



AGENCY FOR  
PEACEBUILDING



# TRAINING OF TRAINERS ON PEACEBUILDING FOR SOMALI JOURNALISTS

## Event Report

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August 2023

## IN PARTNERSHIP WITH:



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## WITH THE SUPPORT OF:



## ABOUT THE AGENCY FOR PEACEBUILDING

The Agency for Peacebuilding (AP) is a non-profit organisation whose mission is to promote conditions to enable the resolution of conflict, reduce violence and contribute to a durable peace across Europe, its neighbouring countries, and the world. AP is the first Italian organisation specialising in peacebuilding. This allows us to occupy a unique role in the European landscape: on the one hand, we interpret and synthesise relevant topics for the benefit of Italian agencies and institutions working on peace and security; on the other, we highlight experiences, capacities, and resources specific to the Italian system, which can contribute to the resolution of violent conflict.

## ACKNOWLEDGEMENTS

The report was written by George Okinyi, Prestige Support Center, and Bernardo Monzani, Agency for Peacebuilding. The Prestige Support Center was responsible for designing and delivering the training of trainers, and the report captures their experience. The report also includes a section evaluating the event against several indicators of success. AP extends its gratitude to George and all his colleagues at the Prestige Support Center for the insights presented in this report, and to all training participants for their willingness to provide feedback.

The views expressed in this report are those of its authors and do not necessarily reflect those of AP's partners and donors.

*Cover Photo: Participants to the Training of Trainers (Source: HANAHR).*

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# SUMMARY

The Prestige Support Center conducted a three-day training workshop targeting 20 Somali journalists in Mogadishu, Somalia, from July 10 to 12, 2023. The general objective of the training was to strengthen the capacities of the journalists with knowledge, capacities and skills on conflict-sensitive reporting. The training thus focused on conflict dynamics, and awareness so as to foster or mitigate violence, and it adopted an adult learner-centred and facilitator-led approach, which also included sample news modelling and analysis, presentations and group work. The participants were drawn from journalists who are already working in different media stations in Somalia.

The training was divided into five topics to fully achieve objectives. Under the introduction to conflict and conflict transformation, the trainees demonstrated visible knowledge and skill in understanding different types of conflict, gaining knowledge on conflicts and how the media frame conflict, while giving examples on local context; the nature and functions of conflict, causes of disputes and conflict as well as conflict analysis using different tools available under conflict mapping framework. Other areas covered included types of power, and conflict transformation and processes, including prevention and resolution. The participants now better understand conflict resolution processes including, but not limited to, use of force, negotiation, mediation, arbitration and resolutions and what the media can do to support each process. Within the topic of conflict stereotypes and ethical reporting, the participants can now demonstrate knowledge in understanding the meaning of stereotype, having been exposed to examples from Nazi Germany and the Rwandan genocide.

Additionally, under the topic on how to cover violence, transitional justice and trauma, the participants were skilled on good practices of media coverage to violence, transitional justice and trauma. Moreover, knowledge and skills were provided on gender-sensitive media reporting, and especially on the subject of what gender-sensitive reporting should look like. A sample news was provided and the participants asked to critique based on gender-lenses.

At the end of the training an evaluation was conducted using feedback forms and Kirkpatrick's four levels of evaluation model. The majority of respondents indicated overwhelming satisfaction with the training, while on the use of Kirkpatrick's model, participants' reaction, learning and behaviours showed significant changes. While higher results will be measured and evaluated with time, the training was thus declared successful.

# INTRODUCTION

Between July 10 and 12, 2023, the Prestige Support Centre Conducted a three-day training of trainers (ToT) for 20 Somalia media practitioners who are already working in different media stations across the country. The aim of the training was to equip these journalists with knowledge and skills on conflict-sensitive reporting modelled through five topics; (i) Introduction to conflict and conflict transformation; (ii) Conflict, stereotypes and ethical reporting; (iii) Reconciliation and dialogue programming; (iv) How to cover violence, transitional justice and trauma; and (v) Gender-sensitive reporting and programming. Each topic was underpinned by a strong case study and in-depth analysis covering three learning models (theory, analysis and practices).

