Social Media and Security Sector Governance

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Tool 6

Tool 6
Social Media and Security Sector Governance

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Contents

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- Palestinian Broadcasting Corporation

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Introduction

The media and the security sector

In established democracies, free and independent media play a crucial role in overseeing the work of core security and justice providers. The media inform citizens about the work of law enforcement and defence institutions. They encourage people to participate in, or dispute decisions made by executive, legislative or judicial authorities on key issues related to public safety and security. The media also fulfil a watchdog function by shedding light on abuses and cases of mismanagement by formal security sector institutions. From the point of view of the authorities, engaging constructively with the media can add to their own legitimacy and that of security and justice providers. In parallel, citizens can enhance their understanding of what the security sector is and how it works thanks to well researched media reporting on related issues.

Journalists and other members of the media often acknowledge the importance of strengthening their role in security sector governance. However, many media practitioners still face various obstacles and tend to encounter special challenges when reporting on security-related topics. These challenges can include: blocked or restricted access to information that is considered sensitive; a lack of trust between security institutions and the media; and an under-developed awareness of their own role and modern definitions of security. Journalists and other members of the media may also lack a sufficient working knowledge of relevant media laws and legislation. They are often not systematically aware of the particular issues to be considered when covering a specific security-related event. In addition, they are often unaware of the impact social media can have on security sector coverage.

As a partial response to the challenges faced by journalists and other members of the media, the

Geneva Centre for the Democratic Control of Armed Forces (DCAF) has produced this toolkit for trainers. While the toolkit has been developed in the Arab region and provides practical examples from this region, it has been designed to be used by media trainers in any region of the world.

Background

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) promotes democratic security sector governance and security sector reform.

As part of its long-term assistance programme to Palestinian security sector reform, DCAF has assisted civil society and media in strengthening their public oversight role in the security sector. In particular, it has fostered an on-going involvement with various Palestinian media organisations since 2008.

During the first phase of its involvement, DCAF conducted a consultative process of conferences, workshops and training needs assessments through which Palestinian media practitioners evaluated their strengths and weaknesses in assuming their oversight role in the security sector. The results of this process have shown that journalists often lack specific training on how to conduct oversight of the security sector.

In the second phase, DCAF has developed this training toolkit to present and discuss the role of journalists in overseeing the security sector and the different skills and methods journalists can use for this purpose. The toolkit aims to build on journalists' existing knowledge and includes sessions on developing an understanding of the security sector, security sector reform and governance, media laws, access to information, planning stories related to security and a session on social media and security sector governance.

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In the third phase, DCAF cooperated with the Palestinian satellite TV channel 'Wattan TV' to conduct a first joint pilot training workshop using these materials, in Ramallah. The workshop focused on further enhancing the capacity of Palestinian journalists in reporting on security-related issues. As an integral part of the training workshop, the trainees were given the opportunity to cover meetings of community safety councils at governorate level and in this way apply and test their newly acquired skills.

Since this first pilot training workshop, the sessions in the toolkit have been used and tested many times, both as stand-alone sessions and as a whole course. Feedback from these training workshops and courses has been invaluable in revising and further developing the materials and activities used in this manual.

The training toolkit

The training toolkit has been designed to function as a whole training course or as stand-alone sessions on specific topics.

The training toolkit consists of the following tools:

Tool 1. Using the Toolkit and Acquiring Training Skills

Tool 2. The Media and Security Sector Governance: Concepts and Actors

Tool 3. Media Freedom and Security Sector Governance

Tool 4. Access to Information and Security Sector Governance

Tool 5. Reporting Community Safety

Tool 6. Social Media and Security Sector Governance

It is envisaged that additional sessions may also be developed and added based on further needs.

Tool 1 offers information for the trainer on training skills and also gives information on how to use the training sessions in the toolkit as a cohesive training course, if so desired. It includes introductory and conclusion sessions. Tools 2 to 6 are training sessions. These can be used as stand–alone sessions or used together to form the more comprehensive training course.

Target audience

The materials in the toolkit are intended to be read and used by media trainers with an expertise in security sector governance and reform.

The target audience for the training course itself is mainly journalists and editors/producers, but can be extended to include any member of the media.

DCAF remains available to support trainers, journalists and editors/producers interested in obtaining copies of this training toolkit or advice on how to use it.

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Using the Session

As specified above, this session can be used as a stand-alone training session on social media and SSG or as part of the overall course, *The Role of Media in Security Sector Governance*.

