could spark calls to halt a religious practice. Reading the story, can you spot what it could be?
- Scaly-breasted munias are not migratory birds, and neither are they found in urban Hong Kong. So how did they get to the area?

WAIT for answer, then EXPLAIN:

"A study in 2006 estimated that between 500,000 and a million birds are imported for release by Hong Kong's Buddhists and Taoists every year from mainland China. These birds are mostly caught in China. They are not vaccinated, quarantined or inspected, and they were transported into Hong Kong in appallingly dirty and crowded conditions. Many of them are sick and injured."¹²

¹¹ Avian Influenza in Mongolia, Synthesis Report of Two Missions of Dr Les Sims, FAO August 2005, www.fao.org/AG/AGAINFO/SUBJECTS/documents/ai/AI_in_Mongolia.pdf.

¹² ProMED-mail, the Internet-based reporting system of the International Society for Infectious Diseases,

- The story mentions a probable path of transmission of the H5N1 virus to wild birds. Can you name it?
- Why are the scientists, in the story, advising extra surveillance on healthy-looking ducks?

Session 3

Field trip

The field trip is an important exercise to get the journalist participants out of the workshop venue to experience on-the-ground avian influenza realities in either a backyard or commercial poultry farm, wet-market or slaughterhouse (see Choosing sites in Part I).

Objectives

Through the field experience all participants will be able to

- Apply knowledge gained at the workshop sessions over the past two days in a practice setting;
- Demonstrate leadership, teamwork, communication skills and creativity.

Challenges for trainer: The trainer will be under pressure to support the respective groups in producing concrete results. In addition, the trainer has to aim to guarantee a positive working atmosphere.



Time

4 hours maximum

Trainer's preparation and field safety guidelines

- Conduct a pre-site visit at least a day before, after your logistics team has planned the preliminaries (see Logistical arrangements for site visits in Part I).
- Divide participants into groups based on their medium:
 - Group A – print
 - Group B – radio
 - Group C – TV
- Each group should not be more than five people.
- Each group should have a rapporteur to report back to the workshop the next morning.
- Make sure all groups have their necessary equipment: voice recorders and microphones for the radio group and TV cameras for television journalists and cameramen.
- Make it clear that you are expecting different angles to their stories and this is not a run-with-the-pack exercise. Stress direct observation where the reporters are a source of information if they see something happen during the visit.
- Explain that safety guidelines are applicable for all the sites. Have safety guidelines printed and handed out to the participants before they leave for the field trip (see the following material handout).



Material handout

Printout of Safety Guidelines for Reporters Covering Avian Influenza, "Avian Flu – Precautions for News Staff," International News Safety Institute, Reuters Avian Flu Coverage Safety Advisory, www.newssafety.com/stories/insi/flu.htm.

Field trip case study example

Backyard poultry farmers in Jakarta

Jakarta is on the front line in the fight against bird flu, with a citywide ban on backyard poultry coming into effect in February. Health officials have been slaughtering birds other than licensed pets and will from February 1 carry out door-to-door checks with no compensation paid for poultry found after that date.

You are conducting an Avian Influenza media workshop in Jakarta, and visiting backyard poultry farms in the city's sprawling suburbs would be ideal for your participants because of the strong news angle in the story. What should you be looking out for as possible story angles for your participants?

Possible suggestions:

- Views and quotes by Jakarta poultry owners, the women who raise poultry (Domestic chickens and ducks play an important economic role for families across Indonesia. They provide a kind of nutritional safety net for when things get tough, or a way to earn a little extra money.)
- Document the reaction of poultry owners to the ban. Did they comply? Would they have done so more readily if some kind of compensation had been offered? Did some owners circumvent the ban, and if so, how?
- Investigate whether a broad cross section of Jakarta residents think the ban is a good idea.

REMEMBER: The phasing out of large-scale production of domestic fowl (chickens, geese and ducks) raised in association with high concentrations of humans is considered an eco-health approach to preventing the spread of the H5N1 Highly Pathogenic Avian Influenza virus.

DAY THREE

Objectives and discussion topics

On the final day, the trainer leads all the sessions and encourages the participants to generate a large number of diverse ideas and responses through a series of discussions, building on the knowledge they have acquired over the past two days.

