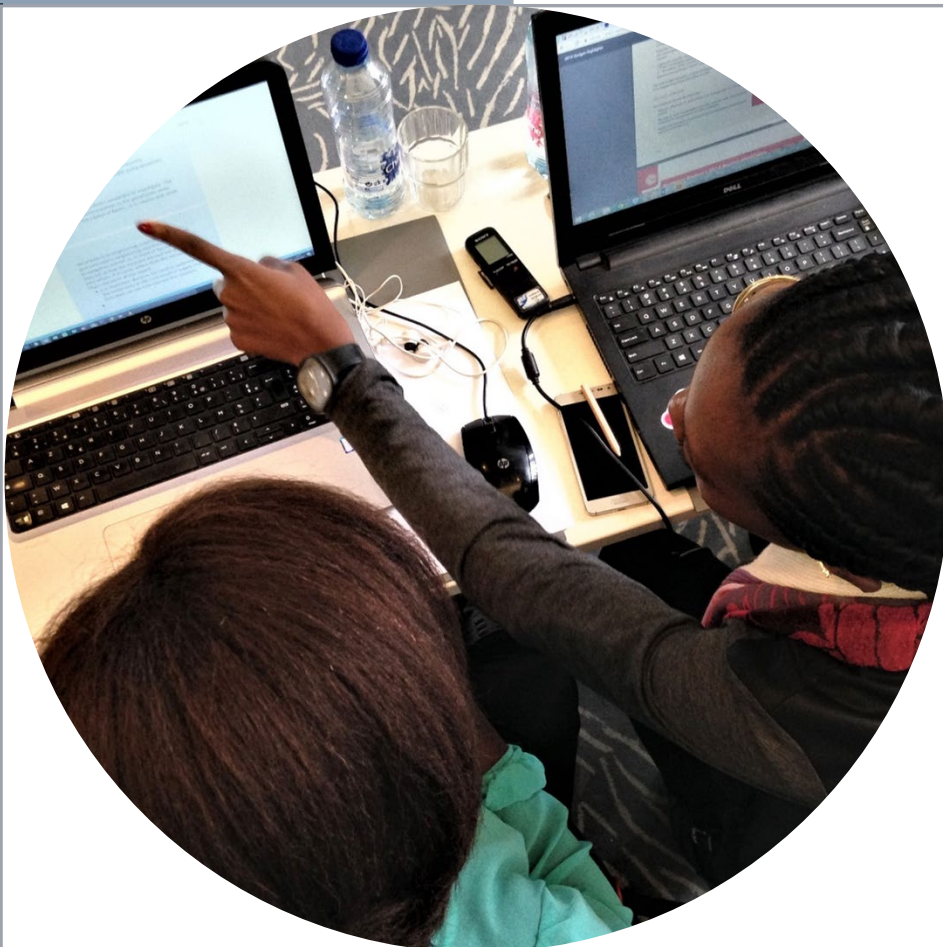


Assessment of Journalist Training in Family Planning and Reproductive Health



March 2022

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Abbreviations

D4I	Data for Impact
DHS	Demographic and Health Surveys
ECHO	Evidence for Contraceptive Options and HIV Outcomes
FP/RH	Family Planning and Reproductive Health
GBV	Gender-Based Violence
HC3	Health Communication Capacity Collaborative
ICFP	International Conference on Family Planning
ICPD	the International Conference on Population and Development
PACE	Policy, Advocacy, and Communication Enhanced for Population and Reproductive Health
PRB	Population Reference Bureau
PRH	Office of Population and Reproductive Health
USAID	United States Agency for International Development

Executive Summary

Purpose and Background

This is the final report of an assessment for trainings of journalists and youth advocates in family planning and reproductive health (FP/RH) conducted by projects funded by the United States Agency for International Development (USAID) Office of Population and Reproductive Health (PRH) 2014–2020. D4I assessed recent journalist trainings to better understand how future training initiatives should adapt to stay current within the continuously changing communication and media landscapes.

The Population Reference Bureau (PRB) conducted most of the PRH-funded journalist trainings through their flagship Women’s Edition workshops and their Youth Multimedia trainings. ICF International also delivered PRH-funded journalist training under The Demographic and Health Surveys Program (DHS). Women’s Edition trainings targeted women journalists from all professional levels interested in covering health and development stories and representing diverse media in developing countries. Youth Multimedia trainings targeted youth advocates within youth-led organizations who were passionate about population dynamics and reproductive health. DHS trainings targeted journalists interested in reporting on DHS surveys.

This assessment aimed to provide programmatic recommendations based on a complete view of the trainings from the perspective of the implementing organizations and trainees.

Assessment Questions

The assessment was designed to:

1. Assess the outcomes of USAID-funded journalist training in FP/RH and population health from 2014 through 2020, as shown from project documentation and from the perspectives of program participants and implementors
2. Study training successes, to determine what it was that made specific training activities successful, how they can be further enhanced, and how elements that worked less well can be improved
3. Provide recommendations for improving the training projects and ensuring that the trainings are relevant, given the changing media landscape

Methods

This multi-method assessment was conducted between March 2020 to June 2021 and consisted of four quantitative and qualitative components:

1. Desk review of training-related materials. The team reviewed hundreds of documents, including participant lists, stories published by participants detailed curricula of all trainings, and more.
2. Social media analysis of over 2,000 tweets posted by training participants before and after trainings
3. Online survey of training participants (n=84 participants in the three types of trainings combined)
4. Key informant interviews and a focus group with several individuals affiliated with the design and implementation of the trainings

Findings

A total of 624 individuals were trained during the period 2014–2020 through PRH-funded training activities. About 46 percent of PRH-funded trainees were male, 52 percent female, and 2 percent unknown. About a third of these trainings were delivered in West Africa, a third in East Africa, and the rest in South Asia, Europe, the United States, the Caribbean and virtually. The following table summarizes trainings and

participants. During the same period, DHS conducted 16 journalist trainings, each in a different low- or middle-income country (LMIC).

Program Name	Number of Trainings	Number of Participants	Gender		
			Male	Female	Unknown
PRB Women’s Edition	8	119		119	
PRB Conference Groups, Country-Level Support, and Podcast Project	8	97	31	66	
PRB Youth Multimedia Campaigns	3	31	13	18	
ICF DHS	16	377	244	123	10
TOTAL	35	624	288	326	10

With PRB guidelines, facilitators created each Women’s Edition training around a family planning or reproductive or maternal health topic relevant to localities and interests. They explored technical information about contextualized themes in each training, along with facilitating skill-building activities on how to interpret and report on data. The baseline curriculum for the program covered topics such as why data matters, basic math for understanding data, sources of public-health data, the language of public health data, and using data to tell a story.

The Youth Multimedia Fellowship trainings focused on skills to build content and to create innovative digital campaigns using accessible technology such as mobile phones and social media platforms. Training content covered advocacy campaign strategy, multimedia product development, videomaking, social media use, and partnership/coalition building. Trainers taught these skills within the context of reproductive and maternal health themes such as youth-friendly family-planning services, female genital cutting, child marriage, gender-based violence, fistula prevention, and maternal health.

DHS journalist trainings familiarized participants with key findings from newly published country DHS results and provided content on how to read DHS tables to identify specific data points, patterns, and trends. Trainings also included instruction on basic math and statistics skills, as well as how to identify and draft a story idea based on DHS data.

Review of a variety of PRB and DHS documents including, for example, workplans, training reports, and training evaluations; supplemented by other data sources, show positive outcomes in quantity and quality of reporting on FP/RH issues. Other elements of this assessment also suggest that all trainings were well organized, well delivered, and served an important purpose.

Social media analysis shows more tweets posted by training participants post training, compared to before they were trained. Several tweets became viral (retweeted more than 50k times).

The assessment has several limitations, most importantly a low response rate. The primary limitation of the desk review was inconsistency in comprehensiveness and type of documentation provided to the assessment team. However, respondents provided sufficient information to understand the scope and reach of the trainings.

Recommendations

Overall, our findings suggest that journalist training such as those assessed here have merit and are a good investment. We recommend continued flexibility and creative solutions to optimize virtual training in the wake of the COVID-19 pandemic.

Several areas may be improved as the training programs move forward:

Women's Edition

1. Use past trainees as trainers
2. Create more partnerships between trainees and editors
3. Revise PRB outcome and output level indicators
4. Maintain focus on more advanced investigative reporting tools to improve complexity of reporting
5. Develop curriculum on professionalizing social media use to extend reach and impact of stories
6. Communicate post-trainee mentorships available, including peer-to-peer mentorship

Youth Multi-Media Fellowship

7. Allow PRB to have a two-year workplan to provide flexibility in financial programming
8. Increase budget to expand program
9. Provide certificates of completion
10. Revise synchronous sessions for greater participant interaction and engagement
11. Publish Youth Multimedia curriculum as a resource on PRB's website

DHS

12. Invest time and funds in follow-up with journalists after training to support them as they use learned skills
13. Increase length of training
14. Ensure transition of core curriculum into asynchronous online learning modules
15. Include additional content on family planning

Introduction

This assessment reviewed training of journalists in family planning and reproductive health (FP/RH) that was conducted by projects funded by the United States Agency for International Development (USAID) from 2014 through 2020. The literature shows that training journalists on health issues can result in more frequent and better reporting on these issues.^{1,2} For over 20 years, projects from the USAID Office of Population and Reproductive Health (PRH) have trained journalists on reporting of FP/RH and population-health issues. PRH believes that by improving journalists' skills to understand and interpret events and data related to FP/RH and gender issues, the journalists will be able to better report on these issues and thereby increase public dialogue and action.

The Population Reference Bureau (PRB) has conducted the bulk of the PRH-funded journalist trainings, principally through its flagship journalist training program, Women's Edition. This program brings together competitively selected women editors, reporters, and producers representing diverse media in developing countries who examine and report on pressing issues affecting women's health and status. PRB designed the program to strengthen and expand coverage of women's health, development, and population issues in print and broadcast news media. This includes increasing the frequency and prominence of coverage, using data correctly, and emphasizing women's perspectives.

In addition to the Women's Edition program, PRB has also conducted numerous regional and country-specific trainings for all types of journalists, both male and female, with a similar focus to Women's Edition. PRB also runs the Youth Multimedia Fellowship program, which equips youth advocates with skills to create innovative digital campaigns, tell compelling population-health stories, and build movements for policy change within their countries.

Another project in PRH that has conducted training for journalists is the Demographic and Health Survey (DHS) implemented by ICF International, which provides workshops for journalists in developing countries in conjunction with the publication of results from new DHS rounds. Monitoring and evaluation activities of the PRB project and ICF International show positive outcomes, in quantity and quality of reporting on FP/RH issues.¹

The media landscape has changed significantly in recent years. For instance, digital media have gained a stronger and broader foothold, despite the continued influence of newspapers, radio, and television on audiences in developing countries. New types of journalists, such as bloggers and podcasters, have also emerged. Given PRH's investments in this area and the continuously changing communication and media landscape, PRH was interested in assessing the various training programs that have been supported, with a view to better understand how future trainings should adapt to changing needs and realities. These goals drove this assessment.

Assessment objectives

The assessment focused on successes/highlights of various training programs, as well as ways to improve trainings and help them better respond to the needs of journalists and youth advocates. It aimed to assess the progress and outcomes of the training interventions and generate evidence to improve the training programs.

1 Mesce, D. (2018). Women's Edition. Population Reference Bureau. Retrieved from: <https://www.prb.org/womens-edition/>

2 The International Conference on Family Planning. (2022). Retrieved from: <https://icfp2022.org/about/background/>

Specific assessment objectives were to:

1. Assess the outcomes of USAID-funded journalist training in FP/RH 2014–2020, as shown from project documentation and from the perspectives of program participants and implementors
2. Study training accomplishments to determine what made specific training activities successful, how they can be further enhanced, and how elements that worked less well can be improved
3. Provide recommendations for improving the training projects and ensuring that the trainings are relevant, given the changing media landscape

Methods

This multi-method assessment consisted of four components:

1. Desk review of training-related materials
2. Social media analysis
3. Online survey of training participants
4. Key informant interviews and a focus group of individuals affiliated with the design and implementation of the trainings

Desk review of training-related materials

PRB and ICF International provided D4I with documentation about their journalist and Youth Multimedia trainings (PRB for the period 2014–2020 and DHS 2016–2020). D4I received the documents between July and September 2020. This was an iterative process, where D4I assessed the documents received and identified gaps in documentation that PRB and DHS attempted to fill. D4I began the desk review by creating a data collection tool (Excel spreadsheet) to record all source documents by type. The spreadsheet was arranged by training with columns for types of documentation and availability. Simultaneously, the assessment team created a matrix for collecting and coding pertinent examples from the desk review documents. The matrix consists of key information needed to answer the desk review questions.

In all, the team reviewed over 600 documents. Approximately half contributed information useful for the desk review including participant lists, stories published by participants (sometimes in multiple languages or published in more than one venue), detailed curricula of all trainings, and more.

The team reviewed and recorded content of all relevant documents, ensuring no duplication. This process allowed D4I to synthesize the information provided in the documentation to meet the objectives of the desk review.

Desk Review Questions

The desk review attempted to answer the following questions:

1. Who was trained, by whom, where, and when?
2. What was the content of key domains covered in each training?

Social Media Analysis

This component of the assessment examined social media activity of individuals trained in the Women's Edition and Youth-Multimedia Fellowship training during the study period. We identified changes in the frequency and content of social media activity related to training content. We selected social media, rather than print media, because Youth Multimedia Fellowship participants are trained specifically in advocacy through social media; and added Women's Edition participants for comparison, recognizing that social media use is not an objective of the Women's Edition program. Analysis focused on Twitter data, as such data are largely publicly available. Other social media platforms, such as Facebook, protect most data behind privacy barriers that do not allow others to download posts. We determined in the assessment design phase to not proceed with analysis of Facebook data due to privacy matters. In addition, we had access to fewer Facebook accounts than Twitter handles of training participants (only 12 Women's Edition trainees provided their Facebook profiles, compared to 17 who provided Twitter handles).

Analysis of Twitter data consisted of:

1. Considering key words and phrases to identify tweets relevant to training topics including family planning, reproductive health, child marriage, gender-based violence, and HIV/AIDS
2. Analyzing trends in number of tweets six months before and after training for Youth Multimedia and Women’s Edition participants, for each time the training was offered during the assessment period
3. Identifying frequent words used in relevant tweets beyond key words used to designate each tweet as relevant for the analysis.