The structure of the session

This training session consists of the following elements:

1. **The introduction** lists the learning objectives and focus questions for the session. It also lists the handouts and trainer resources which are used in the session.

2. **The session plan** gives a full overview of the session. It is a guide for the trainer to get a quick understanding of the session. It is also used as a quick reference to help the trainer to keep track of activities and of timing during the training.

3. **The description of activities** explains in more detail how to carry out the activities listed in the session plan individually.

4. **The handouts** are given to the participants during the activities in the sessions. They are easily photocopied and can include:

   - Worksheets with tasks for the participants to complete

   - Hard copies of PowerPoint presentations

   - Summaries of key information

   - Publications

5. **The trainer resources** provide supporting information for the trainer. They also provide sets of questions to allow the trainer to prepare her own country-specific activities. They can include:

   - Summaries of international best practices

   - Sets of questions from which to construct a country-specific handout

   - Examples of completed activities

The activities in the session are designed to be used in the order suggested in the session plan and one exercise often builds on an exercise before. However, the sessions are a resource from which the trainer can make adaptations and changes as deemed fit. The trainer is expected to adapt the sessions in the light of the objectives that need to be achieved, the country/cultural environment in which the training takes place, and the specific needs and capacities of the participants.

> **Why are social media important for journalists?**
>
> In the past decade, the number of social media users has grown exponentially. In the Arab region, social media platforms have played an instrumental role in fostering social and political mobilisation towards democratic change. For journalists, social media platforms have become an endless source of topics, ideas and opinions. In addition, security sector institutions are increasingly using social media to share information with the media and the broader public.

Social Media and Security Sector Governance: The Training Session

Learning objectives

The objective of this session is to give participants a clear understanding of how to use social media in covering security sector topics and events. This includes:

- Understanding what social media is

- Becoming aware of the potential professional advantages of using social media in covering security sector events

- Gaining practical knowledge of how to use specific social media platforms

- Learning how to create and distribute stories related to security by using social media

- Developing awareness of best practices and ethical considerations regarding the use of social media

Focus questions

The following questions are addressed through the activities in this session:

- Which social media platforms are the most useful for journalists covering security sector events?

- How do these social media platforms work?

- What are the strengths and weaknesses of different social media platforms in covering security sector related events and topics?

- How can journalists create, publish and share security sector-related stories using social media?

- What ethical questions need to be addressed when using social media platforms?

- How can the knowledge acquired in the session be applied in practice?

Overview

Session Plan 6. *Social Media and Security Sector Governance*

Description of Activities

Handout 6.1 *Discussion: How can journalists use social media?*

Handout 6.2 *PowerPoint presentation hardcopy: Social media and security sector governance (SSG)*

Handout 6.3 *Worksheet: Tasks to research social media platforms*

Handout 6.4 *Discussion: Strengths and weaknesses of different social media platforms*

Handout 6.5 *Worksheet: Tasks for creating a security sector story using Storify*

Handout 6.6 *Worksheet: Social media ethics checklist*

Handout 6.7 *Information sheet: Ethical considerations*

Trainer Resource 6.1 *Information sheet: Notes for the trainer about using Twitter*

Trainer Resource 6.2 *An online Storify example*

Trainer Resource 6.3 *Information sheet: Introduction to using Storify*

Session Plan

Social Media and Security Sector Governance

Learning Objectives	Participants will be able to:
	1. Understand what social media is
	2. Become aware of the potential professional advantages of using social media in covering security sector events
	3. Gain practical knowledge of how to use specific social media platforms
	4. Learn how to create and distribute stories related to security by using social media
	5. Develop awareness of best practices and ethical considerations regarding the use of social media
Content to be covered	• Description of which social media platforms are most relevant to the coverage of a security sector event
	• Review of social media platforms and their uses for journalists
	• Participants researching and discussing different social media platforms
	• Covering a story using Storify
	• Ethical considerations of using social media
Date and Time	300 min (including breaks)

Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
1	10 min	Introduction	Trainer to whole group	-	Overview session (why relevant, focus questions addressed, activities and timing)
2	20 min	Discussion: Introduction to social media for journalists	Pairs and feedback to whole group Handout 6.1 Discussion: How can journalists use social media?	Obj. 1-3	Participants work in pairs. The trainer gives each pair Handout 6.1, which has three discussion questions on it. The pairs discuss the questions for 10 minutes. The trainer asks for feedback from different pairs.