Session 1

Discussion of field trip coverage and group presentations

Objective

At the end of the session, the participants will come to an understanding that central to their task is conveying accurate information on avian influenza to communities who have a legitimate concern to know whether or not they are at risk, and if so, what the nature of the risk is, and what they can do about it. The session will also focus on what constitutes effective reporting and good stories to attract and hold reader interest.



Time

2 hours preparation by groups; 1.5 hours presentation

Equipment needed

- Laptop with audio-editing program to mix MP3s from radio group;
- Powered computer speakers;
- RCA cables or S-Video cables for routing video from video-cameras to LCD projector for TV group; and
- Extra flipcharts for print group/groups.

Informal room layout

Make sure you as the trainer make allowances for an informal layout for this session. Groups might prefer work in small clusters.

Trainer's preparations

- Provide refreshments in the room, so that the participants will be able to work through the preparation without disruption.
- Make sure all the groups have their rapporteurs to present their stories to the workshop.

Presentations

As the group rapporteurs present, the trainer should make notes of the story structure on the flipchart. These notes can form the basis of comments that s/he may want to use later.



Seeking peer comments

Ask participants to comment on their colleagues' work, with the trainer facilitating. Participants should feel unrestricted and that they are free to be open in an atmosphere of mutual respect and acceptance. Ground rules are laid out by the trainer.

What makes a good AI story?

The following are points for the trainer to look out for when participants in their groups make their presentations:

- Does the reporter translate technical information into lay language that encourages protective behaviours? And that takes into account the key preventive messages?
- In the interviews, does the reporter attempt to gauge the interviewees' level of AI awareness or ignorance?
- Is there reference to children in the story? Do adults know how to protect children from AI?
- How is the journalist reporting on the public or farming community's ability to cope with the uncertainties of an AI outbreak – is it fear-mongering or is s/he offering positive behavioural change suggestions?
- The political response to an AI outbreak can foster a spirit of public collaboration and solidarity that tangibly contributes to outbreak control – how is the journalist reporting on this?
- How is the reporter articulating the concerns of an anxious public? Are the interviews accurate? Is the presentation balanced?
- Is public anxiety translated into a desire to take personal action, and is information in the journalist's story shaping this action in a positive way?
- Reporters, too, can become emotionally engaged during an outbreak and are often conscious of their role as participants in a human crisis. They can be motivated by a sense of duty – a desire to improve society and serve the public good. In a time of crisis, information may be the only thing that helps protect the public from harm. For all these reasons, reporters seek to uncover the truth and will not tolerate being misled or lied to by officials. Are these issues reflected in the stories?
- Is it an investigative journalism piece, trying to uncover intelligence that the authorities are trying to hide?

Session 2

Discussion: Ethical reporting on children as regards avian influenza

This session encourages participants to report on people, especially children, with sensitivity, to prevent the emergence of any kind of ill treatment of or discrimination against those who have been affected by avian influenza.

Objective

At the end of the session, participants will reach an understanding that the perceptions and perspectives of reporters and editors on the one hand, and readers and other members of the public on the other, are different. News professionals are motivated chiefly by a desire to get the news and publish it. Other people, especially parents, are more likely to react personally, imagining how they would feel as their children become the subject of a story. In weighing matters of privacy, an effort should be made by journalists to bring that personal perspective into the equation.



Time

1 hour



Material handouts

- Human Influenza Cases A (H5N1) by Age Group and Country – Latest Graphs
www.wpro.who.int/NR/rdonlyres/299B9BDC-67D8-40AC-81BE-0BC8D38E296A/0/S2.jpg
- UNICEF’s ethical guidelines on protecting children, “Ethical Guidelines, Principles for ethical reporting on children,” UNICEF,
www.unicef.org/media/media_tools_guidelines.html.

Trainer’s topics for discussion

- Avian influenza is already affecting the lives and livelihoods of families and children in affected areas. The bird virus has so far disproportionately affected children’s health and survival.
- Children account for about half of all reported human cases and one third of deaths from avian influenza to date (**refer to the graph in the handout noted above**).
- While it is not known why the virus is infecting so many children, one potential explanation may be that children, especially girls, often care for domestic poultry by feeding them, cleaning pens and gathering eggs. Children may also have closer contact with poultry as they often treat them as pets.
- If the virus adapts to humans and passes easily between people, there is likely to be a massive human outbreak affecting every country in the world. Children’s lives and family security will be seriously threatened since a pandemic would disrupt every aspect of normal life.