Study Population

Participants in PRB trainings in the period 2014–2020 constituted the population of interest. The trainee population included 86 participants in Women’s Edition and 28 participants in Youth Multimedia. We asked each participant via email to share their Twitter handles so we could access their tweets with their permission. The response rate was low; only 17 (20%) and 11 (39%) of Women’s Edition and Youth Multimedia trainees, respectively, shared valid Twitter handles. However, their tweets provided sufficient data for a meaningful analysis.

Identification of Key Words

The assessment team hosted a session with key stakeholders in PRB and USAID in July 2020 to identify candidate keywords that suggest a tweet is relevant to one or more of the identified training topics. This initial list was enhanced and refined in two ways. First, the team used an Artificial Intelligence technique called Glove to identify terms associated with the initial list of keywords. This process involved training artificial neural networks³ on a corpus, or collection of relevant text, to capture patterns and relationships among words. For the corpus, the team pulled approximately 25 reports from UNICEF, UNFPA, and WHO on topics related to FP/RH totaling over 1,000 pages. The Glove algorithm yielded additional terms such as ‘obstetric’ which was associated with fistula, and ‘condoms’ which was associated with choices. Second, the team manually reviewed, for relevance, a subset of tweets that contained words from the initial list. This process led to the elimination of several terms irrelevant to the journalist training. Examples of such terms that were dropped include ‘poverty’ and ‘survivors,’ among others. Table 1 shows the words used in identification for each section.

Table 1. Words used for relevant tweet identification

Section	Words Used
Family planning	contraception, IUD, pills, injection, condom, implant, CycleBeads, family planning, long-acting method, reversible method, contraceptive, self-administered long-acting contraceptives, contraceptive choice, informed choice, healthy timing and spacing, birth spacing
Reproductive health	access health, prenatal, postnatal, delivery, childbirth, giving birth, maternal health, reproductive health, fistula
Child marriage	early marriage, child bride, early pregnancy, adolescent pregnancy, bride price, dowry bride, Child Protection Bill, school dropout, early dropout, survivors, arranged bride, dowry lesson, dowry child, child marriage
Gender-based violence (GBV)	gender-based violence, gender violence, violence against women, intimate partner violence, family violence, domestic violence, sexual harassment, workplace harassment, sexual assault, gender assault, Sexual based violence, survivors (of violence), psychological abuse/violence/assault, honor killings, beating, culture, rape
HIV-AIDS	access health, STI, STD, sexually transmitted, HIV, AIDS, stigma

³ Neural networks are a series of algorithms that mimic the operations of a human brain to recognize relationships between vast amounts of data.

Data Collection

The assessment team used the Twitter Developer Platform as the main source of data. The team collected approximately 59,000 tweets, including 33,958 tweets from Women’s Edition trainees and 25,065 from Youth Multimedia trainees. This collection included all tweets authored by participants, regardless of relevancy. Tweets were downloaded in November 2020 and covered the period January 2014–November 2020. Additional tweets were downloaded in May 2021 from participants in the latest Youth Multimedia Fellowship training which ended in October 2020. Information was pulled about participant handles, tweets by user, number of retweets, date and time of tweets, place of tweets, number of comments each tweet received, and platform used for tweeting. Data collection and all subsequent preparation and analysis steps were performed using Python.

Data Management and Analysis

To begin, the assessment team filtered the approximately 59,000 downloaded tweets by selected keywords to obtain a list of tweets containing one or more keywords. To correctly filter the tweets, the team conducted extensive data cleaning to make it easier to search for terms. The team removed HTML special entities, usernames, tickers, hyperlinks, hashtags, punctuation, words with two or fewer letters, whitespace, and characters beyond basic multilingual. Once tweets were cleaned, the team converted all text to lower case, as Python is case sensitive. After all filtering was complete, the data set consisted of 1,337 and 488 tweets from Youth Multimedia and Women’s Edition trainees, respectively, translating into 5.2% and 1.4% of all tweets posted by participants.

The team then calculated relevant tweets in each section including GBV, Family Planning, HIV, and Reproductive Health and Family Planning for Youth Multimedia and Women’s Edition trainees. Analysis looked at the proportion of tweets in each section. The team captured trends starting six months before and ending six months after the period of training, as this period was thought to demonstrate a baseline of activity prior to training and a sufficient period of activity after training.

In addition to frequencies, the team further analyzed the content of tweets. To do so, the team generated word clouds for different training topics, to highlight the terms used most often in relevant tweets. For this activity, tweets were further processed to remove location names and ‘stop words’—common words that do not convey any distinguishing insights about a topic, such as ‘the.’

Ethical Considerations

Twitter is a public forum; unless a user’s account is private, anyone can search for tweets, find them, and download them. However, we used tweets for an assessment, and people who post tweets do not expect their tweets will be used for this purpose. Therefore, rather than searching for tweets by participant name, we emailed and asked training participants to provide us with their Twitter handles for the assessment. We only accessed the tweets of those who voluntarily gave us their Twitter handles, knowing that we would use their tweets for the assessment.

Online survey of training participants

We conducted an online survey of training participants from February–April 2021 using the Survey Monkey platform. We emailed all participants of Women’s Edition, Youth Multimedia Fellowship, and DHS trainings undertaken during the study period and invited them to participate. A total 491 email invitations were sent: 86 from Women’s Edition, 28 from Youth Multimedia, and 377 from DHS.

Three different questionnaires were developed based on findings from the desk review: one for participants in the Women’s Edition program, one for the Youth Multimedia Fellowship, and one for DHS training

participants. The questionnaires (attached in Appendix A) were short and focused on participant perceptions of the utility of the training to them, and their opinions on how the training programs can be improved and adapted to the changing media landscape. Most questions were closed, but several were open-ended to allow respondents to express their views in their own words.

Ethical Considerations

This element of the assessment was considered research with human subjects and received ethical approval from the HML IRB (<https://www.healthmedialabirb.com/>) before data collection began. Participation in the online survey was completely voluntary. There were no negative consequences for respondents who preferred to not participate or if they did not answer all the questions. The email inviting them to participate told them about the assessment, the voluntary nature of participation, measures taken to preserve their privacy and maintain confidentiality of the data, and their rights as participants. This information was repeated on the first screen of the online survey. Clicking on the survey link in the email constituted consent to participate.

Names of participants were not collected. Therefore, there is no way for the assessment team to identify specific respondents. The data files were downloaded from the Survey Monkey server for analysis. They were kept on the Palladium secure cloud server, and only the assessment team had access to them.

Response rate

Response rate for the online survey was low. For Women’s Edition, 86 surveys were sent to email addresses provided by PRB and we only received 14 responses. For Youth Multimedia Fellowship, 31 surveys were sent to email addresses provided by PRB and we received only 10 responses (six of them from female respondents). For the DHS training, 324 surveys were sent to email addresses provided by ICF. Of the emails sent, 64 bounced back and we ended up receiving 36 total responses from trainees (25% from female respondents).

Key Informant Interviews and Focus Group Discussion

The final component of this assessment consisted of a focus group discussion and key informant interviews with stakeholders. This element focused on the perceptions of people who were associated with the design and implementation of the trainings. Two focus group participants were male, all other respondents and participants were female. Table 2 lists the discussions as well as type and number of participants. Participants were all suggested by PRB and DHS based on their roles in trainings conducted during the assessment period.

Table 2. Participants in Key Informant Interviews and Focus Group Discussions

Interview or discussion and type of participant	Number of participants
An interview with a PRB staff who was involved in the design and facilitation of both Women’s Edition and Youth Multimedia trainings	1
An interview with former PRB staff who were involved in the conceptualization of the Women’s Edition program	2
An interview with a consultant who was involved in Women’s Edition design and facilitation	1
An interview with a consultant who was involved in the design and facilitation of all Youth Multimedia Fellowship trainings to date	1
An interview with an ICF staff who had facilitated most of the DHS training conducted during the assessment period	1

Interview or discussion and type of participant	Number of participants
A focus group discussion with individuals not affiliated with PRB who contributed to Women's Edition trainings conducted during the assessment period as special topic facilitators	4
Total	10

Data collection, management, and analysis

D4I emailed the individuals suggested by PRB and DHS to invite them to participate and scheduled interviews and discussions at times convenient for all. The interviews and focus group discussions were conducted by D4I staff virtually, using Microsoft Teams, in April 2021. Question guides were developed for the various types of participants (attached in Appendix B). The conversation was audio recorded and automatically transcribed by Teams with participant consent. The transcripts were coded manually to identify themes and patterns, and subsequently analyzed the synthesized.

Ethical considerations

This element of the assessment was considered research with human subjects and received ethical approval from the HML IRB (<https://www.healthmedialabirb.com/>) before data collection began. The invitation email included an informed consent script with information about the assessment, what the interview or discussion would involve, issues of privacy and confidentiality, and the rights of participants. All potential respondents indicated consent by responding to the email and expressing their interest.

The consent email made it clear to the respondents that D4I cannot guarantee confidentiality because of the small number of individuals who were involved in the design and facilitation of the trainings during the assessment period. However, the D4I team committed to not share identifying information and asked participants in two-person interviews and in the focus group discussion to not share what was discussed with anyone not present during the interview or discussion. The audio files and transcripts were kept on the Palladium secure cloud and only the assessment team had access to them.

Results

We began with a description of each training as evidenced from the desk review, supplemented by information from the qualitative work and the online survey. Because of the small number of respondents and the fact that each held a unique role in the training programs, we refer to them simply as ‘qualitative respondent’ to maintain their confidentiality. We do not show percentages of responses from the online survey because of the low response rate, but we reference several responses to open-ended questions when appropriate. We conclude the presentation of findings with the social media analysis.

Women’s Edition Journalist Training

Training Description

In 2015, PRB was selected by USAID to implement the five-year Policy, Advocacy, and Communication Enhanced for Population and Reproductive Health project (PACE) which is focusing on ensuring that family planning and population issues are central to development policies, programs, and commitments in countries where USAID is active. The PACE project works closely with global actors, national and local governments, USAID missions, and civil society to build champions, empower communities, and communicate effectively through data-driven, innovative products. PACE integrates the cross-cutting themes of gender, youth, and equity into all activities. The PACE project (<https://www.prb.org/projects/pace-policy-advocacy-and-communication-enhanced-for-population-and-reproductive-health/>) builds on the work PRB implemented from 2010–2015 under the USAID-funded Informing Decisionmakers to Act (IDEA) project. IDEA aimed to strengthen the capacity of the media to provide quality coverage of key health and population issues as well as improve individual and institutional capacity to use information to influence policymakers. Under the IDEA project, PRB selected a group of journalists from USAID priority countries and held four week-long seminars for those journalists over the course of two years.

Under PACE, PRB is implementing the Women’s Edition training program which brings together women journalists from diverse media in low- and middle-income countries. Participants are selected from a pool of applicants based on the strength of their applications and with the aim of including journalists from diverse types of media. The training builds their capacity to report on population and related women’s health issues, including family planning, to draw the attention of policymakers and the general public. Women’s Edition is a yearlong program, during which fellows receive training, coaching, technical support, and access to grant opportunities for reporting and professional development. PRB organizes workshops for the journalists in a variety of venues, usually in low- and middle-income countries, so they can see how countries with FP/RH problems like theirs are meeting challenges. These workshops unite a variety of health and policy experts with the journalists for interactive learning and discussion. Experts include healthcare workers, members of civil society, environmental experts, policymakers, and researchers. The journalists also receive training on how to interpret and use data accurately to ensure that their stories are based on facts. By seeing first-hand what has worked in other countries, the journalists can inform their home-country policymakers, opinion leaders, civil society, and others about FP/RH issues which can lead to evidence-based decision making. After the trainings, journalists can submit proposals for reporting projects related to FP/RH—supplements, series of stories, or special broadcast programs—that they produce with financial support⁴ from PRB. PRB helps journalists develop their reporting projects via virtual coaching and technical support.

⁴ The program offers up to \$2,000 for individuals and \$5,000 for team grants. Applicants must submit a realistic budget for the project.

Over the years, many countries in the Latin American, Caribbean, and Asian regions have graduated from receiving USAID family planning-related assistance. Therefore, in recent years the bulk of PRH priority countries have clustered in sub-Saharan Africa and South Asia, two regions that face different FP/RH challenges. In the first year of PACE, PRB decided to modify its approach and form two separate Women’s Edition groups: one representing sub-Saharan Africa and the other representing three South Asian countries (Bangladesh, India, and Nepal). This enabled PRB to reach more journalists while also focusing the curriculum on each region’s challenges.

While the Women’s Edition model continues to evolve, this unique PRB media training activity exposes participants to the latest news and information about critical FP/RH themes, giving them access to experts from their countries and regions. It produces informed and context-rich reporting about critical FP/RH themes that reaches an audience of millions throughout Africa and Asia, building a better understanding of FP/RH issues and USAID programming throughout priority countries. Following trainings, the PRB team follows up directly with trainees to provide support and feedback on story development. Additionally, travel and reporting grants are offered to trainees who submit proposals for compelling FP/RH stories and strategies.

Trainings Delivered

From November 2014 to June 2020, the Women’s Edition fellowship conducted eight training workshops with a total of 86 women, as shown in Table 3. Of these, 54 trainees participated once, 31 participated twice, and one trainee participated three times. Three of the training workshops were in South Asia, three in Africa, one in Europe, one in the United States, and one virtual due to the Covid-19 pandemic. The mean number of participants per training was 13.2. One hundred percent of the Women’s Edition participants were females.

Table 3. Women’s Edition Trainings Delivered

Training Date	Location	Number of Participants
April–September 2020	Virtual (South Asia)*	22
April–September 2020	Virtual (West Africa)	22
June 17–21, 2019	Dakar, Senegal	12
April 8–12, 2019	Kathmandu, Nepal	13
March 19–23, 2018	Brussels, Belgium	10
April 24–28, 2017	Kampala, Uganda	14
November 14–18, 2016	Mumbai, India	15
November 4–10, 2014	Washington, DC	11
TOTAL		119 (86 women)

*The preferred method of delivery for Women’s Edition trainings is in person, but an exception was made to deliver the training virtually in 2020 due to COVID-19.

Training Curriculum

The Women’s Edition trainings included in-person **lecture and discussion sessions** on various aspects of women’s health and development; **editorial meetings** in which participants shared experiences, ideas, and reporting strategies; **field visits** where participants could experience events first-hand, and **study tours** where the journalists could see innovative programs in action. PRB documented their Women’s Edition training approach and baseline curriculum in their PACE Media Training Toolkit, developed in 2016, to share the successful strategy behind their work so that others who want to engage with the news media can learn from their work and expand the reach of their methods.