Social Media and Security Sector Governance

Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
3	25 min	*PowerPoint presentation: Social media and security sector governance (SSG)*	Trainer to whole group **Handout 6.2** *PowerPoint presentation hardcopy: Social media and security sector governance (SSG)* Computer, projector	Obj. 1-3	The trainer gives a hardcopy of the PowerPoint presentation (**Handout 6.2**) to the participants. The trainer presents the PowerPoint presentation and asks questions of the participants throughout. Through the presentation, the following questions are addressed: • What is social media and web 2.0? • What are the uses of social media platforms? • What are examples of social media as vital parts of news coverage, including examples specifically related to security sector governance (SSG)? • What are some of the main social media platforms – Facebook, Twitter, Youtube and Storify – and how can journalists use them?
Break					
4	40 min	*Web activity: Researching social media platforms*	Pairs **Handout 6.3** *Worksheet: Tasks to research social media platforms* **Trainer Resource 6.1** *Information sheet: Notes for the trainer about using Twitter* One computer per pair, Internet	Obj. 1-3	Participants work together in pairs, sharing one computer. The trainer gives each pair **Handout 6.3**, which guides them step-by step through the use of Facebook, Twitter and Youtube for security sector related journalism. The trainer leads all participants through the steps outlined in **Handout 6.3** and answers any questions that arise.
5	20 min	*Discussion: Strengths and weaknesses of different social media platforms*	Pairs **Handout 6.4** *Discussion: Strengths and weaknesses of different social media platforms*	Obj. 1-3	Participants work in pairs. The trainer gives each pair **Handout 6.4**, which asks them to choose one social media platform and to assess its strengths and weaknesses relevant to a particular aspect of covering the security sector. The pairs present their analyses to the whole group.

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Social Media and Security Sector Governance

Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
Break					
6	10 min	*Presentation: Storify example*	Trainer to whole group **Trainer Resource 6.2** *An online Storify example* Computer, projector	Obj. 3	The trainer uses a computer and projector to show the participants an example of an online Storify story. The trainer explains the elements of the SSG related Storify story and asks and answers questions. (A link to this online Storify example is available in **Trainer Resource 6.2**.)
7	15 min	*PowerPoint presentation: Introduction to using Storify*	Trainer to pairs **Trainer Resource 6.3** *Information sheet: Introduction to using Storify* One computer per pair, Internet	Obj. 3	Participants work in pairs, sharing one computer. The trainer connects to www.storify.com and projects the computer screen. The trainer steps the pairs through setting up a Storify account and creating a simple story. (**Trainer Resource 6.3** contains information for the trainer to follow in this activity.)
8	45 min	*Web activity: Creating a security sector story using Storify*	Pairs **Handout 6.5** *Worksheet: Tasks for creating a security sector story using Storify* One computer per pair, Internet	Obj. 3-5	Participants work in pairs, sharing one computer. The trainer introduces the task by explaining that the pairs will have to cover a security sector event using Storify and then present their stories to the whole group. The trainer gives each pair **Handout 6.5**, which has different security related topics for the participants to create stories about. The pairs will present the stories they have made in the following activity, Activity 9.
Break					
9	20 min	*Participant presentations: Stories made by participants using Storify*	Pairs to whole group Feedback from trainer and whole group One computer per pair, Internet, projector	Obj. 3-5	The pairs present and describe the stories they have created in Activity 8 to the whole group and answer any questions from other participants.

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			Social Media and Security Sector Governance		
Activity	**Time**	**Description of activity**	**Grouping and materials**	**Session objectives**	**Comments**
10	30 min	*Group activity: Ethical considerations using social media*	Pairs ***Handout 6.6*** *Worksheet: Social media ethics checklist* ***Handout 6.7*** *Information sheet: Ethical considerations* One computer per pair, Internet	Obj. 3	Participants work in pairs. The trainer gives out ***Handout 6.6***, which is an ethics checklist to apply to a published online story. First, the trainer explains how to use the ethics checklist by applying it to the example Storify story from Activity 6 (***Trainer Resource 6.2***). Then, the trainer asks the pairs to imagine that the Storify stories they produced in Activity 9 are going to be published and to analyse the stories for ethical considerations by using ***Handout 6.6***. The pairs carry out their analysis using the ethics checklist. They discuss their analysis as a whole group. At the end of the discussion, the trainer gives out ***Handout 6.7***, which is a brief summary of ethical considerations, and briefly introduces it.
11	20 min	*Discussion: Applying the knowledge learnt in practice*	Groups of four Blank card	Obj. 1-5	The participants work in groups of four. The trainer asks each group to consider how they will apply in practice what they have learnt in this session. Each group lists three ways how they will use what they have learnt in the session and then gives feedback to the whole group.
12	10 min	*Conclusion and re-cap*	Trainer to whole group	Obj. 1-5	The trainer outlines what the session has covered. This includes: • Giving an overview of the resources the journalists now have (handouts, published Storify stories, ethics checklist) • Recapping the activities covered • Discussing key points of what has been learnt The trainer may elicit this information from the participants.