Questions to participants for feedback

- If you're reporting on avian influenza from the perspective of bird-to-human transmission, children are an integral part of this story. So how do you report on them?
- There's always the risk that if you identify them or publish children's pictures, their friends and neighbours could discriminate against them when they recover and go back home from hospital. Give a personal example of this, if possible, such as:

"My personal experience in Indonesia was when a teacher asked a parent to transfer her child to another school when the kid's classmates stopped playing with her, after she recovered from Avian Influenza and came back home from hospital."

Discussion for participants to examine a child's rights from the following different perspectives

- **"Double-edged sword"** involving the child's right to privacy versus the public's right to know.
- **Reporting hearsay.** Some media rely on interviews with third parties, including neighbours, to obtain details about avian influenza victims. However, such hearsay interviews often cannot be relied upon for accuracy and can invoke additional trauma for affected families.
- **Filming and photographing funeral scenes of AI victims (especially of children in Indonesia).** Does the steady diet of these disturbing images portrayed in broadcast and print media contribute to individual and collective desensitization to the personal tragedy that avian influenza wreaks on families and communities?

Session 3

Discussion: Safety while covering avian influenza

Reporters covering local funerals of avian influenza victims and poultry culling operations are usually general beat reporters who didn't sign up for ultra hazardous duty. Now the press corps is starting to worry. This session aims to address their safety concerns.

Objectives

At the end of the session, participants will know and understand the field safety guidelines and minimum precautions that need to be taken when covering AI outbreaks.



Time

1.5 hours



Material handouts

- WHO Influenza Pandemic Handbook for Journalists. This 756kb pdf document can be downloaded from www.who.int/mediacentre/news/new/2005/nw08/en/
- Print out of safety guidelines, handed out before field trip from the News Safety Institute, available at www.newssafety.com/index.htm

Trainer's remarks

- The News Safety Institute in Brussels has issued general guidelines to reporters, such as advice to avoid direct contact with any poultry, especially sick or dead poultry or places where they have likely contaminated things; to wash hands often and definitely after any potential contact; to consider wearing personal protective gear such as masks or gloves; be aware of flu-like symptoms near a potential exposure for at least 10 days. The risk of human infection after exposure to highly pathogenic avian influenza (HPAI) is extremely low; however, the infection is often lethal.
- WHO's advice, in the Handbook for Journalists, is highly important:
 - "Because the influenza virus is highly infectious, the role of personal hygiene may be important in reducing disease spread."
 - "Populations should nonetheless be repeatedly informed about the need for frequent hand-washing with soap and water, as well as of the need for 'respiratory hygiene', i.e., covering your mouth when coughing or sneezing, and the careful disposal of used tissues."
 - "Mask wearing by the general population may not have an appreciable impact on slowing transmission, but should be permitted, as this is likely to occur spontaneously."
(Quoted from WHO's Influenza Pandemic Handbook for Journalists, pp. 9 -10)
- It is doubtful that many reporters know these guidelines; regardless, they present problems. People who have no protection are not thrilled to talk to reporters wearing masks and gloves. While facemasks are deemed as standard protection gear, many journalists complained that villagers often didn't want to talk to them if they wore one.

Optional: Ask participants to analyze: MEDIA-INDONESIA: Reporters Get the Bird Flu Jitters', Inter Press Service, June 22, 2006 www.ipsnews.net/news.asp?idnews=33733

Questions

- How can you relate to the fears expressed by reporters interviewed for this story?
- Are you afraid you could “pass on bird flu” to your elderly parents or children when you return home from the field, especially after having covered an outbreak?

Response and discussion

- How can news teams cover flu outbreaks in relative safety? How might they avoid contamination of themselves and, on return to base, their newsrooms?
- Some decisions on health and safety of news teams need to be made by editors, for instance:
 - If an editorial decision is made for journalists to report or film at the site of an outbreak, reporters must wear protective clothing — plastic overalls, surgical gloves, N95 face masks, over-boots, protective glasses, wipes. These must be provided by the media organization. Disposable items should be destroyed (burnt) after use; more permanent items like glasses should be washed thoroughly in hot water and bleach.
 - TV camera equipment and bags should also be covered in transparent plastic, where possible, which is destroyed afterwards; alternatively, equipment should be cleaned with disinfectant. Journalists also need to ensure that tripods, microphones, etc., are equally protected, but it is accepted that trying to cover or uncover a tripod is difficult and time-consuming. Cameramen could therefore simplify by using covered mini-DV cameras (without tripod) and no sound bag when shooting possible infection sites.
 - Interviews, if possible, should be done off site.
- Do you agree with these proposals? How do you want them improved?
- Does your media organization have any safety guidelines? If it does, can you share it with the workshop?
- If you are asked very often by your news editors to report AI stories from the field, what incentives must management offer in order to make you feel safe when carrying out your duties?