Trainees who responded to the online survey overwhelmingly appreciated all components of the trainings and found them useful.

“Although the site visits were a bigtime investment, [...] it was the most effective teaching model, as the journalist loved going and seeing things firsthand.”

Another qualitative respondent noted that while many journalists did not like the math and data sessions, stating, “it was very important to building their skills as writers.”

A core curriculum has been established for this program, delivered via PowerPoint slides, which includes the following topics:

- Why data matters
- Basic math for understanding data
- Sources of public health data
- The language of public health data
- Using data to tell a story

The 14 trainees who responded to the online survey found content on data for reporting and the demographic dividend most helpful topics for reporting on FP/RH issues.

Additionally, the trainings incorporated special topics strategically chosen for each session. The special topics were typically presented by specialists, such as obstetricians or social scientists. An interviewee noted that the special topics were chosen based on what was relevant to the region at the time of the training. After selecting topics, training planners invited experts from the country to explore the dimensions of the topic with trainees. Interviewees felt that the most valuable part of this section was “connecting experts to the journalist and giving women the opportunity to expand their networks and get access to expert sources.” Table 4 shows the special topics selected, by year and delivery location.

Table 4. Women’s Edition Special Topics by Training

Training	Special topics
2020 West Africa	Intersections between COVID-19 and reproductive health, including gender-based violence, family planning supply chains, maternal mortality, and human trafficking.
2020 South Asia	Intersections between COVID-19 and reproductive health, including gender-based violence, family planning supply chains, maternal mortality, and human trafficking.
2019 Asia	Child marriage interventions Rights of children Gender-based violence Anatomy and OB/GYN risks of early childbearing
2019 Africa	Reproductive health, family planning, and religious leaders
2018 Brussels	Maternal health Systems and supply chain Youth engagement
2017 Africa	Everything you wanted to know about reproductive anatomy (but might have been afraid to ask) Youth and the demographic dividend Cervical cancer What’s youth got to do with it?

Training	Special topics
2016 Asia	Engaging men & boys in reproductive health Health and refugees Women, girls, and SDGs
2014 Washington, DC	Demographic dividend and health Demographic dividend and education

Trainees rated the effectiveness of the training program as high. About half of online survey respondents noted that the most meaningful aspect of the training was the networking that occurred.

“Extended networks that stay for long after the training extended [my] support system.” (qualitative respondent)

All respondents of the online survey strongly agreed that their **knowledge, skills, and confidence about reporting on issues of FP/RH improved** by participating in the training.

“Women’s Edition remains one of the best structured training programs. It combines theory, practice, and experienced experts.” (online survey respondent)

All but one of the survey respondents noted that they would find a session on the use of **social media** to report on FP/RH issues useful. Trainees also expressed the need for in-person and peer-to-peer mentorship.

Training Outputs and Outcomes

In this section we consider the number of stories published by Women’s Edition trainees following the training that are FP/RH or gender-related. PRB collected, tracked, and reported on the number of news stories produced by Women’s Edition trainees in their semi-annual and annual reports. These findings are summarized in Table 5. Overall, of the 86 women who participated in Women’s Edition training since 2014, 244 related stories were produced.

Table 5. Women’s Edition News Stories by Training and Topic

Training Date	Location	Number of participants	Number of news stories produced as of June 2020	Topics of news stories produced
June 2020	Virtual (South Asia)	22	44	Gender (20) Youth (16) Equity (7)
Apr 23, 2020	Virtual (West Africa)*	22	15	Gender (11) Youth (3) Equity (7)
June 17–21, 2019	Dakar, Senegal	12	29	Gender (23) Youth (7) Equity (4)
April 8–12, 2019	Kathmandu, Nepal	13	11	Gender (6) Youth (8) Equity (6)
March 19–23, 2018	Brussels, Belgium	10	57	Gender (7) Youth (17) Equity (4)
April 24–28, 2017	Kampala, Uganda	14	48	Gender (20) Youth (14)

Training Date	Location	Number of participants	Number of news stories produced as of June 2020	Topics of news stories produced
				Equity (7)
November 14–18, 2016	Mumbai, India	15	40	Gender (22) Youth (8) Equity (10)
November 4–10, 2014	Washington, DC	11	28	Missing information
TOTAL		119	244	

*Figures for various categories may add to more than the total because stories that pertain to more than one topic are counted for each topic, but only included in the total once.

Over the course of the program, PRB reported on various output level indicators such as “Number of individual journalists, disaggregated by sex of those trained in family planning, cross-cutting issues, and multisectoral approaches” and “Number of tools or toolkits for policy advocacy and communication enhancement developed, updated, or refined.” Additionally, they reported on ambitious outcome level indicators more difficult to measure, such as “Instances where PACE capacity building efforts lead to positive changes in policies, strategies, budgets at regional, national, subnational and local levels” and “Instances of use of information, tools, or skills, post-PACE training or TA for capacity building.” PRB noted in their PACE 2020 Monitoring Learning and Evaluation Summary Indicator Targets report that while “[r]eporting has resulted in policy change, it’s impossible to quantify this. Policy change is a best-case scenario and an indirect result of the training.” Additionally, the report instructed, “[d]o not have a database with alumni. Use an email group to directly contact with core group of alumni,” leading to difficulties in adequately collecting data for several indicators. This has since changed, and currently there is such a database, but it is more complete for recent years.

Success Examples

In early 2017, Pragati Bankhele, chief copy editor at India's *Maharashtra Times* and alumna of the 2016 South Asia Women's Edition training, received a travel grant to investigate and write a series of stories about child marriages that are illegal but still in practice in rural Marathwada, a region in her state. She visited the Beed district, where more than one third of marriages involve children. A story ran each day for five consecutive days in April 2017, followed by a feature in the newspaper's Sunday supplement. After reading the series a few days later, a member of the legislative council of Maharashtra called for a high-level committee to study the issue of child marriage in the state and submitted a memorandum to the state's chief minister and its labor minister. In May, the Union Minister of Human Resource Development for India's national government congratulated the newspaper for the series and promised new safe hostels for girls and financial aid to keep them in school.

PRB also heard from a Rojita Adhikari, a Nepali alumna of the November 2016 Women's Edition training. She said her story on uterine prolapse, which ran in the Nepali Times in June 2017 was still prompting comments on social media among diplomats and policymakers months later. In October 2017, the U.S. ambassador to Nepal, Alaina Teplitz, tweeted Rojita's story saying, "Many Nepali women suffer from uterine prolapse. Two things can help: ending child marriage & better healthcare access." Rojita also reported that she had recently met with the director of the Ministry of Health's family health department, whom she interviewed for her story, and he thanked her for reporting on the "grassroots-level reality" of uterine prolapse. He told her he was planning to launch a program in hard-to-reach areas to increase awareness that use of contraception could help to prevent this debilitating condition.

Other Journalist Trainings

In addition to Women's Edition trainings PRB conducted other capacity building activities for journalists via conference groups, country-level support, and a podcast initiative. These are summarized in Table 6. Of the eight capacity building activities that PRB conducted, half were held in East Africa, and one each in West Africa, Southern Africa, Europe, and Southeast Asia. About two thirds of participants overall were female.

Pragati Bankhele's stories on child marriage, published April 2017

Story #1 elaborated on the lives of two young brides forced into child marriage. The first suffered from physical abuse by her husband and the second was constantly displaced due to the shifting location of her husband's work in a sugarcane factory.

Story #2 described two villages about eight kilometers apart. Only one has a high school. Girls are expected to walk to the main road and hitchhike to school daily to attend high school, so most drop out of school.

Story #3 talked of the medical dangers of giving birth too young, and the psychological toll of being a mother at 15 and grandmother at 35.

Story #4 focused on child widows and child divorcees, abandoned by their in-laws.

Story #5 described girls protesting against child marriage, with support of their parents.

Table 6. Journalist Trainings other than Women’s Edition

Training Event	Training Date	Location	Number of Participants	Gender	
				Male	Female
Mission Support	December 10–12, 2019	Lusaka, Zambia	12	6	6
Mission Support	October 23–24, 2019	Nakuru, Kenya	21	12	9
ICPD-U*	November 10–11, 2019	Nairobi, Kenya	Presentations in conference groups; number of participants not available		
Podcast Project	April 29–May 27, 2019	Huye, Rwanda	6	3	3
ICFP 2018	November 11–12, 2018	Kigali, Rwanda	13	3	10
Mission Work	January 1, 2017–April 30, 2018	Dakar, Senegal	8	5	3
Women Deliver	May 15–16, 2016	Copenhagen, Denmark*	17	2	15
ICFP 2016	January 25–28, 2016	Bali, Indonesia	20	0	20
TOTAL			97	31	66

*The ICPD-U training event did not receive PACE project support

Conference Groups

Under the PACE project, PRB delivered journalist training in conjunction with external conferences, including the International Conference for Family Planning (ICFP) and Women Deliver.

International Conference for Family Planning (ICFP)

ICFP holds its conference about every two years and serves as a strategic inflection point for the worldwide FP/RH community. It provides an opportunity to disseminate knowledge, celebrate successes, and identify next steps towards reaching the goal of enabling an additional 120 million women to access voluntary, quality contraception by 2020, and more. At the conference, attendees hear from officials, health professionals, researchers, and family planning advocates from around the world who relate the most up-to-date information on reproductive health and family planning. In 2016 and 2018, PRB invited journalist fellows from Women’s Edition trainings to attend and cover the events and to learn from experts in attendance.

Prior to the 2016 ICFP conference in Bali, Indonesia, PRB conducted a 1.5-day workshop in English for ten journalists who had all previously participated in PRB’s Women’s Edition trainings. These journalists were from the following countries: Kenya, India, Malawi, Nigeria, Pakistan, the Philippines, Tanzania, and Uganda. PRB also conducted a one-day workshop in French for ten journalists from West Africa, all of whom PRB had trained previously. These attendees were from Benin, Burkina Faso, Cote d’Ivoire, Niger, Senegal, and Togo. PRB sponsored all the Anglophone journalists and eight of the Francophone journalists. Global Health Strategies (with funding from The Gates Foundation) sponsored two of the Francophone journalists. After the workshop, all the journalists covered the conference, producing 108 print, broadcast, and online stories and blogs. These 20 journalists represented 16 percent of the reporters who covered the conference on site, yet they produced 37 percent of the stories produced by all onsite reporters.

In 2018, PRB organized a one-day pre-conference workshop before ICFP in Rwanda for journalists with FP2020 Managing Director, Martyn Smith. Smith briefed the reporters on a report that was later released at the conference detailing countries’ progress on their family-planning goals. Dr. Tim Mastro, chief science officer at FHI360, provided an update on the status of the Evidence for Contraceptive Options and HIV

Outcomes trial (ECHO) findings due to be released. The journalists also traveled outside of Kigali to learn about Rwanda’s drone network, which delivered blood supplies, but might someday alleviate contraceptive stockouts in hard-to-reach areas. In a one-day post-conference workshop, PRB engaged the journalists in skills training, including exercises to improve data use and how to pitch stories to editors as well as to organizations offering reporting grants.

Women Deliver

In 2016, PRB conducted a 1.5-day pre-conference workshop for 17 journalists from 15 low- and middle-income countries before the Women Deliver conference in Copenhagen. The Women Deliver conference brings together thousands of decisionmakers from civil society, governments, the private sector, and international agencies alongside advocates, activists, and journalists for dialogue, evidence and solution sharing, accountability, and action. Limited information exists about the outcomes of this activity, but these journalists went on to produce more than 60 news stories on family planning, health, and gender.

Country-Level Support

Senegal Mission

In the 2016–2017 program year, PRB received \$405,000 in field support funding from USAID Senegal for the PACE project. While not the primary focus of the buy-in, PRB used part of these funds to continue to build the capacity of the media—in both urban and rural areas—on FP/RH issues. This included the following activities in Senegal:

1. A high-level seminar for journalists, print editors, and broadcast producers (the gatekeepers) designed to build the capacity of journalists and editors to report responsibly on the role of family planning in achieving the demographic dividend. Ten media participants attended the half-day event, including editors-in-chief, a director general, and other high-level journalists. An unexpected outcome of this forum was that the panelists used it as a platform to question and even reproach media heads.
2. Capacity-building study tours for journalists in selected disadvantaged subnational areas, where the increasing demand for and visibility of family planning is highest, to improve the quality and quantity of reporting on FP/RH issues. PRB led two study tours in 2017 which illuminated the reproductive health challenges people face in the Diourbel region of Senegal. In May of 2017, eight journalists (Dakar-based and local) spent three days visiting health centers in urban and rural settings speaking with medical professionals and religious leaders. In a second tour in October of 2017, seven journalists from Dakar and the local area visited clinics, talked to representatives of civil-society organizations, and interviewed local political leaders. After the May tour, participants produced 28 print and radio stories, including a three-page spread in the national newspaper, *Le Soleil*, by Maimouna Gueye. After the October study tour, 19 stories were produced including another three-page spread in *Le Soleil*. Citing the same PRB Key Outcomes report, “a PRB-trained reporter brought to light that the roof over the urology department at Dakar’s main hospital was collapsing, impeding corrective surgery for fistula. The article prompted the Ministry of Health to quickly earmark funds for its repair.”

Kenya Mission

In October 2019, PRB delivered a high-level training, funded by the Mission, for 21 multi-media (print and broadcast) journalists from different media houses in Kenya on the links between development, reproductive health, and policy making. Journalists from all media and at all levels were invited to apply. The training offered an opportunity for journalists to gain expertise in the complex process of budgeting for public health and development priorities at the country level. Journalists participated in sessions with health and development experts who explained budgeting and accountability processes around funding for reproductive health and family planning programs and explored the link between health policy and

development. At the end of the course, two of the consultant facilitators—one of whom was a Women’s Edition alumna—established a WhatsApp group for continued communication among the trainees. PRB reported in their semi-annual report that four news stories were published following the training.