Description of Activities

This section describes in more detail the activities listed in the session plan above.

Note that in addition to the computer and projector used by the trainer, this session involves the use of computers for the participants and good Internet connections. The trainer should check that these resources are available and working before the session begins.

Activity 1. Introduction

The trainer explains to the whole group why an awareness of social media and its uses is relevant for them as media practitioners. Next, the trainer can use the focus questions to frame-up the content of the session (the focus questions for this session are listed before the session plan). Finally, the trainer gives an overview of the kind of activities the participants will be doing and the timing for the day.

Materials: *None*

♣ *Alternative*: The trainer can prepare an agenda of the day based on the session plan. This can be given as a handout and talked through with the participants.

Activity 2. Discussion: Introduction to social media for journalists

This activity asks the participants to consider and discuss what social media means and what their own journalistic experiences of using social media have been.

Participants work in pairs. The trainer either distributes a copy of **Handout 6.1**, which has three discussion questions on social media use, or writes the questions listed in **Handout 6.1** on a flipchart. The pairs take 10 minutes to discuss the questions. The trainer then goes through each question with the whole group.

Materials:

- **Handout 6.1** *Discussion: How can journalists use social media?*

Activity 3. PowerPoint presentation: Social media and security sector governance (SSG)

This activity is a PowerPoint presentation. It introduces to journalists how they can use social media to cover events related to the security sector. It also gives an overview of four social media platforms: Facebook, Twitter, Youtube and Storify. The participants will look at these social media platforms in more detail in later activities.

The trainer distributes **Handout 6.2**, which is the hardcopy of the PowerPoint presentation, to the participants. The trainer then presents the PowerPoint presentation to the participants.

The PowerPoint presentation addresses the following questions:

- What are social media and Web 2.0?
- What are the uses of social media platforms?

What are examples of social media as vital parts of news coverage, including examples specifically related to security sector governance (SSG)? During the presentation the trainer may want to encourage questions from the participants.

Materials:

- **Handout 6.2** *PowerPoint presentation hardcopy: Social media and security sector governance (SSG)*
- Computer, projector

Activity 4. Web activity: Researching social media platforms

This activity gives the participants the opportunity to research the social media platforms that have been discussed in the previous PowerPoint presentation (Activity 3). It also allows the participants to explore opportunities offered by the different platforms for covering SSG issues.

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Participants work together in pairs, sharing one computer.

The trainer gives out **Handout 6.3**. The handout gives the participants tasks to perform using all four social media platforms.

The trainer leads the participants through the different social media platforms. The trainer checks that each pair is able to achieve each step in the handout before going on to the next step. The trainer circulates and answers any questions from the participants that arise. (**Trainer Resource 6.1** gives some information for the trainer on using Twitter.)

Note that Part 1 of the Facebook task asks the participants in pairs to log on to an existing Facebook account or to create a new account. Here it is expected that one of the participants in each pair has an existing Facebook account. If not, and they do not wish to create one, then the pair can work together with another pair for this task.

Materials:

- **Handout 6.3** *Worksheet: Tasks to research social media platforms*

- **Trainer Resource 6.1** *Information sheet: Notes for the trainer about using Twitter*

- One computer per pair, Internet

Activity 5. Discussion: Strengths and weaknesses of different social media platforms

This activity asks the participants to focus on one aspect of covering the security sector and to consider which social media platform would be the most useful.

The participants work in small groups. Each group receives a discussion card from **Handout 6.4**. The discussion cards task asks them to identify one social media platform and describe its strengths and weaknesses in relation to one aspect of covering the security sector. The four aspects covered are:

- Monitoring news

- Gathering information

- Creating content

- Sharing content

The participants give feedback to the whole group on their particular task so that together they describe the four different aspects.