Closing the workshop

It is important to consider how to close a training workshop. Often, this step is overlooked due to time constraints. In addition, some trainers feel that the evaluation serves as the closing activity. However, closings are different from conducting an evaluation of the programme. They provide a way to summarize the training content as well as an opportunity to close out the emotional aspects. Done well, they help participants draw a boundary between the training and the rest of their lives and prepare them for the re-entry process.

The close of the workshop can include an official closing ceremony, with an invited representative from the donor organization and/or invited officials from either the Ministry of Public Health or the Ministry of Agriculture's Livestock Department as guests of honour. If guests are invited, ask them to prepare short speeches about the importance of the workshop and their expectations of how participants would use their new knowledge in their further coverage of avian influenza.

Reach closure on the content of the training

Participants should experience a sense of closure with regard to the content of the training. One way to do this is:

- Get a volunteer to take down the cards, stuck on a flipchart in the room, with the participants' expectations.
- Have the volunteer read each card out loud.
- The trainer then reviews the expectations from the beginning of the training and asks if all have been met.
- The trainer answers any lingering questions or concerns.

Follow-up. If resources are available, explore opportunities for networking and maintaining links with the journalists through telephone and email, identifying relevant information, new angles and opportunities for reporting.

Reach closure on the emotional component of the training

Trainings where there has been a lot of personal sharing or where participants have formed strong emotional bonds need closure to give a sense of completion.

Examples of ways to put some closure on the emotions that were generated by the training include the following:

- Take a group photo.
- Have participants stand in a circle holding hands and say one thing they have appreciated about the other participants.
- Give participants an opportunity to plan a reunion or another time to get back together (again, this is most appropriate for groups that have met over time or where deep bonding has occurred).
- Give certificates of participation or completion.

Evaluating the workshop

It is important to give participants an opportunity to provide feedback on the content of the training, the trainer(s), and the logistics of the training. While the evaluation forms should be filled out prior to the closing of the workshop, they should be reviewed later. Many trainers feel that it is important to wait at least some amount of time before looking at training evaluations. Right after a training, you may feel somewhat vulnerable, so try to wait until the next day, at the earliest, to review the evaluations.

Ideally the evaluation should determine the following:

- Whether participants have met the learning objectives; and
- Whether their individual knowledge of AI has increased after the workshop.

When reading the evaluations, remember that feedback is a gift. Most gifts come from well-intentioned people but not all of them are on target.

Read each evaluation carefully, and then review them for themes. Trainers learn most from the reactions of the majority of the participants, rather than focusing on one or two comments. Although “outlier” comments can be helpful, most often they say more about the participants than about the trainer or training.

REMEMBER, the evaluation should capture “lessons learned” from the workshop to transfer to future trainings.

The following page is a sample of an evaluation form that participants should fill in before the end of the workshop. Allocate 20 minutes after the last session for evaluations.

Evaluation of equipping journalists for accurate reporting on avian influenza and the H5N1 virus

- 1 What is your position in your media organization?
- 2 What part of this training did you find most useful to you and why?
- 3 What is the overall benefit you got from this training?
- 4 How will this training help you in your future work?
- 5 What is the most important message on avian influenza prevention that you got from this training, and how would you disseminate it to your readers, listeners or viewers?
- 6 Can you comment on the participants? Were they responsive and interactive enough?
- 7 Who was the participant that contributed most to the workshops?
- 8 Can you comment on the handouts and information materials that were included in your kit? Are they adequate, and how can we improve them?
- 9 What are your impressions of the lead trainer?
- 10 What are your impressions of the co-trainer?
- 11 If we have another avian influenza training, how can we make it better?
- 12 What follow-up from our part do you want to see from this training?
- 13 Please give your comment on the logistics for this training.
- 14 Other comments.

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