Zambia Mission

In December of 2019, PRB delivered a three-day training workshop funded by the Mission for a diverse group of 12 Zambian journalists designed to improve their understanding of national reports and how to report on them. The training focused on how to report population, health, and development stories and how to understand and use the following three new sources of information: Zambia’s 2019 Population Policy, the 2020 Census, and the Zambia DHS Key Indicators Report. PRB partnered with the Population and Development Department in the Zambian Ministry of National Development Planning to facilitate the workshop, and a group of national experts in development, population, reproductive health, and policy making supported it. The training was structured to:

- Provide participating journalists with a foundation of knowledge about population, health, and development in Zambia
- Help journalists understand links between population and development
- Introduce journalists to credible Zambian sources across sectors
- Create a peer group of journalists informed about—and interested in—covering population and development stories

Podcast Project

In 2018, PRB piloted a new activity aimed to build technical and creative capacities for health-focused advocacy among youth by bringing together young journalists and advocates to produce a radio series and podcast about early childbearing. The activity sought to build sustainable skills among participants and leveraged the popular format of radio and the new format of podcasts—emerging and increasingly successful in Africa—to deliver data-driven information and diverse perspectives about this nuanced topic. The project developed a specialized training curriculum that included topics such as a roadmap for content creation, emphasis on simplifying technical topics for every audience, an emphasis on the value of first-person narratives and diverse sourcing, as well as a toolkit for health-focused podcast production.

In April and May 2019, PRB partnered with Radio Salus and the University of Rwanda to pilot the training in Rwanda. PRB noted that they selected Radio Salus as an in-country partner for its “good reputation, broad reach, strong team of reporters, existing health programming, and location near the University of Rwanda in Huye/Butare.” The pilot occurred in the Radio Salus studio in Huye, Rwanda, and included four student journalists in their last year of journalism studies at the University of Rwanda. During the training, the production of the first podcast episode took place, and creation of content plans for the remaining five episodes were developed. Following the training, the podcast curriculum was refined based on trainee feedback and trainer use. PRB provided virtual Skype sessions in the weeks after to develop the remaining five episodes, with rounds of feedback, edits on script drafts, and refinement of recorded episodes.

This training produced six podcast episodes that were launched on SoundCloud and Podbean. Radio Salus also aired the content as part of its existing programming on health and development. Rwanda-based Radio Huguka and Energy Radio picked up the series, which PRB noted gave the program “country-wide coverage.” Each episode covered different dimensions of early childbearing and focused on the many causes and effects of early pregnancy for girls.

Youth Multimedia Fellowship

Training Description

The Youth Multimedia Fellowship is a virtual training program that aims to build the skills of youth advocates (ages 18–29) to create innovative digital campaigns that tell compelling population-health stories with the hope of building movements for policy change within their countries. It is delivered through a range of platforms and applications, including Zoom and WhatsApp. Using accessible technology including mobile phones and social media platforms, PACE-trained advocates build campaigns focused on specific policy advocacy objectives targeted at their peers, communities, and key decisionmakers. As part of the program, youth advocates are also expected to provide technical assistance and training to other youth in their communities, passing down their skills, expanding the reach of their campaigns, and sustaining local youth-led policy advocacy. A qualitative respondent noted:

“When designing the program, I wanted to work with a different population than professional journalists, and youth advocates made sense because there are a lot of really passionate, active, skilled, youth advocates who are out there doing really great work but could use additional skills to get to the next level of the work they are doing. It seemed like untapped potential and youth are already really savvy with mobile devices and social media, so I thought maybe we could just train them to harness skills and behaviors they already had.” (qualitative respondent)

The Youth Multimedia Fellowship program was designed to help advocates think critically about their advocacy efforts and help them focus on the issues important to them:

“The training walked them through the entire process of conceptualizing a video, to deciding on a message and laying it out in a storyboard, to actually shooting the video. There was also an editing component which was the most technical piece, then material on post-production and dissemination.” (qualitative respondent)

In its first year (2018), the program walked teams of youth advocates through all stages of creating a multimedia advocacy campaign, from conceptualizing and creating a video to launching the video into the world to measuring reactions and impact. PRB collaborated with other partners when designing the training, such as a representative from Berkeley Advanced Media Institute who developed a smartphone video guide. In later years, the Fellowship has evolved to include youth-led institutions rather than individual advocates, and the curriculum has broadened to provide more holistic support for evidence-based advocacy and organizational impact and sustainability.

In the three years since the inception of the program, PACE partnered with competitively selected youth-led teams in Kenya, Nigeria, South Sudan, and Uganda that are working in the field of FP/RH to amplify their policy advocacy on topics such as youth-friendly family planning services, female genital cutting, child marriage, gender-based violence, fistula prevention, and maternal health. Participants were solicited through an open application process to ensure equal access to the opportunity. Applications were received through an online system, reviewed by PRB staff, and teams selected based on which applications had the clearest vision of how the training would help them and further their advocacy interests. In the first year of the program, which focused on advocacy videomaking, the only requirement for participants was to have access to a smartphone to shoot the videos.

In years one and two of the program, individuals and teams were invited to apply, while year three also invited youth-led organizations. PRB then conducted a general evaluation of the applications and finalist interviews, ultimately choosing 4–5 organizations. Applications asked for specific work experience around

social media or multimedia to ensure organizations had some technological experience with computers and cell phones and requested an essay of interest in the program including what skills they wanted to learn and share with other cohorts.

Participating youth and their organizations received tailored technical and leadership training and ongoing mentorship around techniques in policy communication, fact-based and data-driven advocacy, and multimedia production (text, graphics, images, video, and audio). The PACE Youth Multimedia training program supports the institutional growth of youth-led organizations as well as a network of youth leaders passionate about population dynamics and reproductive health.

Trainings Delivered

As shown in Table 7, three Youth Multimedia trainings have occurred to date. A total of 28 youths have been trained so far, more than half of them female. Of the 28 youths trained, 25 were trained once and three were trained twice. To date, all Youth Multimedia trainings have been virtual.

Table 7. Youth Multimedia Trainings

Training Date	Location	Participant home countries	Number of Participants	Males	Females
June–October 2020	Virtual	Nigeria South Sudan Kenya	9	5	4
March–June 2019	Virtual	Nigeria	10	3	7
May–September 2018	Virtual	Uganda Nigeria Kenya	12	5	7
TOTAL			31 (28 youth)	13	18

Training Curriculum

The Youth Multimedia Fellowship training works to build participant skills in the production of multimedia, multi-platform campaigns that will:

- Address important RH topics relevant to youth
- Speak directly to youth in trainees’ countries and communities
- Foster dialogue and direct engagement with policymakers and community members.

The first year of training focuses on advocacy videos and social media campaigns, but the two subsequent years diversified multimedia output and have grown to include broad institutional support for youth-led organizations.

A trainer of the program noted that Advocates were encouraged to consider the following: (1) their target audience, (2) what messages to utilize, (3) identify potential challenges in the campaign, (4) what kind of partners may be useful, (5) how to maximize input, and (6) how to best reach people using social media.

The first Youth Multimedia training curriculum in 2018 used worksheets and lessons from the FP INFOcus Guide, a curriculum developed by the USAID-funded Health Communication Capacity Collaborative (HC3) to encourage young sexual and reproductive health champions to come together to create and promote short videos that share contraceptive knowledge and model key skills, using their mobile phones. The year

one training was delivered through five expert-assisted virtual sessions about key aspects of video production, including:

- **Session 1** The Art of Storytelling: How to reach and resonate with your target audience
- **Session 2** Each Frame Counts: Storyboarding, scripting, and planning to film
- **Session 3** Lights, (Smartphone) Camera, Action!: Tips and techniques for production
- **Session 4** The Perfect Cut: Editing and post-production tips for a polished final video
- **Session 5** Prepare to Launch: Planning and messaging to reach your target audience

The curriculum of the subsequent trainings diversified past advocacy video campaigns and included additional content focused on other aspects of sustainable advocacy such as community engagement, partnership and coalition building, needs assessment, and monitoring and evaluation.

The training program utilizes a blended learning approach that takes participants on a learning journey⁵ that typically lasts six months (one session per month). The synchronous sessions are generally one to two hours long and include a lesson from an expert coach, with time for questions from participants. Between sessions, trainees receive check-ins from PRB about their progress. One hundred percent of participants who completed the online survey responded that the extended course timeframe and the one-to-two-hour stand-alone sessions were either very or extremely effective for learning. Most noted that the training provided a sufficient level of detail and all agreed that the content met their overall expectations.

“The youth multimedia training is grounded in meaningful engagement and equal partnership. It makes the participants the experts while using guided and self-paced learning. The youth multimedia training is the best, most educative and informative advocacy training I have ever attended. Ever!!!” (online survey respondent)

According to the Project Proposal for this initiative, the immediate anticipated outcome of the year one training was short videos (one per team) that are 30 seconds to three minutes in duration and focus on well-researched and relevant FP/RH topic(s). The forms of the videos could vary (i.e., short soap opera, documentary, peer interview, self-shot video montages, or multimedia presentations). The videos were to be launched via Facebook, Twitter, Instagram and/or Snapchat, various personal and organizational websites, and/or shared through WhatsApp and other chat functions. The anticipated mid-term outcome of the training was to gain the attention of policymakers, civil society actors, and young people on FP/RH topics featured in the videos. Participants built a launch strategy for their video as part of the training series; they learned how to monitor and interpret follower demographics, how to identify a target audience, and to create a plan to grow their follower base. The activities were designed to help participants understand metrics and messaging, to make the videos more effective in their reach. The planned outcome of the training was a trained and equipped core of young FP/RH advocates who continue to produce FP/RH-focused video content and train others to do the same.

The Evolution of the Youth Multimedia Program

The Youth Multimedia Program has evolved since its inception into a more complex and larger scale activity, and the curriculum continues to change and adapt. In the first year, the program was hosted on virtual platforms and included participants from different countries where youth advocates could network and build relationships. The training sessions lasted two hours and PRB brought in outside experts to give

⁵ A learning journey is a linear model of training that encompasses a mixed blend of learning approaches delivered over an extended period of time.

participants the opportunity to ask questions about the work done in the previous modules, followed by an interactive, instructor-led session. An extensive question and answer period followed each session. The training sessions were held every few weeks, allowing participants time to work on their videos between sessions. PRB provided one-on-one coaching with each team immediately after each session.

Year two training was held in person, with the entire training cohort in Nigeria, facilitated in part by year one Youth Multimedia Fellow Bridge Connect Africa Initiative (BCAI). Someone close to the project noted that during year two there was issues with purchasing equipment in Nigeria that was needed for the trainees. Additionally, there was funding delays from USAID. This person made the following recommendation:

“The more time the better to give the youth the technical assistance they need...would like to have a two-year project year.” (qualitative respondent)

In year three, PRB pivoted entirely to a virtual format due to the COVID-19 pandemic and changed participant solicitation to focus on youth-led organizations. Most of the training was delivered through Zoom, using the breakout rooms, whiteboards, and annotations that made sessions more interactive. The new virtual format posed challenges like internet connectivity issues, lack of real-time technical assistance, and participant engagement. PRB worked with each participating group to find out what their needs as a youth organization were, and how they could feasibly provide support. Although there were challenges with the fully virtual format, one interviewee close to the program noted:

“An advantage of this was that we could invite experts from around the world to discuss these topics. This provided a higher level of expertise.” (qualitative respondent)

The presentation evolved from basic PowerPoint presentations to more creative ways to keep participants engaged and the sessions more interactive including: utilizing breakout rooms, providing more time for discussion and questions, and encouraging participants to engage with other country groups to build relationships. While virtual learning has its challenges, sharing videos during Zoom calls allowed for some fun and more personal interaction for participants and facilitators.

“A pro to the virtual learning is that it got to be more like a fellowship over a series of time. It was much more robust. Also conducting peer learning sessions [helped] make up for the lack of networking in a virtual setting.” (qualitative respondent)

“You’re trying to run a program whose purpose is to build skills and knowledge in a certain area and just really focusing on providing the participants with the opportunity to reflect on the ideas and structure of the program—in the virtual environment it kept people engaged and allowed them to reflect on the content.”
(qualitative respondent)

PRB was able to adapt and balance content with more of an emphasis on storytelling to engage participants in group discussion and offer a chance for reflection and shared experiences, trying to make each training more interactive than the last. PRB utilized Google Drive and Slack to keep participants connected, share resources, and discuss questions. The PRB team tries to use open-source, license-free software that will be evergreen, automatically renews annually, and available for training participants to use for an extended period, including post-workshop.

“I haven’t had to work hard to figure out what the youth advocates needs—they are very forthcoming about where the gaps are and what they need to grow

professionally. It's been an exchange, and I've learned a lot from them and what we can do to better support them. Which is why the program looks very different today than it did in the first year.” (qualitative respondent)

In 2020, PRB trained four youth-led advocacy organizations, with one funded directly through PRB. The 2020 fellowship kept the core focus of multimedia advocacy but added other components youth advocates sought guidance around such as developing factsheets, GIFs, videos, and audio or design elements to build leadership around business modeling and organizational stability.

PRB facilitators offered individual coaching between training sessions to ensure the youth advocates had the support needed. The individual coaching looked somewhat different for each of the teams depending on their levels.

“Above all I wanted it to not just be theoretical, it needed to be practical. I wanted to give them skills that they could use not just for this campaign, but for all the rest of their campaigns going forward.” (qualitative respondent)

A respondent noted that virtual discussions were more challenging as only one person could speak at once, and the environment did not enable side conversations:

“They were really engaged and excited about being able to share their experiences and ideas, and despite moving to a virtual format, participants all spoke up and participated in storytelling.” (qualitative respondent)

Overall, PRB has received positive feedback from successful fellows who benefited from the training and used it to teach and mentor others. One lesson learned was to meet participants where they were on the learning spectrum. Past experiences of participants, resource constraints like internet connectivity and access to technology, and the country context played a role in skill levels. Participants seemed to relate most to the storytelling section of the workshop due to the social media component. Most youth were already engaging with social media but did not know how to go about reporting more systematically.

Post-workshop, PRB sent a follow-up survey to participants to gauge gaps in information and resources, and to use a scaling system to rate engagement, relevant content, and topics of interest. PRB used these survey results to adapt future workshops. Participants sometimes share videos and campaigns they've worked on post-workshop with PRB, so they were able to see the training applied.

In the first year of the Youth Multimedia PRB also provided direct funding to participants through grants for equipment needed for video production and travel for interviews. This model has changed, and they now provide a larger sub-award to institutional fellows, to use at their discretion.

“During that year of the project, they actually used the stipends that we were giving them to register their organization as a nonprofit. If the funding that we're giving them is helping them to professionalize and become an organization. How can we do more of that? How can we bring that critical support and funding to these organizations to help them like reach that next level so you know in the following year?” (qualitative respondent)

Trainees also requested graduation certificates, stating they could create a sense of belonging.