Materials:

- **Handout 6.4** *Discussion: Strengths and weaknesses of different social media platforms*

Activity 6. Presentation: Storify example

This activity shows the participants an example of a story related to the security sector made using Storify.

The trainer presents the online Storify security sector story to the whole group (**Trainer Resource 6.2**). The trainer explains the different technical elements of the story. The trainer asks and answers questions from the whole group.

Materials:

- **Trainer Resource 6.2** *An online Storify example*

- Computer, projector

Activity 7. PowerPoint presentation: Introduction to using Storify

This activity helps the participants to set up a Storify account and to create a simple Storify story by copying the trainer's actions.

Participants work in pairs, sharing one computer. The trainer connects to www.storify.com and projects the computer screen. The trainer uses **Trainer Resource 6.3**, which has information on how to use Storify, as a resource to guide the participants through setting up their own Storify accounts and creating a story in pairs. The participants follow the trainer's instructions to set up a Storify account. Once the participants' Storify account is set up, they can create their own story. This will be done in the following activity, Activity 8.

(Note that the trainer may choose to give a copy of the relevant information in **Trainer Resource 6.3** to the participants. If so, this is best done at the end of the activity so that all pairs will have progressed together through setting up an account and creating a story.)

Materials:

- **Trainer Resource 6.3** *Information sheet: Introduction to using Storify*

- One computer per pair, Internet

Activity 8. Web activity: Creating a security sector story using Storify

In this activity the participants work in pairs, sharing one computer, to create their own story related to SSG using Storify.

The trainer gives each pair **Handout 6.5**, which has different SSG-related tasks for the participants to cover. The trainer points out that the pairs will have to present their stories to the whole group. Each pair receives a different task. The four tasks are:

- Covering events involving security forces

- Covering issues related to human rights abuses

- Covering online campaigns by actors in the security sector

- Covering legislative or judiciary developments

The pairs will present the stories they have made in the following activity, Activity 9.

- One computer per pair, Internet

Materials:

- **Handout 6.5** *Worksheet: Tasks for creating a story related to the security sector using Storify*

♣ *Alternative*: An alternative activity is to have the participants use the stories they wrote in *Tool 5 Reporting Community Safety*, Activity 7. They use the stories thay had prepared in writing and now produce them as Storify stories. (Note that

the trainer should have prepared for this option by saving the stories during Activity 7 in Tool 5.)

Activity 9. Participant presentations: Stories made by participants using Storify

Participants present and describe the stories they have created in Activity 8 and answer any questions from other participants.

Assessment of participant learning can be done during this activity by the trainer (see 'Assessment of participant learning' below).

Materials:

- One computer per pair, Internet, projector

Activity 10. Group activity: Ethical considerations using social media

This activity asks the participants to focus on the ethical considerations journalists need to be aware of when using social media.

Participants work in pairs. The trainer gives out **Handout 6.6**, which is a 'social media ethics checklist' to be applied to an online story.

First, the trainer explains the social media ethics checklist and answers any questions from the participants.

Then, the trainer asks the pairs to use the checklist to analyse the stories they had produced in Activity 9.

The pairs carry out their analyses using the ethical checklist. They discuss their analyses as a whole group.

Finally, the trainer hands out **Handout 6 .7**, which is a summary of ethical considerations, and briefly discusses it.

Materials:

- **Handout 6.7** *Information sheet: Ethical considerations*

- One computer per pair, Internet

Activity 11. Discussion: Applying the knowledge learnt in practice

In this activity, participants get the opportunity to discuss what they have learnt in the session and how it can be applied in their own work practices.

The participants work in groups of four (two pairs together). The trainer asks each group to consider how they will apply in practice what they have learnt in the session and how they will apply it. Each group discusses and then uses the blank cards provided by the trainer to list three ways they will use what they have learnt in the session. Each group then gives feedback to the whole group.

Materials:

- Blank card

Activity 12. Conclusion and re-cap

The trainer discusses with the whole group.

The trainer outlines what the session has covered. The outline would include:

- Recapping the activities covered

- Discussing key points of what has been learnt

- Giving an overview of the resources the journalists now have (e.g. handouts, published Storify stories, ethics checklist)

Alternatively, the trainer can elicit this information from the participants.

Assessment of participant learning

Assessment of participant learning in this session is accomplished through the trainer assessing the stories produced and presented in Activities 8 and 9.

The trainer may choose to do this by simply assessing whether the participants performance in the task has been satisfactory or not. Aspects to consider include: did they use at least three different social media platforms? Does the content relate to the task? Is the story cohesive? Does the story have sections of connecting text?