The ToT is part of a larger project entitled “[Somalia Media Hub for Peacebuilding and Human Rights](#)”, which is being implemented by the Horn Afrik News Agency for Human Rights (HANAHR) and the Agency for Peacebuilding (AP). The project, which has the overall objective of supporting the country’s transition from war to peace, is funded by the Institut für Auslandsbeziehungen (IFA), under its *Zivik* funding programme. This it will do by engaging a small group of journalists and increasing their knowledge of peacebuilding issues, thus helping to create stories that can highlight the positive changes taking place in the country.

The training was delivered in Sahafi Hotel in Mogadishu. A total of two trainers were involved in the facilitation while one technical support consultant was used to assess quality assurance. The sessions adopted an adult learner-centred approach characterised by providing thematic discussion points at the beginning of the training, the inclusion of a case study, asking questions and receiving feedback before doing presentations. In pedagogy, this process is deemed appropriate as it fosters strategic thinking, and emphasises answers delivered from the learners while at the same time providing the basis upon which other responses are corrected.



## OBJECTIVES AND FORMAT

The overall objective of the training was to strengthen the capacities of participating Somali journalists with knowledge and skills to foster conflict-sensitive reporting focusing on conflict dynamics, and awareness to can foster or mitigate violence. The specific objectives were to:

- (i) Equip the trainees with skills to understand conflict and conflict transformation;
- (ii) Provide comprehensive analysis around conflict, stereotypes and ethical reporting;
- (iii) Demonstrate how the media can be used in reconciliation and dialogue programming;
- (iv) Render skills on how to cover violence, transitional justice and trauma; and
- (v) Provide framework for gender-sensitive reporting and programming.

The training adopted the following methods and approaches for content delivery: Facilitator-led, Sample news modelling, Frontal presentations, Sample news analysis and critique, Group work and presentations, and Questions and answers.



Photo: Facilitator leading group discussion (Credit: HANAHR).

## DESCRIPTION OF PARTICIPANTS

A total of 20 journalists participated to the ToT. Of these, 12 were women (60%) and 8 men (40%). The majority came from Mogadishu (10 overall, or 50% of all participants), with 5 coming from Garowe (25%) and 5 from Hargeisa (25%).

More than two-thirds of the participants were employed (70%), while a fourth worked as freelance (25%)<sup>1</sup>. Most of them were experienced, with 75% indicating having more than two years of experience (and 50% indicating having more than five years).

In terms of media type, most of the participants worked for radio outlets (40%), followed by online or web-based outlets (25%) and TV (15%). One participant noted working for different types of outlets, and none for print outlets<sup>2</sup>.



Photo: Participants to the Training of Trainers (Credit: HANAHR).

<sup>1</sup> One participant (5% of total sample) did not provide an answer.

<sup>2</sup> Three participants (15% of total sample) did not provide an answer.



# DAY 1 OVERVIEW

This being the first day of the training, a lot of activities took place. These included: general introductions from the facilitators and the participants themselves; expectations setting; and rules. Rules included: respecting each other's' opinions, keeping phones in silent mode, being polite and avoiding interruptions, and respecting given time.

The training then began by looking at the term "conflict". The participants were provided with different pictures exhibiting different kinds of conflicts and they were told to define or characterise these conflicts. The common types of conflicts the training focused on included: violent, ideological, intellectual, interpersonal, inter-group and intra-group. Other types included: role conflict, leadership conflict, relationship conflict, and value conflict. The nature of conflict was then elaborated on including both positive and negative conflict. And the facilitator enumerated functions of conflicts, including:

- Conflict helps establish our identity and independence.
- Intensity of conflict demonstrates the closeness and importance of relationships.
- Conflict can build new relationships.
- Conflict can create coalitions.
- Conflict serves as a safety-valve mechanism that helps to sustain relationships.
- Conflict helps parties assess each other's power and can work to redistribute power in a system of conflict.
- Conflict establishes and maintains group identities.
- Conflicts enhance group cohesion through issue and belief clarification.
- Conflict creates or modifies rules, norms, laws and institutions.