Training Outputs and Outcomes

The 2018 Youth Multimedia Campaign led to participants producing their own videos, which then became tools for community engagement and advocacy. Participants reported that the process of filming their videos led to important connections and knowledge that they continued to use in their work as youth advocates. The training provided them with much more than video-producing skills. PRB is working to incorporate things like budgeting, and communicating with policy makers applicable for small non-profits to build capacity for the program rather than a sole focus on multimedia training

“The other thing that we realized, and we tried to adapt this last program year, is that we’re not just supporting these youth organizations to become multimedia advocates—we’re also supporting them to grow their organizations and be better leaders and managers. This falls within a lot of USAID’s priorities around new partnerships, and empowering local organizations.” (qualitative respondent)

Following the 2019 Youth Multimedia training, youth advocates in northern Nigeria secured policy commitments from state leaders by creating compelling evidence-based advocacy videos focused on ending child marriage and increasing youth access to family planning services. Multimedia campaigns widely disseminated the videos across popular social media platforms, mobile phone texting, and community-level youth activism to generate public support and translate their activism into policy change. According to project records, through their videos and campaign the youth reached 1,341,405⁶ people online, met with 11 policymakers, and hosted film screenings across Kaduna and Kano states in northern Nigeria, which have an estimated combined population of 28 million people. Key successes from this training include:

- The Governor of Kano State, Dr. Abdullahi Umar Ganduje, made a public declaration to end child marriage, inclusive of supporting girls secondary school education in the state and the passage of the Child Protection Bill. He made the declaration after seeing a video produced by Youth Multimedia training graduates, and online campaign advocating for the passage of the Bill and end to child marriage.
- The Youth Multimedia trainees received the commitment of the Clerk and Deputy Clerk of the Kano State House of Assembly to generate support for the passage of the Child Protection Bill during a closed-door meeting. The advocates have been invited back to screen their full video on child marriage with House members of the education and health committees.
- Dr. Aminu Magashi of the African Health Budget Network and Chairman of the Kano Ultramodern Specialist Hospital committed to joining the Child Protection Bill campaign, including by using his ties to the government to identify and speak with possible advocacy champions in the Kano State House.
- Chief of Staff to the Kaduna State Governor, Muhammad Sani Abdullahi, committed to sharing a video message filmed by the Bridge Connection Africa Initiative (BCAI) to call on the state government to promote the availability and access of family planning services for women and young people.

⁶ The timeframe of measurement was the project period and six months post-project: the count was based on number of online engagements (# video viewers, comments, responses, direct outreach, shares) reported by the participants.

Figure 1. Trainees with the Queen of the Kano Emirate Council

PACE-trained BCAI team members meet with the Queen of the Kano Emirate Council to present their video on child marriage and discuss the passage of the Kano State Child Protection Bill in Kano, Nigeria.



PRB reported on nine output and outcome level indicators throughout the course of the program. In their PACE 2020 MEL Tracker, PRB noted the following about two of their highest level outcome indicators: “Instances where PACE capacity building efforts lead to positive changes in policies, strategies, budgets at regional, national, or subnational and local levels,” “Instances where policy stakeholders use PACE data, information, messages, toolkits, or other PACE products to support policy and program change, to make or affirm political and/or financial commitments in support of FP, including multisectoral and cross-cutting approaches” and “...this is an ideal outcome but an indirect one, so impossible to estimate occurrences.”

We cannot report on outcomes of the 2020 Youth Multimedia campaign as it ended at the time D4I received documentation from PRB.

DHS

Training Description

The DHS program (www.dhsprogram.com) helps implement survey research, disseminate data, and build capacity in the areas of health and population. Since 1984 more than 220 surveys have been carried out in more than 90 countries. These large-sample surveys are nationally representative and are undertaken in many countries every five years. The survey reports and survey data are free to everyone. The DHS program is funded by USAID and is implemented by ICF International. The PRH-funded journalist trainings associated with DHS surveys are one-day workshops undertaken in conjunction with the release of new DHS survey findings.

Trainings Delivered

From January 2016– March 2020, the DHS training was delivered 16 times throughout the world (Table 8) and trained a total of 377 participants. Forty-four percent occurred in East Africa, thirty-one percent in West Africa, nineteen percent in South and Southeast Asia, and one training was delivered in the Caribbean. In 2016, all three of the East Africa trainings were in-person.

Table 8. DHS Trainings

Training Date	Location	Number of Participants	Gender		
			Males	Females	Unknown
February 2020	Zambia	37	17	20	
November 2019	Nigeria	36	29	7	
September 2019	Mali	22	16	6	
April 2019	Benin	26	26	0	
October 2018	Philippines	6	5	1	
September 2018	Senegal	6	4	2	
August 2018	Haiti	20	16	4	
March 2018	Uganda	56	37	19	
November 2017	Nepal	20	10	10	
August 2017	Ethiopia	13	11	2	
July 2017	Angola	33	20	13	
March 2017	Myanmar	21	7	14	
March 2017	Malawi	20	12	8	
June 2016	Lesotho	10			10
May 2016	Rwanda	23	20	3	
January 2016	Kenya	28	14	14	
TOTAL		377	244	123	10

There was an average number of 23.6 participants per training. About two thirds of participants were male. The trainings with the highest number of female participants were in Myanmar in 2017 and Zambia 2020, of which sixty-seven and fifty-four percent of participants respectively were female. When considering participation by region, fifty-three percent of participants in Southeast Asia were female followed by East Africa with a thirty-one percent of participants being female.

Training Curriculum

The DHS Journalist trainings are one-day workshops designed to familiarize participants with key findings from newly published country DHS, learn to read DHS tables to identify specific data points, patterns, and trends; learn about other DHS data resources; reinforce basic math and statistics skills; identify a story idea based on DHS data; and draft the beginning of a story based on DHS data.

A qualitative respondent highlighted the coordination required with local implementing agencies for the in-person workshop:

“When a country decides to disseminate their survey at the final report stage, DHS staff or a local consultant will work directly with the implementing partner, like the National Statistics organization or the Malaria Control program, to coordinate the workshop for journalists.”

Using a standard format, workshop materials encompass several topics, such as family planning or malaria, and are adapted to context of the country in which the workshop is being held. DHS is not involved in the selection or invitation of participants, as this role lies with the host country governments.

Most journalists attending in-person sessions used mobile phones instead of laptops. This allows trainers to explain the DHS mobile tool, with which participants are usually very engaged. However, participants are

typically split in their technical capabilities using technology, with some catching on quickly to mobile applications while others do not. Workshop participants vary from junior journalists who have never written or reported on a story before to senior journalists, such as editors who come to learn more about the data available and how to train their staff to use it.

The course structure and topics presented in the DHS training have remained consistent throughout the life of the training program. The workshop has been delivered through PowerPoint presentation, lecture, facilitated conversations, and exercises. The training agenda includes the following topics:

- How to read DHS tables
- Accessing comparative data
- Using data, statistics, and numbers in reporting
- Finding the story in your data
- Headline development activity

The content for the DHS workshops is tailored to media interests, including significant time used to help journalists understand specific indicators, like maternal mortality ratio, to ensure they are not misinterpreted. The curriculum is general. While examples provided are from the current country DHS report, there is no deep dive into explaining them.

“We just teach them. They have access to the implementing agency to ask questions, and that's what journalists really want to ask right? Questions about what does this mean? So they have a little bit more of an intimate setting with the National Statistics Office or Ministry of Health Department to ask the questions about what the information means for the program or policy.” (qualitative respondent)

DHS workshops are often co-facilitated with a local journalist or consultant, sometimes also including the local implementing partner, like the National Statistics Office or the Ministry of Health Program Office who presents key findings that speak to the policy or implications of the data. In this regard, DHS is also building the capacity of the implementing agencies to work with media.

According to nearly half of the 36 trainees who completed the online survey the content on how to use data most helped improve their skills on reporting DHS data. This included content on how to use data in reporting, how to break down data for targeted audiences, understanding statistics and their calculations, and data-analysis related content. Seventy-three percent felt the information provided in the workshop was of sufficient detail, but fifty-seven percent wanted more content on family planning. All of those who completed the survey agreed or strongly agreed that their knowledge, skills, and confidence about reporting on issues related to DHS data and public health improved by participating in the workshop.

Additionally, of those that completed the online survey, almost all suggested improvement around timing. Many felt that one day was not enough time to cover the content in depth and many wished the course was held on a regular basis to build trainees skills and confidence.

“[Training] should be held on a more regular basis as issues unfold.”
(qualitative respondent)

“Should continue retraining even [to] those already trained to make them more confident...” (qualitative respondent)

A qualitative respondent said that before the COVID-19 pandemic, using a traditional in-person classroom setting generally provided enough time to cover all the material. However, seventy-four percent of trainees who responded to the online survey stated that one day was not sufficient time to cover the material in appropriate detail. The pandemic has changed how DHS workshops occur, pivoting from a full day in-person workshop to a two-hour virtual training, because of the difficulty for participants in spending all day online.

“People don’t have the capacity to sit online all day and stay engaged. Getting people to attend these webinars and absorb the information that we provide is the big challenge”
(qualitative respondent)

DHS is considering adding individual-learning synchronous courses for topics like reading tables, which journalists would take before joining the online session. Our team found traction for this idea based on suggestions for improvement in our online survey, one trainee noted:

“Work with a selected University in Malawi in collaboration with the National Statistical office to develop short courses on demographic health and understanding survey statistics for journalists.” (qualitative respondent)

The new virtual environment is challenging because attendance isn’t as certain, making it difficult to organize group work. It is a challenge to not have ample time to explain things during the two-hour online trainings. Another challenge for the virtual workshop is internet capacity to join and remain active during the training.

To meet their capacity strengthening mandate to get participants comfortable using the survey data, DHS workshops use activities like ‘Headline Hunt’ to encourage participants to approach and use the data in a creative way.

“One of my favorite activities is ‘Headline Hunt’ where we give journalists a table, like for contraceptive prevalence, and as a group they go through a worksheet to determine how to read the table and interpret the data, then use that information to come up with a headline for a story. Many participants notice differences in urban data and rural data [...] It was interesting to see participants look at the same tables and data, yet each group came up with different stories and headlines, illuminating the wealth of data that can be found in one table in the DHS.”
(qualitative respondent)

Participant engagement varied between in-person and virtual sessions. Participant engagement peaked during presentations by implementing agencies, where they delivered the key findings and responded to the questions that journalists had. Participant engagement was higher, with more questions asked, during in-person workshop trainings than in virtual sessions.

Training Outputs and Outcomes

At the end of each workshop, DHS uses an evaluation to gauge feedback from participants. The evaluation aims to assess which sessions participants found most engaging and what DHS can do to improve future trainings. DHS utilizes a listserv for all journalists who have participated in a DHS training to enable continued communication and to grow a community where relevant information can be exchanged. When possible, DHS includes representative links to news articles developed by trainees on their website and share articles on social media

No additional documentation on training outcomes was provided to the assessment team for the desk review.

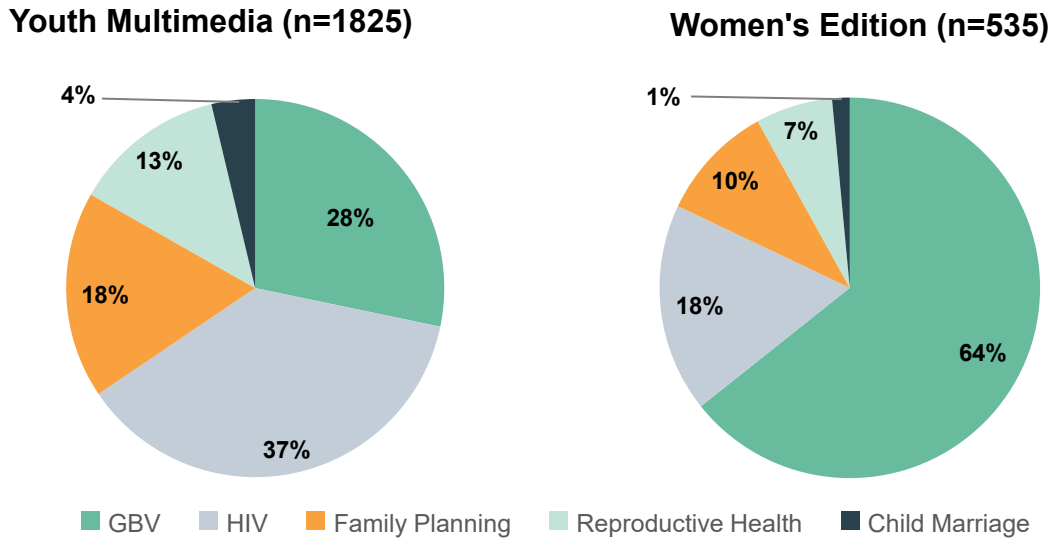
According to a qualitative respondent, DHS is still adapting to the needs of the participants and remaining flexible.

“We’re trying to improve the online virtual aspect of it, thinking about standalone synchronous courses that you can take for things like basic DHS statistics or how to read a DHS table. We’re hoping that will build a community of practice within our learning hub. I think ideally we will still do a mix of in person and remote trainings in the future. That is just kind of our new normal, and it will depend on the country context and what people are comfortable with. DHS is going to try and remain flexible to meet country needs, understanding most IPs are busy just trying to submit reports.”
(qualitative respondent)

Social Media Analysis

Response rate was low, as only 17 (20%) and 11 (39%) of Women’s Edition and Youth Multimedia trainees respectively, shared valid Twitter handles. Moreover, handles were provided by Youth Multimedia trainees from only one cohort (of those invited to participate, the third cohort was still in the middle of the training when the request was sent). However, the resulting dataset is sufficient for this exploratory analysis. Our analysis included 1,825 and 535 relevant tweets from Youth Multimedia and Women’s edition trainees, respectively. The tweets were classified into five topics: GBV, HIV/AIDS, Family Planning, Reproductive Health, and Child Marriage. As shown in Figure 2, GBV was the most tweeted topic among Women’s Edition trainees, representing sixty-three percent of all relevant tweets. Among Youth Multimedia, topics were more diverse. As compared to Women’s Edition, GBV was less prominent, whereas HIV and family planning were discussed more.