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Handout 6.1

Discussion: How can journalists use social media?

Participants are given the following discussion questions in Activity 2. Participants work in pairs to answer the questions. (Alternatively, the trainer can choose to write these questions on a flipchart.)

Discussion questions about social media

- What is your definition of social media?

- Have you or any of your colleagues used social media as a professional tool? If so, how?

- What advantages can journalists working on security related issues gain from using social media? What are the risks of using social media?

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Handout 6.2

PowerPoint presentation hardcopy: Social media and security sector governance (SSG)

A copy of the PowerPoint presentation is given to the participants in Activity 3.
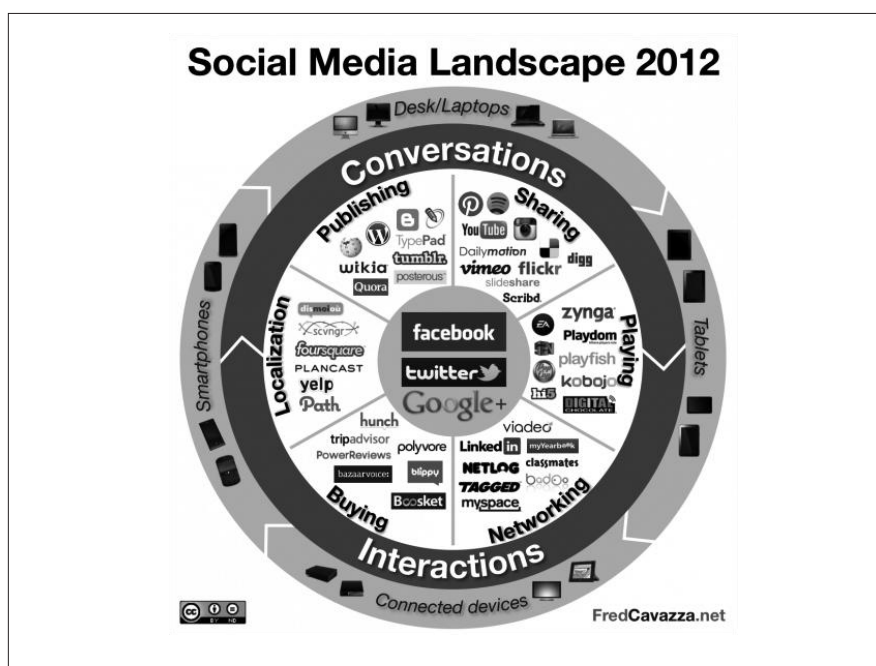

Definitions

Social media is "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content."

Source: Kaplan, Andreas M. and Haenlein, Michael: "Users of the world, unite! The challenges and opportunities of Social Media", in: *Business Horizons*, pp. 59-68, 2010, available: **http://openmediart.com/log/pics/sdarticle.pdf**

Web 2.0 "basically refers to the transition from static HTML Web pages to a more dynamic Web (…) based on serving *Web applications* to users. Other improved functionality of Web 2.0 includes *open communication* with an emphasis on *Web-based communities of users,* and more *open sharing of information*."

Source: Webopedia, available: **http://webopedia.com/TERM/W/Web_2_point_0.html**

Handout 6.2 (Cont.)

Journalists' usage of social media for covering the security sector

Journalists can use social media platforms for:

• **Monitoring news**, such as alternative news items that have not yet been published or information released by actors of formal and informal oversight (government, citizens, rebels, victims, whistleblowers, etc.)

• **Gathering information**, by identifying new sources, ideas and illustrations or expertise, definitions and specialised literature on security sector governance

• **Creating content**, by uploading written content, videos or pictures published on social media platforms or blogs

• **Sharing content**, by allowing their network of social media contacts and friends to access and further transmit their reports

Handout 6.2 (Cont.)