The following part of the session covered conflict analysis. The participants were thus skilled on how to conduct conflicts analysis and specifically how to do conflict mapping using different kinds of tools through a holistic process. To understand how to conduct analysis, they were skilled on different kinds of power in conflict, which determine relationships such as: positional power; relational power; power of force; power of status; and power of a group.

The conflict transformation processes the training adopted reflected the following diagram:



The last topic of the day was conflict stereotype. Under this aspect, the training began by looking at what conflict and stereotype entail, first by defining stereotypes, then defining then the role of stereotypes in conflicts. And thereafter building the nexus between the two and the role of the media within these interlinkages. This was specifically done using Rwanda’s genocide as a case study, where Tutsis had been called “inyenzi” (cockroaches).

## DAY 2 OVERVIEW

The training started by a recap of the previous day's training activities. Thereafter the facilitator gave the participants an opportunity to ask questions from the previous day activities, especially on areas they did not understand best. Thereafter the facilitator began by providing different conceptual and methodological definitions of “reconciliation” and “dialogue”, and by looking at different frameworks which have been used over the years to characterise reconciliation and dialogues.

The participants were skilled on what reconciliation entails according to the following module units:

- Elements of reconciliation and dialogue;
- The role of the media in the reconciliation process (the “what”);
- Concepts of reconciliation and dialogues programming (the “how”);
- Media context (hardening, polarization, debate);
- Actions, not words/ Images and coalitions; and
- Factors that hinder effective media role in reconciliation and dialogue building.

These topics were delved into deeply via extensive explanations, questions and feedback and reflections. Under the second day, time was also given to discussing the topic of how to cover violence, transitional justice and trauma. Several elements were covered as standalone to provide extensive and exploratory study. These included transitional justice and media (including underpinnings of transitional justice), and trauma and media coverage (including the characteristics of depression, anxiety and other mental health disorders, and their significant impact on people's well-being).

## DAY 3 OVERVIEW

The third day training began again with a recap of the previous day training. This was followed by a 30-minute presentation of the research completed under the project, which looked at the present-day contributions of Somali media to peacebuilding and the challenges and opportunities that media face in increasing their role supporting the transition. Barnardo Monzani, AP's Head of Monitoring, Evaluation and Learning and one of the research's authors, led the presentation, which was completed through Zoom.

The training then moved on, with the facilitators taking the participants through an appropriate definition of gender-sensitive reporting, with special emphasis on the fact that reporting must take into account the different gender needs and gender voices. After the introductions, the participants were given a sample report to critique before the training went into full delivery. The training focussed on the following key issues as critical in paying attention to the gender sensitive reporting:

- Language: this should be gender inclusive;
- Speakers and citations: journalists should consider the opinion of women and men as well;
- Tell the story in a gender-sensitive way: journalists must be sensitive to the aspirations of both genders;
- Visual representation of women in the media: journalists must provide women with equal visibility in voice;
- Who tells the story: journalists should ensure that both women and men report on gender and women's issues, not only women; they should build gender awareness and sensitivity into all reporting requirements; and recognise gender as an important factor.

Lastly, the training focused on sample news modelling and analysis. To exercise critiquing news items, the participants were given a specific subject and told to report in the way they would consider appropriate for the news media. Issues identified included the choice of words, the characterizations of events, the presentation of actors, gender inclusivity and photographic sensitivity. Participants were also provided with various samples of news items and told to critique them using best practices under a conflict-sensitive reporting. This enabled them to identify some silent but powerful words, which are often under-looked yet hold very powerful connotations in the media context. Lastly, participants were also asked to review their past reporting and identify if they could pinpoint a situation where the reporting fell short of the good practices being described in the training. This provided a powerful comparative analysis and prompt feedback, which was very foundational to the issues affecting peacebuilding in Somalia.