Figure 2. Distribution of Tweeted Topics



Tweeting Trends

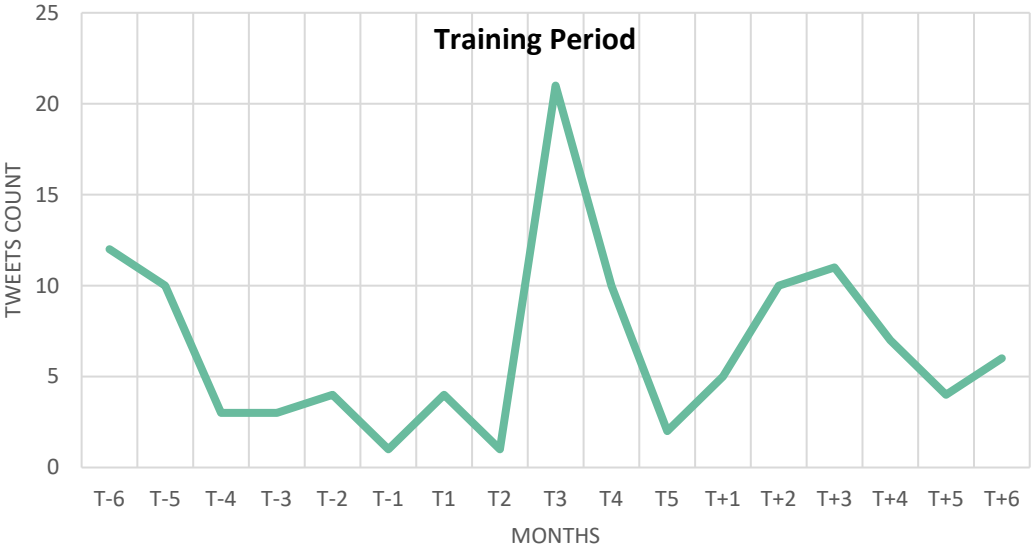
Youth Multimedia training lasts six to eight months. Prior to 2020, Women's Edition training included a one-week in-person workshop and then virtual coaching and peer learning work. Starting in 2020, Women's Edition includes 8-10 virtual training sessions delivered over the course of six to eight months. Youth Multimedia trend analysis included 119 relevant tweets, presenting number of tweets six months before the training (labeled T-6, T-5,...,T-1) the months of training (labeled T1, T2,...,T6), and six months after the training (labeled T+1, T+2,...,T+6).

For Youth Multimedia, there was a spike in number of relevant tweets in the third months of the training (T3) (Figure 3). Overall, the average number of relevant tweets per month before the training was 5 excluding t-6 which appears to be an outlier, during training 7.2 and after training 7.4. Therefore, overall trainees, on average, tweeted approximately 2.4 tweets more after the training than before.

Overall, Women's Edition trainees posted less than Youth Multimedia trainees before, during and after the training. However, results from Women's Edition trainees⁷ show similar trends. There were more relevant tweets in the training month (8), with more tweets after the training (average 4.7) compared to before the training (average 3.4). In Youth Multimedia, the bump on T3 (the third month of training) is a function of exercises and activities undertaken during the training at that time. It should be noted that while social media use is an objective of the Youth Multimedia Fellowship, it is not an objective of Women's Edition. Production of news stories is the core outcome of Women's Edition.

⁷ We do not include a figure for Women's Edition trend analysis due to the small number of tweets per month.

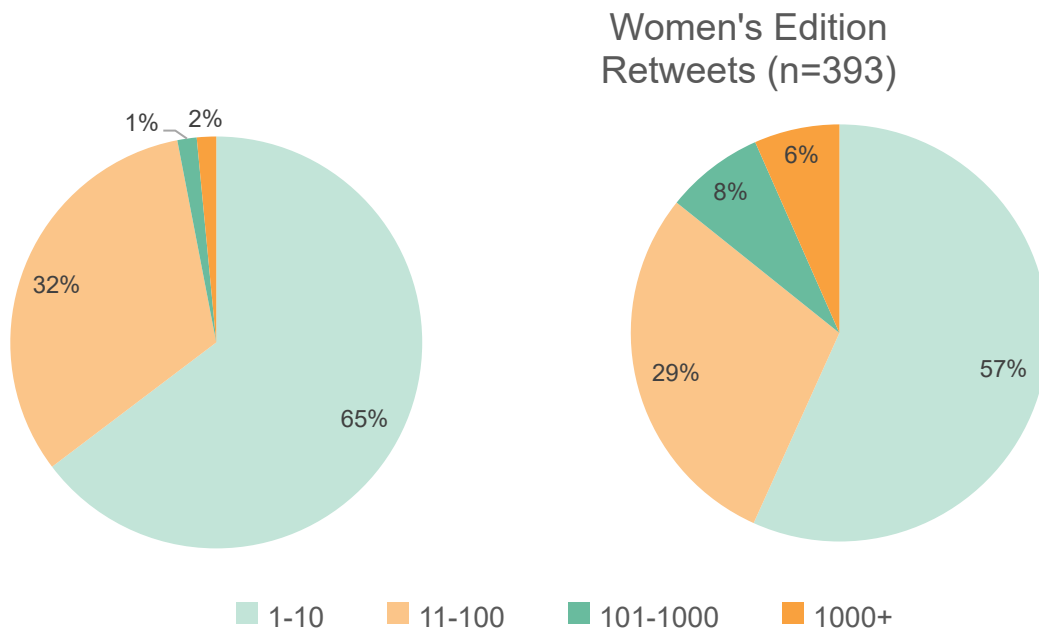
Figure 3. Youth Multimedia Trend Analysis



Retweets

Eighty-nine percent of tweets on relevant topics were retweeted at least once. Overall, 1,583 and 393 relevant tweets by Youth Multimedia and Women’s Edition trainees respectively were retweeted at least once and are included in our retweeting analysis. This includes tweets before, during and after the training. Results are shown in Figure 4. Most retweeted tweets were retweeted between 1–10 times. However, several tweets were retweeted extensively, and some went viral (retweeted more than 50k).

Figure 4. Youth Multimedia and Women’s Edition Retweet Distribution



Below are the most retweeted tweets:

“If you are a man who has never groped, assaulted, or raped a woman, you are normal, not great/good. That is how normal people behave.” (Youth Multimedia, 20 months after Training, >122,000 retweets)

“Black newborn babies in the US are more likely to survive childbirth if they are cared for by Black doctors, but three times more likely to die when looked after by White doctors, a study finds” (Women’s Edition, 45 months after Training, >56,000 retweets)

“Condoms should be for sale; Pads should be free. Sex is a choice, but menstruation is NOT.” (Women’s Edition, 3 months after Training, >46,000 retweets)

Frequent words used

We use word clouds to present frequent word analysis of Youth Multimedia trainees,⁸ comparing tweets before and after the training by topic. Word clouds (also known as text clouds or tag clouds) are collections, or clusters, of words depicted in different sizes. They are graphic representation of words used most often. The more a word appears in textual data (such as a speech, blog post, or database), the bigger and bolder it appears in the word cloud. Figures 5–7 show word clouds for the topics of GBV, family planning and HIV, respectively for Youth Multimedia. We do not repeat the exercise for Women’s Edition, because of the smaller number of tweets per topic.

Youth Multimedia: Gender-Based Violence

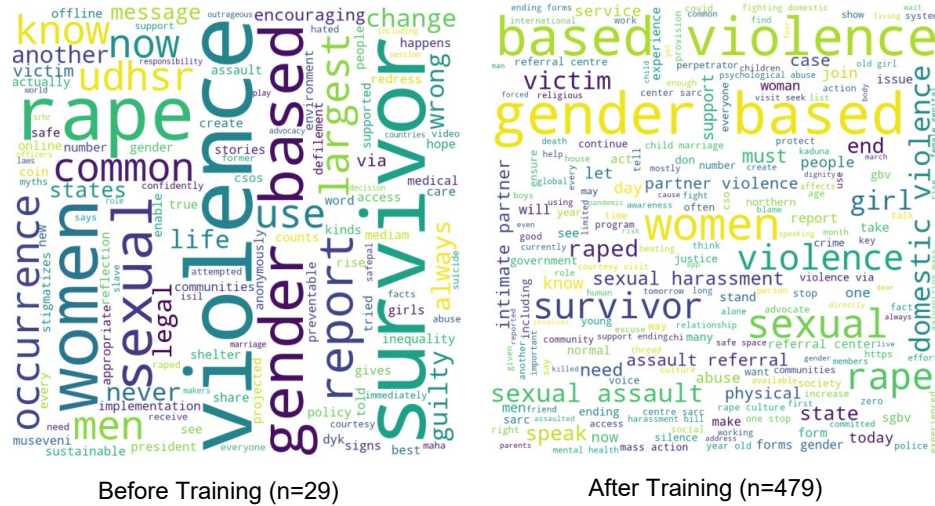
Youth Multimedia before training had 29 GBV-related tweets and after training 479 tweets.⁹ Most common words before training were ‘survivor,’ ‘violence,’ ‘women,’ ‘sexual’ and ‘rape,’ whereas after training ‘gender-

⁸ The number of pre-training Women’s Edition tweets on any given subject was too small to produce meaningful world clouds.

⁹ The main difference in number of posts pre- and post-training is a function of the much longer post-training period.

based violence,' 'rape,' 'girl,' 'women,' and 'domestic violence'. Worth noting is the increased use of GBV-related terms after the training (Figure 5).

Figure 5. Gender-Based Violence Word Cloud

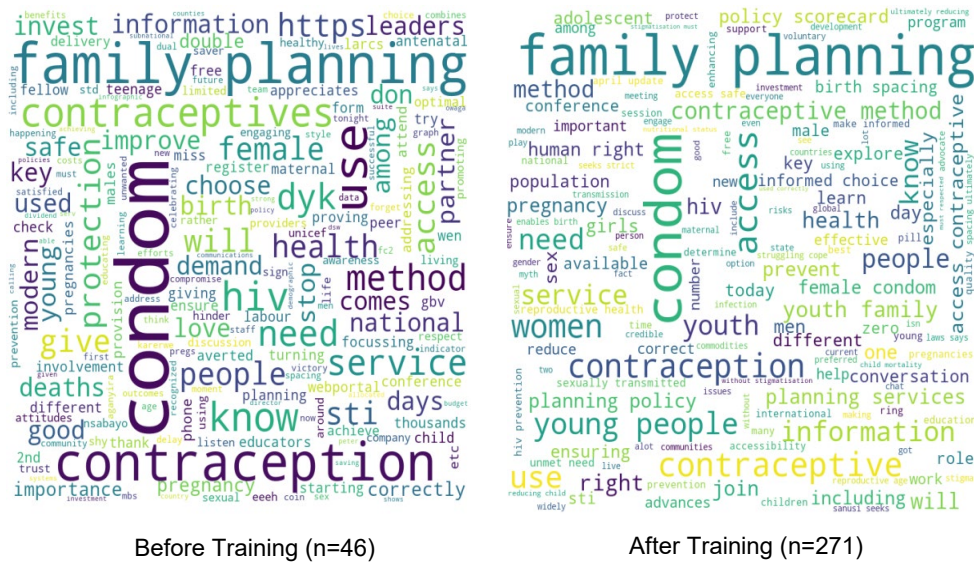


The nature of posts does not appear to be very different. The words 'survivor,' 'gender-based,' 'rape,' and 'violence' appear to be used most often in GBV-related posts.

Youth Multimedia: Family Planning

Before training there were 46 tweets on family planning, where most frequent words were 'family planning,' 'condom,' 'contraception,' 'female,' and 'use.' After training there were 213 family planning-related tweets, where most occurring words were 'condom,' 'access,' 'family planning,' 'health,' and 'women' (Figure 6).

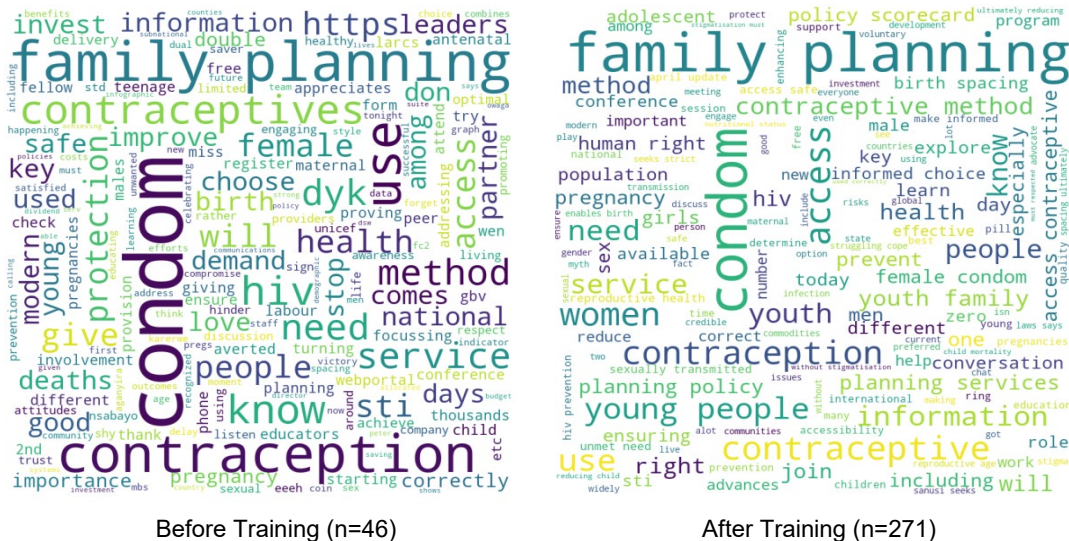
Figure 6. Family Planning Word Cloud



Youth Multimedia: HIV

Before training there were 52 relevant tweets on HIV and after training 319 tweets. Most appearing words before training were ‘HIV,’ ‘AIDS,’ ‘people,’ ‘stigma,’ and ‘adolescent,’ and after training the most appearing words were ‘stigma,’ ‘people living,’ ‘Septrin,’ ‘HIV,’ ‘AIDS,’ and ‘need’ (Figure 7). Post-training, there is a greater emphasis on distinctly writing about proper nouns in a more pronounced way than before the training. For example, you see “women,” “young people” girl,” “adolescent,” “children,” and “families” in bigger text than before pre-training. While we cannot attribute the change directly to the training, it is possible that the ‘writing a news story that is personal and connects with readers’ information influenced participant writing.

Figure 7. HIV Word Cloud



Tweets on policy advocacy and change

We were especially interested in content related to policy advocacy or policy change. We identified all tweets on the subject by considering tweets that included the word ‘policy,’ ‘law,’ ‘advocacy,’ ‘assembly,’ and ‘change,’ reviewing them, and categorizing them into tweets that either complain about the status of policies and/or advocated for policy change; and tweets that reported on policy change.

Not many Women’s Edition participants tweeted on policy issues. Five participants (out of 86) sent 12 tweets about policy change before the training. All 12 tweets advocated for change, for example:

“Civil society groups call for immediate ban on sterilization camps and demand review of family planning policy.”