Example 1: Facebook

Facebook

Key information about Facebook:
- 800 million active users. The second most visited website (after google)
- Facebook is both a forum for sharing opinions, creating pages or groups, attending events, and uploading personal images and videos
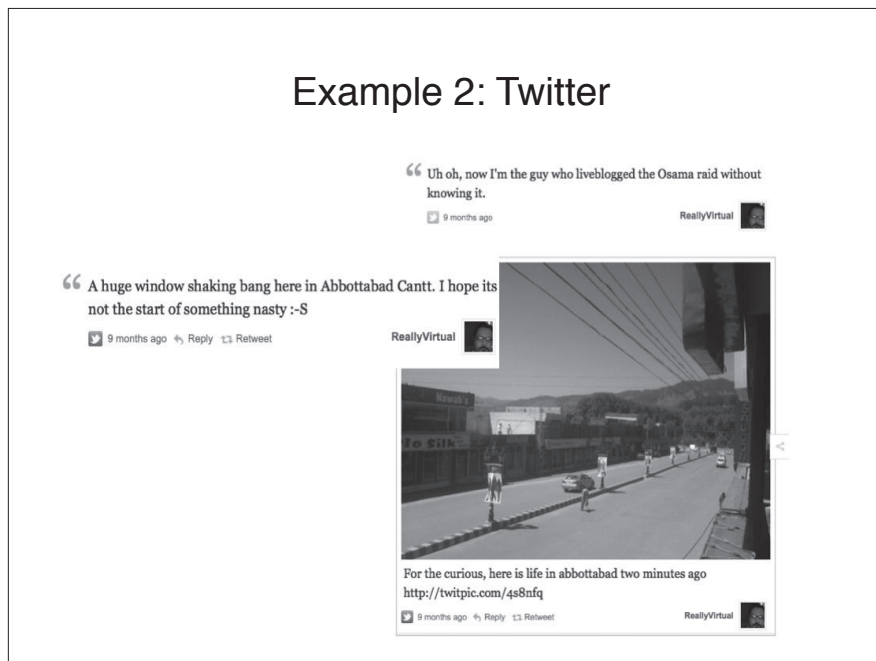- Facebook integrates all types of social media sharing tools (videos, pictures, URLs/links)

Facebook allows journalists to:
- Reach a very wide audience
- Establish a network of potential sources
- Share contents and opinions
- Engage with readers and counterparts
- Follow users, organisations, groups and events as they unfold

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Handout 6.2 (Cont.)

Example 2: Twitter

Twitter

Key information about Twitter:
- More than 100 million active users worldwide generating about 200 million 'tweets' a day
- A microblogging service with posts or 'tweets' of max 140 characters
- Allows users to make simple references to topics (#), users (@) and online content such as articles, pictures, videos (URL's)
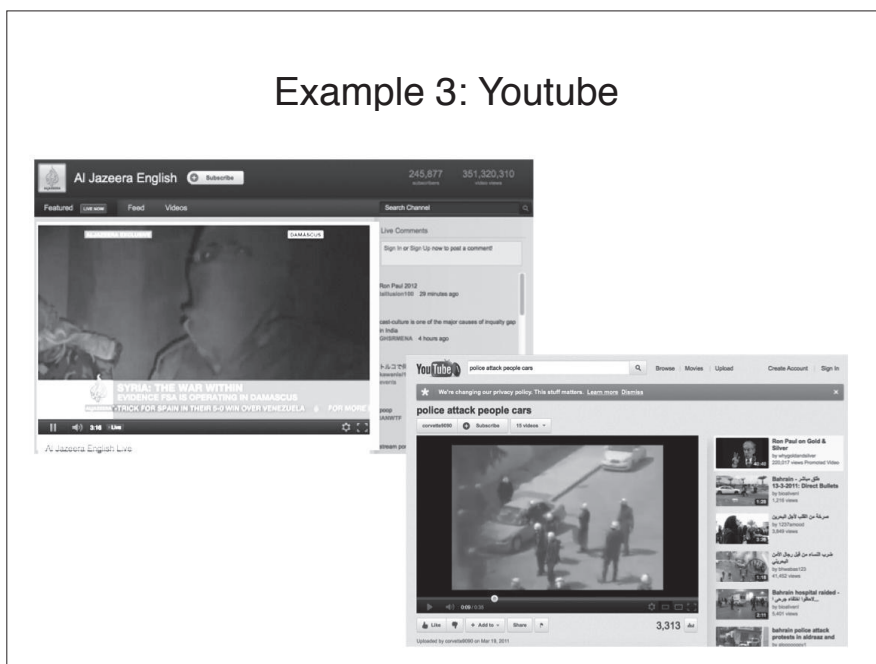
Twitter allows journalists to:
- Access real-time information about events as they unfold
- Disseminate live
- Follow other Twitter members, personalities, events

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Handout 6.2 (Cont.)