# EVALUATION

The evaluation of the training looks first at the measurement of project-level indicators of success and the feedback of the participants (as collected through post-training questionnaires), and then at other planning and logistical considerations.

Within the logic of the project, the ToT sought to contribute most directly to the first outcome (“Journalists’ stories are going to be more conflict-sensitive and speak more effectively of the diverse experiences of Somalis living through conflict”) by increasing their knowledge of peacebuilding and their skills for conflict-sensitive reporting. The related indicator was defined as follows:

*Percentage of journalists and media professionals trained who: (i) say that they gained new and relevant skills; and (ii) confirm that they are using their newly acquired skills in the professional (day-to-day) settings.*

Asked whether they agreed, from “1 (not at all)” to “5 (completely)”, with the statement that they learned news skills and knowledge through the training, 80% agreed (choosing either “4” or “5”). Asked then whether they agreed with the statement that they will be able to use the new skills and knowledge they gained in their work, 90% agreed.

Another indicator of success was the following:

*Percentage of participants who say that they have formed bonds with fellow participants, and with CSO representatives.*

Asked whether they agreed with the statement that the training helped them to see and appreciate different points of views, 85% agreed.

These are very positive measurements, suggesting that the training met its objectives. This conclusion is further confirmed by other data from the questionnaire. For example, asked whether they liked the content of the training, 85% of participants answered “Yes, a lot”. And asked how effective they found the facilitators, 75% said “Very effective”.

Lastly, participants were asked what they liked the most about the training, and here are some of the answers:



*“Stereotype, dialogues and reconciliations topic was good for me”.*

*“Peacebuilding and media were deeply explained”.*

*“The levels of interactions especially questions from the facilitators”.*

*“Interactions with fellow journalists”.*

On the planning and logistical side, the training was well organised, but some challenges were encountered. The first was on branding and communication, which was not done very clearly at the beginning, though this was also corrected during the training itself. Secondly, while the participants represented the right target group, they all noted having previous experiences participating in similar trainings. In the future, such opportunities could be designed to involve those who never had previous chances, something that could also be done by engaging journalists’ associations. Lastly, clear feedback received from participants is that trainings such as this one should also involve clan elders.

# CONCLUSIONS

The training has demonstrated visible outcomes, some immediately measurable and others likely to be recorded through long-term measurement. It has provided both theoretical and practical skills on what conflict are about and different characterizations and manifestations of conflict, both in general and also as this specifically happens in countries, like Somalia, undergoing turmoil and emerging from violent conflict. The training effectively underscored different manifestations of conflict, and conflict transformation methods and approaches, which specifically focused on how the media can avoid stereotype in news gathering, analysis and dissemination.

All the training modules have been undergirded by practical experience, using case studies, samples and result-based approaches. The trainees were evaluated and the results show different reactions that underline successful outcomes, including many that are less easy to measure, but evident to the facilitator: a burst in self-esteem, the ability to identify errors in previous reports and an eagerness to apply the learned skills.

Importantly, the success of the training can be increased by addressing the few challenges identified, including the engagement of journalists' associations and a greater attention to media visibility, and by simply replicating it, which are natural recommendations for any future endeavour. Additional recommendations were made by participants and are hereby presented as shared by them:

Prestige should conduct similar training again.

*Consider involving opinion leaders (traditional and religious leaders) at the grassroots who are not journalist but hold significant sway in information.*

*Train journalists in their region to address local context.*

*Involve many journalists.*

*Give more training days and do it more often.*

*Create chances for interaction between Somali journalists and their counterparts from places like Kenya.*



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