After the training, eight participants sent 16 tweets on policy issues. Most were calls for advocacy, but five reported on policy-change events, for example:

“Lawmakers offer more help for college sexual assault victims.”

As for Youth Multimedia participants, only four reported on policy issues prior to their training, in ten tweets, most advocating for policy change, and two reporting:

“Good news the federal government has decided to take lasting stand against sexual abuse and gender violence.”

Eight Youth Multimedia participants reported on policy-related issues after their training, but they did so many times (105 tweets). Several reported news on policy change but most were advocacy, including calls for specific action, such as:

“29th April international denim day show support and stand with victims of sexual assault and violence wear your denim.”

and

“Policy makers must ensure that AGYWs have access to SRH services like safe abortion and contraceptives national.”

Discussion

We presented a synthesis of all documentation provided to the assessment team from PRB and DHS about the various journalist and advocate trainings they conducted 2014–2020. We supplemented these with results and quotes from the online survey and the qualitative work. We then showed results of the social media analysis.

The overarching primary objective of all the training activities funded by PRH was to improve the skills of journalists and advocates to understand and interpret events and data related to FP/RH and gender issues, for better reporting on these key issues, thereby increasing public dialogue and action. Although the training activities shared in their primary objective, their means of meeting this objective varied in their target audience and mode of delivery. PRB implemented training activities primarily focused on training women and youth, whereas DHS training activities were offered to all journalists, regardless of sex or age. As a result, Women’s Edition trainings were delivered to women only. Youth Multimedia had slightly more than half female participants, where the DHS trainings averaged a two-to-one male/female ratio, although proportions varied greatly between countries, ranging from twenty percent of participants in the Caribbean being female, to fifty-four percent in east Asia.

PRB’s Women’s Edition training through 2019 followed a five day in-person training model that averaged 13.2 participants per cohort and offered a mix of lectures, skill-building activities, site-visits, and coaching/mentoring. In 2020, Women’s Edition transitioned to a six-to-eight-month virtual program with multiple training and coaching interventions. PRB’s Youth Multimedia Campaigns followed an online learning journey model that spanned four to six months and averaged 10 participants per cohort. The learning journey included spaced out virtual sessions with local coaching/mentoring throughout the process. ICF International’s DHS trainings were all delivered in a one-day, in-person format of lecture and interactive exercises, and averaged 23.6 participants per training. Between November 2014–June 2020, 27 trainings were conducted for journalists on FP/RH-related topics. A total of 624 journalists were trained, with forty-six percent of trainees being male and fifty-two percent female.

From the perspective of PRB and DHS, it seems that the trainings are well designed, beneficial to trainees, and resulted in positive advocacy outcomes. Seventy three percent of trainees who participated in the online survey felt the information provided in the workshop was of sufficient detail, and all of those surveyed agreed that their knowledge, skills, and confidence about reporting on issues related to DHS data and public health improved by participating in the workshop. Of note, about half of trainees who responded to the survey said the content on how to use data most helped improve their skills on reporting DHS data. This included content on how to use data in reporting, how to break down data for targeted audiences, understanding statistics and their calculations, and data analysis related content. Regarding the length of the course, many of those surveyed thought that one day was not sufficient time to cover the material in appropriate detail. About half of trainees surveyed wished there was more content on family planning.

Data Limitations

The primary limitation of the desk review was inconsistency in comprehensiveness and type of documentation provided to the assessment team about the various trainings, based on what PRB and DHS could find. This made it difficult to assess each of the trainings using a consistent assessment strategy and to obtain a comprehensive picture of all the trainings. Another limitation was that most of the documents provided for this desk review were from the perspective of the implementing partners, PRB and DHS. While the two organizations report about their work factually, this may introduce bias as they are not objective. However, the information provided was sufficient to understand the scope and reach of the trainings. Also,

while we could report on women's edition news stories by training and topic post training, we did not have pre-training data to compare pre and post training changes since these data were not collected by PRB.

Response rate was a major limitation of the online survey and the social media analysis. Only a quarter of the trainees provided their Twitter handles, and fewer responded to the online survey. For that reason, we focused on the open-ended questions in the online survey, recognizing that these may also be biased. As for the social media analysis, while our findings cannot be said to be representative of tweets from all trainees, the large number of tweets overall was sufficient for meaningful analysis.

The qualitative work also included a small number of participants. However, these participants represented the majority of those involved in the design and implementation of the trainings.

Recommendations

Our findings are generally positive yet suggest several areas that may be improved as the training programs move forward. For each training we provide the following recommendations related to training logistics and the curriculum.

Women's Edition

Logistics

1. Use past trainees as trainers

Two individuals stated that it would be good to use past trainees as trainers. Past participants noted that they saw a great value added in peer-to-peer learning. This practice is currently in place for selected trainings but could be integrated into all training deliveries.

2. Create more partnerships

Based on feedback from those involved in the development and delivery of the training, our team recommends creating more partnerships with organizations and editors that could provide technical assistance and training on journalist skills. This would provide trainees with a more diversified team to learn from and further their reporting network. Additionally, this would help with connecting reporters to editors which we heard from both trainees and developers of the program is very important, especially for women trying to get their work published.

One respondent close to the delivery of the course provided the following example: “Bellingcat is an organization in the UK that does a lot of the technology and open-source data gathering and mapping. It would be nice to work with them to have them develop [...] skills sessions for the journalists and to leave those sessions with materials that normally would cost a lot.” The skills provided by these outside partnerships would cover topics such as open-source data gathering and mapping which are not currently covered in great detail.

In 2020 PRB introduced a partner to support the West Africa cohort: Senegal-based institution L'Ecole Supérieure de Journalisme, des Métiers de l'Internet et de la Communication (E-jicom). This is a first step in this direction

3. Revise PRB outcome and output level indicators

The Desk Review revealed that PRB found specific outcome-level indicators challenging to track due to the weak causality between programming and impact(s). We recommend revising outcome level indicators to better reflect the scope of the project and its intended results.

Curriculum

1. Maintain focus on investigative reporting tools

The 2020–21 program included investigative reporting tools sessions to make journalists more competitive in the international news reporting space. We recommend continuing to include this in future sessions.

2. Develop curriculum on professionalizing social media use

As suggested in the online survey, more training around professionalizing social media use could extend reach and impact of stories.

Youth Multi-Media Fellowship

Logistics

1. Extend flexible workplan and financial programming

In the qualitative interviews PRB indicated that their workplan is rigid, resulting in financial and workplan delays. We therefore recommend a two-year workplan with flexible programming, especially while the pandemic is still ongoing and affecting training activities.

2. Increase resources to expand program

PRB sees a need to expand the Youth Multi-Media Fellowship program, by offering the fellowship to more institutional fellows, including increased direct support for the fellows' organizational growth (e.g., registration fees and purchase of equipment). This would include an extended timeline for the program, integration of in-person trainings when feasible to facilitate personal connections with the youth advocates, expanding the program across other subject areas like environmental and education projects, and increasing the time allotted to each session.

3. Provide training participants with certificates of completion

Based on trainee recommendations, we recommend providing training participants with a graduation certification to boost the alumni system and create a sense of belonging between past and present participants.

4. Revise synchronous sessions for greater participant interaction and engagement

Based on trainee recommendations, we recommend that online synchronous sessions be more interactive, to allow for greater exchange and information flow.

5. Publish Youth Multimedia curriculum as a resource on PRB's website

Based on trainee feedback in the survey, we recommend providing Youth Multimedia curriculum as a resource on PRB's website.

DHS

Logistics

1. Invest time and funds to allow for follow-up with journalists post-training

For future DHS trainings, we recommend investing more time and funds to allow for follow-up with journalists post-training to answer questions, get updates on stories, and check the data used in reporting.

2. Continue flexibility and creative solutions to optimize virtual training in wake of COVID-19 pandemic

The COVID-19 pandemic has forced the training program to pivot and utilize virtual meetings and digital learning to meet project objectives. For the DHS workshop, usually held for an entire day in-person, shifting to a two-hour virtual training made it difficult to build the capacity of journalists in such a short period of time. And yet, holding full-day virtual meetings is not feasible. Participant engagement and balancing language differences is also more challenging in a virtual environment. Continued flexibility and creative solutions are needed to optimize virtual training platforms and to keep participants engaged.

3. Increase length of training

Most survey respondents noted that one day was not sufficient to cover course content and over half noted in the survey that one day was not enough time, and they wished the training could have been held for two to three days.

4. Transition core curriculum into asynchronous online learning modules

Survey respondents indicated a desire to have short asynchronous online courses available. This would allow for trainees to take the course at their own pace, would serve as a resource after the training, and allow for more classroom time that could focus on special topics.

Curriculum

Include additional content on family planning

Survey respondents indicated that they would like to see additional content on family planning topics.

Journalist trainings in health policy advocacy and communications

Our findings show that journalist trainings like those we assessed have an inherent value, suggesting that they continue to be a good investment. We therefore recommend that:

- USAID continues to invest in Women’s Edition, Youth Multimedia Fellowship, DHS and other like trainings.
- Trainings should be expanded to ensure there is sufficient time to cover the materials in sufficient depth.
- Trainings should include diverse forms of media, given the changing media landscape. Including not only print media, television, and radio but also internet blogs, social media, and other media types.
- The trainings should include a follow-up elements.
- While face-to-face trainings have many advantages, online trainings (synchronous and asynchronous) can be provided to more journalists and advocates at a lower cost. Both mode of delivery should be employed, including hybrid trainings.

Conclusion

This assessment was designed to provide USAID, PRB and ICF International with practical recommendations to improve their journalist and young advocate training as they adjust to the changing media landscape. It consisted of a comprehensive desk review of the trainings, online survey with former participants, qualitative work with individual who contributed to the development and presentation of the training, and a social media analysis. Overall results were positive, yet they suggested several areas for improvements in curriculum and logistics to improve trainee experience and lead to more and better reporting on family planning and reproductive health.

Appendix A. Online Survey Questionnaires

Women’s Edition participant Survey

We invited you to participate in this survey because you are a journalist and you participated in one or more sessions of the Women’s Edition training in the past five years. Please remember that your participation is completely voluntary. You don’t need to respond to any question you don’t wish to, and you can exit the survey at any time. The survey will take no more than 25 minutes to complete. We will appreciate it if you complete it in one sitting. Note that your responses are anonymous.

To start, we will ask you a few questions about yourself and your journalist experience			
1	How old are you?	OPEN ENDED	
2	How many years have you been working as a journalist?	OPEN ENDED	
3	What is the highest degree or level of education that you have completed?	Some High School High school University Post-graduate Prefer not to say	1 2 3 5 9
4	Please rank the top 5 types of media that you most often write/report for (1 is the one you report to the most)	Newspapers Magazines Radio Television Twitter Facebook WhatsApp Instagram Podcasts Personal Blog Other (specify): _____	
The next set of questions captures your experiences with the training			
5	In what year(s) have you participated in the Women’s Edition training? CHECK ALL THAT APPLY	2014 2015 2016 2017 2018 2019 2020	A B C D E F G
6	The Women’s Edition training covered many different topics. Please describe any topics that helped you as a journalist, related to reporting on family planning and reproductive health issues. How where they helpful?	OPEN ENDED	

7	If this training was held for other journalists, what are the top 5 topics that should be addressed, in your opinion?	OPEN ENDED	
8	Was the information provided in the training detailed enough?	Yes No Don't Remember	1 2 3
9	Overall, did the training content meet your expectations?	Yes No	1 2
10	a. Are there other topics that you wish were covered in the training? If so, please list them. b. If you listed topics that you wished to see covered in the training, please explain how they would have helped you report on family planning and reproductive health issues better.	OPEN ENDED	
11	If the training included a section on using social media (such as Facebook or Twitter) to report on family planning and reproductive health topics, would you have found that useful?	Yes No Don't Know	1 2
12	Please list the three social media apps you use most often to publish your work or express your opinion about family planning and reproductive health issues.	1. _____ 2. _____ 3. _____	
13	The course was engaging.	Strongly Disagree Disagree Agree Strongly Agree	1 2 3 4
The Women's Edition training includes mentoring after the training ends. The next set of questions is about your post-training mentoring experience			
14	How helpful did you find the post-training mentoring experience?	Not helpful at all Somewhat not helpful Helpful Very helpful	1 2 3 4
15	Did you find the post-training mentors accessible?	Never Sometimes Frequently Always	1 2 3 4
16	Did you find the post-training mentors easy to talk to?	Never Sometimes Frequently Always	1 2 3 4
17	Did you find that the post-training mentors provided quality advice when you sought their help?	Never Sometimes Frequently Always	1 2 3 4

18	Please tell us what benefited you most from the post-training mentoring experience.	OPEN ENDED	
19	Please tell us your suggestions for improving the post-training mentoring	OPEN ENDED	
Final questions			
20	Did the training objectives meet your needs? If not, why?		1
			2
			3
		OPEN ENDED	
21	Do you think that your knowledge and skills about reporting on issues related to family planning and reproductive health improved by participating in the training?	Yes	1
		No	2
		Not sure	3
22	Do you feel more confident reporting on issues related to family planning and reproductive health after participating in the Women's Edition training?	Yes	1
		No	2
		Not sure	3
23	Compared to before you participated in the training, are you publishing more on family planning and reproductive health issues? If yes, please give 2 examples.	Yes	1
		No	2
		Not sure	3
		OPEN ENDED	
24	Would you recommend this training to a colleague?	Yes	1
		No	2
25	a. Have you participated in other journalist training over the past 6 years? b. If yes, what is the added value of the Women's Edition training over other trainings you have attended?	Yes	1
		No	2
		Not sure	3
		OPEN ENDED	
26	What are your 3 biggest takeaways from the training?	OPEN ENDED	
27	Do you have any suggestions that would make the training better?	OPEN ENDED	
	THANK YOU! Your participation is much appreciated!		

Youth Multimedia Fellowship Participants

We invited you to participate in this survey because you are a youth advocate and you participated in one or more sessions of the Youth Multimedia Fellowship training in the past four years. Please remember that your participation is completely voluntary. You don't need to respond to any question you don't wish to, and you can exit the survey at any time. The survey will take no more than 25 minutes to complete. We will appreciate it if you complete it in one sitting. Note that your responses are anonymous.

To start, we will ask you a few questions about yourself and your youth advocate experience			
1	How old are you?	OPEN ENDED	
2	Are you male or female?	Male	1
		Female	2
3	How many years have you been working as a youth advocate?	OPEN ENDED	
4	What is the highest degree or level of education that you have completed?	Some High School	1
		High school	2
		University	3
		Post-graduate	5
		Prefer not to say	9
5	In what year(s) have you participated in the Youth Multimedia Fellowship training?	2018	A
		2019	B
		2020	C
	CHECK ALL THAT APPLY	2021	D
The next set of questions captures your experiences with the training			
6	<p>The Youth Multimedia training was broken down into 5 video-conference sessions about key aspects of video production. Please rate how helpful you found each session in building your skills to create innovative digital campaigns.</p> <p>Session 1 The Art of Storytelling: How to reach and resonate with your target audience</p> <p>Session 2 Each Frame Counts: Storyboarding, scripting, and planning to film</p> <p>Session 3 Lights (Smartphone) Camera, Action!: Tips and techniques for production</p> <p>Session 4 The Perfect Cut: Editing and post-production tips for a polished final video</p> <p>Session 5 Prepare to Launch: Planning and messaging to reach your target audience</p>	Not helpful at all Somewhat not helpful Helpful Very helpful	
7	The Youth Multimedia Fellowship training covered many different topics. Please describe any topics that helped you as an advocate, related to family planning and reproductive health issues. How where they helpful?	OPEN ENDED	

8	If this training were held for other youth, what are the top 5 topics that should be addressed, in your opinion?	OPEN ENDED	
9	Was the information provided in the training detailed enough?	Yes No Don't Remember	1 2 3
10	Overall, did the training content meet your expectations?	Yes No	1 2
11	a. Are there other topics that you wish were covered in the training? If so, please list them. b. If you listed topics above that you wished to see covered in the training, please detail how they would have helped you report on FP issues better.	OPEN ENDED	
12	Please list the three social media apps you use most often to publish your work or express your opinion about family planning and reproductive health issues.	_____ _____ _____	
13	How often do you typically post to social media (any app) about family planning and reproductive health issues?	Never Rarely Once or twice each month About once per week More frequently	1 2 3 4 5
The next set of questions is about the delivery of the training			
14	The course was engaging.	Strongly Disagree Disagree Agree Strongly Agree	1 2 3 4
15	The course timeframe was generally 4–6 months with one 1–2 hour synchronous session held each month. How effective did you find this training method?	Not Effective Somewhat not Effective Somewhat Effective Very Effective	1 2 3 4
16	How can the delivery of the training be improved, in your opinion?	OPEN ENDED	
The Youth Multimedia training includes check-ins from PRB mentors between training sessions. The next set of questions is about your experience with these check-ins.			
17	How helpful did you find the check-ins with PRB between training sessions?	Not helpful at all Somewhat not helpful Helpful Very helpful	1 2 3 4
18	Did you find the PRB mentors accessible?	Never Sometimes	1 2

		Frequently	3
		Always	4
19	Did you find the PRB mentors easy to talk to?	Never	1
		Sometimes	2
		Frequently	3
		Always	4
20	Did you find that the PRB mentors provided quality advice when you sought their help?	Never	1
		Sometimes	2
		Frequently	3
		Always	4
21	Please identify what benefited you most from the mentoring experience.	OPEN ENDED	
22	Please tell us your suggestions for improving the mentoring.	OPEN ENDED	
Final questions			
23	Did the training objectives meet your needs? If not, why?	Yes	1
		Somewhat	2
		No	3
		OPEN ENDED	
24	Do you think that your knowledge and skills about reporting on issues related to family planning and reproductive health improved by participating in the training?	Yes	1
		No	2
		Not sure	3
25	Do you feel more confident reporting on issues related to family planning and reproductive health after participating in the Youth Multimedia training?	Yes	1
		No	2
		Not sure	3
26	a. Compared to before you participated in the training, are you publishing more on family planning and reproductive health issues?	Yes	1
		No	2
		Not sure	3
	b. If yes, please give 2 examples.	OPEN ENDED	
27	Would you recommend this training to a friend?	Yes	1
		No	2
28	a. Have you participated in other advocacy training over the past 4 years?	Yes	1
		No	2
		Not sure	3
	b. If yes, what is the added value of this training over other trainings you've attended.	OPEN ENDED	

29	What are your 3 biggest takeaways from the training?	OPEN ENDED
30	Do you have any suggestions that would make the training better?	OPEN ENDED
	THANK YOU! Your participation is much appreciated!	

DHS Journalist Workshop Participants

We invited you to participate in this survey because you are a journalist and you participated in one or more sessions of the Demographic and Health Surveys (DHS) journalist workshop in the past six years. Please remember that your participation is completely voluntary. You don't need to respond to any question you don't wish to, and you can exit the survey at any time. The survey will take no more than 25 minutes to complete. We will appreciate it if you complete it in one sitting. Note that your responses are anonymous.

To start, we will ask you a few questions about yourself and your journalist experience.			
1	How old are you?	OPEN ENDED	
2	Are you male or female?	Male	1
		Female	2
3	How many years have you been working as a journalist?	OPEN ENDED	
4	What is the highest degree or level of education that you have completed?	Some High School	1
		High school	2
		University	3
		Postgraduate	5
		Prefer not to say	9
5	Please rank the top 5 types of media that you most often write/report for.	Newspapers	
		Magazines	
		Radio	
		Television	
		Twitter	
		Facebook	
		WhatsApp	
		Instagram	
		Podcasts	
		Personal Blog	
		Other (specify): _____	
The next set of questions captures your experiences with the workshop.			
	In what year(s) have you participated in the DHS Journalist workshop?	2016	A
		2017	B
		2018	C
	CHECK ALL THAT APPLY	2019	D

		2020	E
		2021	F
	The DHS Journalist workshop covered many different topics to help you better report DHS results. Please describe which topics helped you most to improve your reporting on DHS results? How were they helpful?	OPEN ENDED	
	If this workshop were held for other journalists, what are the top five topics that should be addressed, in your opinion?	OPEN ENDED	

	Was the information provided in the workshop detailed enough?	Yes No Don't Remember	1 2 3
	Overall, did the workshop content meet your expectations?	Yes No	1 2
	a. Are there other topics that you wish were covered in the workshop? If so, please list them. b. If you listed topics above that you wished to see covered in the workshop, please detail how they would have helped you report on FP issues better.	OPEN ENDED	
	Please list the three social media apps you use most often to publish your work or express your opinion the DHS	_____ _____ _____	

The next set of questions is about the delivery of the workshop.

6	The workshop was engaging.	Strongly Disagree Disagree Agree Strongly Agree	1 2 3 4
7	Did you find that one day was sufficient time to cover the material in appropriate detail?	Yes No I don't know	1 2 3

Final questions

8	Did the workshop objectives meet your needs? If not, why?	Yes Somewhat No	1 2 3
		OPEN ENDED	
9	Do you think that your knowledge and skills about reporting on issues related to DHS data and public health improved by participating in the workshop?	Yes No Not sure	1 2 3

10	Do you feel more confident reporting on issues related to DHS data and public health after participating in the DHS Journalist workshop?	Yes No Not sure	1 2 3
11	a. Compared to before you participated in the workshop, are you publishing more on DHS data and public health issues?	Yes No Not sure	1 2 3
	b. If yes, please give 2 examples.	OPEN ENDED	
12	Would you recommend this workshop to a colleague?	Yes No	1 2
13	a. Have you participated in any other training for journalists in the past 6 years?	Yes No Not sure	1 2 3
	b. If yes, what is the added value of this workshop over other trainings you've attended.	OPEN ENDED	
14	What are your 3 biggest takeaways from the workshop?	OPEN ENDED	
15	Do you have any suggestions that would make the workshop better?	OPEN ENDED	
	THANK YOU! Your participation is much appreciated!		

- Coordination of site visits
5. How are participants selected for each session?
 6. How are special-topic presenters selected for each session?
 7. In the first year of PACE, PRB separated the Women's Edition program into two groups: one representing sub-Saharan Africa and the other representing three South Asian countries (Bangladesh, India, and Nepal). Did you receive any feedback as a result of this change?
 - Did the women find the trainings more/less informative and relevant than before this change? Please explain your answers.
 - Did this affect participation numbers, or interest in the trainings? In what ways?

Women's Edition Facilitation Module

8. The first time that you facilitated the training, did you feel that PRB adequately prepared you? What type of additional support or assistance do you feel that you would have benefitted from to better equip you as a trainer? If you facilitated the training more than once, did anything change or improve?
9. The next set of questions is specifically about the last time you facilitated the Women's Edition training. When and where was that?
10. How many facilitators overall were involved in that training? Did you feel this was adequate? Why? Why not?
 - (If participant was not the only facilitator) How did you collaborate or coordinate with other facilitators before the training? During the training?
11. What modes of delivery did you utilize?
 - PowerPoint
 - Break-out groups
 - Panel discussion
 - Other interactive work
 - Individual exercises
12. What mode of delivery did you find most effective? Least effective? Did that vary by topic or type of material you were covering?
13. Did you feel that you had sufficient time to deliver the content? (or too much time)
14. How would you describe participant engagement in the training?
 - Did they ask a lot of questions?
 - What parts of the training did participants respond to well? What did they not respond to as well?
15. If you delivered the training more than once, did you notice significant differences in each delivery? For example, in participant's skill levels or reception of the content. Which training led to the best results? Why?
16. Did you face any challenges when delivering the training? Please describe what they were if so.
 - Is there anything you wish you would/could have included in the training that you did not have the time or funds to? Anything you think can be improved?
17. How did participants respond to special topics?
 - Which topics did they respond better to?
 - Were any new topics suggested by participants for future trainings?

18. Did any participants ask questions related to social media and reporting?
 - Which social media platforms specifically?
 - What questions did they ask?
19. The Women’s Edition training focused on senior-level female journalists from influential media in developing countries. Do you think participants had the necessary experience and skills to benefit from the content of your training? Why? Why not?
 - Did you observe the training as being too basic or too advanced for any participant? Why?
20. What kind of feedback did you receive, if any, from participants after delivering your training?
 - Did you receive feedback directly from participants? Or did you receive feedback from the training organizers?
21. After the training, did you formally or informally give feedback to the training organizers on the course content, training structure, or other training aspects? If yes, do you know if that feedback was incorporated in future deliveries of the training? What was the feedback?

Women’s Edition Post-Training Mentoring Module

22. The Women’s Edition includes a follow on in person-training or mentorship. What does this mentorship aim to achieve that the initial training does not provide?
23. Is there a specific part of the follow-on training participants respond well to? Not so well?
24. How engaged were participants in this activity?
25. What kind of feedback did you receive, if any, from participants about the post-training mentorship?
26. Can you think of ways to improve the post-training mentorship? What are those?

Final questions

27. What suggestions do you have to improve these trainings in the future that we haven’t yet talked about?
28. Do you have any questions for me? Anything to add to the discussion today before we close?

Thank you for your time and feedback.

Focus Group Discussion Guide: Guest Presenters

Begin online recording and read the following prompt to participants:

Hello, I am _____, welcome to our focus group discussion. We are representing the USAID-funded D4I project. Our conversation today aims to assess the perspectives of the guest presenters who delivered specialized content during the PRH-funded Women’s Edition journalist trainings delivered since 2014. This is part of a larger assessment of the various training programs offered during this period, designed to better understand how to adapt future trainings to the changing needs and realities of reporting in the family planning and reproductive health space today.

You were asked to participate in the focus group because you presented as a guest speaker with subject-matter expertise in one or more of the Women’s Edition trainings included in the assessment. All of you agreed to participate and we appreciate your willingness to share your experience.

Before we start, I want to remind you that your participation is completely voluntary. You are not required to respond to all the questions, and you can leave the discussion at any time. The conversation is audio-recorded and transcribed by Teams, which is the application we use to facilitate the conversation. Only the D4I assessment team will have access to the recording the transcript files. The final report produced from findings from today’s FGD will not include participant information.

Ground rules (read aloud):

We are eager to hear your honest and open thoughts and look forward to a productive conversation.

- Please allow one person to speak at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
- Please keep yourself muted when others are talking.
- When you wish to respond, raise your ‘hand.’
- There are no right or wrong answers.
- You do not have to speak in any particular order.
- You do not have to agree with the views of other people in the group—we welcome a diversity of responses.

Do you have any questions before we begin?

Let’s start with some background information for each of you:

#	Name	Sex	# PRH trainings involved in	Special content area	Countries trained in
1					
2					
3					
4					
5					
6					

Opening/Pre-Course

29. When and where was the last time you participated as a presenter in a Women’s Edition training?
30. As you were preparing for this training, were you given a structured facilitation guide or did you develop your own presentation materials?
 - If given a guide, can you describe what that entailed? Describe the quality of the materials provided. Did they meet your needs? Is there anything else you would have liked to get?
31. Were you given background information/bios on the participants at your training beforehand?
 - If yes, how did this help you tailor your presentation materials?
 - If no, do you feel this affected the depth of your presentation content?
 - Did having or not having background information affect your interactions with participants and how engaged they seemed during the training?
32. Do you feel that you were adequately prepared by PRB prior to the training? What type of additional support or assistance do you feel that you would have benefitted from to better equip you as a trainer?

Course Delivery

33. How long was your presentation?
 - Did you feel that was sufficient time? Too much time?

34. What modes of delivery did you utilize?
 - PowerPoint presentation; break out group work; panel discussion; other interactive work
 - What modes did you find most effective? Least effective?
35. How would you describe participant engagement during your presentation?
 - Did they ask a lot of questions?
 - Was there any part of the training that you felt participants really responded to? Did not respond well to?
36. Did you collaborate or coordinate with the other presenters prior to the start of the training?
37. If you delivered the training more than once, did you notice significant differences in each delivery? For example, in participant's skill levels or reception of the content. If so, please give examples.
38. What training methods do you feel worked best in your workshop?
39. What training methods do you feel didn't work well?
40. Did you face any challenges when delivering the training?
 - Is there anything you wish you would/could have included in the training that you did not have the time or funds to?

Post-Course

41. What kind of feedback did you receive, if any, from participants after delivering your training?
 - Did you receive feedback directly from participants? Or did you receive feedback from the training organizers?
42. After the training, did you formally or informally give feedback to the training organizers on the course content, training structure, or other training aspects? If yes, do you know if that feedback was incorporated in future deliveries of the training?
43. The Women's Edition training focused on senior-level female journalists from influential media in developing countries, do you think participants had the necessary experience and skills to benefit from the content of your training?
 - Did you observe the training as being too basic or too advanced for any participant?
44. What suggestions do you have to improve these trainings in the future?
45. Do you have any questions for me? Anything to add to the discussion today before we close?

Thank you for your time and feedback.

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