Example 3: Youtube

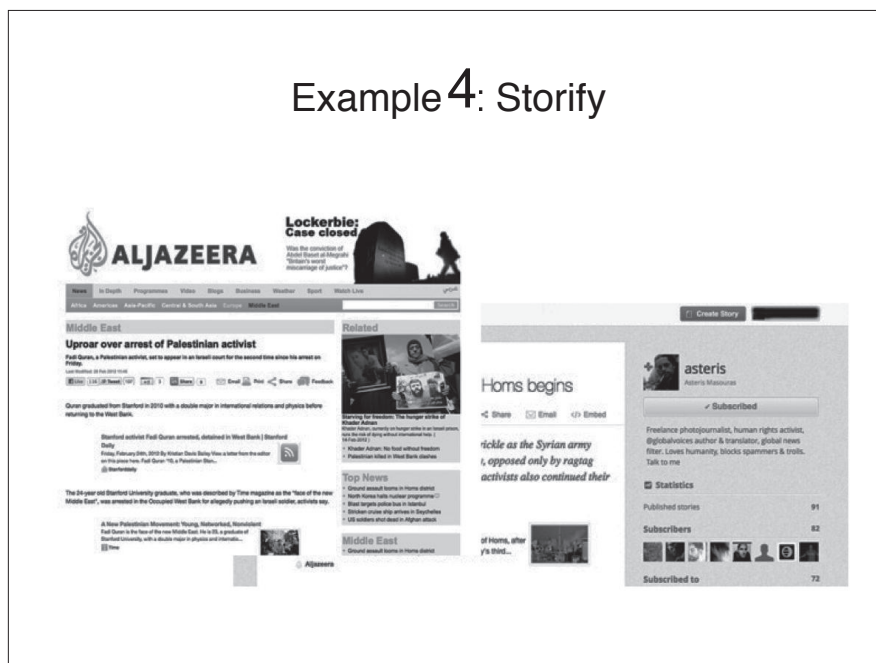## YouTube

Key information about YouTube:
- 800 million users a month - 3 billion videos are watched on the website each day (third most visited site after Google and Facebook)
- Video-sharing website for user-generated content
- Allows for publishing otherwise censored content

YouTube allows journalists to:
- Set up their own web-TV channel and broadcast online
- Access uncensored video footage from the field
- View all videos related to a central topic they research

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Handout 6.2 (Cont.)

Example 4: Storify

Storify

Key information about Storify:
- Relatively new social media platform (2010)
- Platform for creating stories by "pulling" content from social media platforms (e.g. tweets, Flickr-photos and Youtube-videos)
- A tool for gathering information needed for a story or a presentation

Storify allows journalists to:
- Easily research all main social media platforms
- Quickly establish a structure for their narrative
- Present the results of their online research to colleagues or editors
- Share contents with other Storify users

Handout 6.2 (Cont.)

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Advantages of using social media in covering security-related topics

Editorial freedom:
- Virtually unlimited possibility of sharing information
- Possibility to participate in open debates

Access to information, places and people:
- Virtual access to remote/dangerous places
- Access to endless amounts of shared information
- Contact and network with actors and sources worldwide
- Access to leaks and first-hand documents put online

Safety:
- Contact with key actors involved in dangerous conflicts/places without taking safety risks

---

Disadvantages of using social media in covering security-related topics

Sources and information verification:
- Difficult to verify sources of information
- Multitude of unverified hearsay and "spoofs"
- Risk of revealing one's sensitive sources

Privacy:
- Blurred distinction between professional and private life

Intellectual property:
- Potential misuse of author or journalists' reports by third parties

Ethics:
- Uncensored use of information/images

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Handout 6.3
Worksheet: Tasks to research social media platforms

The purpose of the exercise is for the participants to become familiar with selected social media platforms - Facebook, Twitter and Youtube - and explore opportunities posed by the different platforms for covering SSG issues. (This is used in Activity 4.)

Exercise 1. Facebook

1.   Login to www.facebook.com (or sign up for an account)

2.   Scroll through the 'wall' and identify examples of news and current events specifically related to SSG issues. (These may be presented in links to articles, videos, pictures, etc.)

3.   Identify groups that are relevant for:

   • Journalists

   • Covering SSG issues

4.   Find Tunisia's Ministry of the Interior on Facebook

Exercise 2. Twitter

1.   Login to www.twitter.com. If you do not have an account use the following link: http://twitter.com/#!/search-home

2.   Search for #gaza, #jan25 and @AlJazeera

3.   Find 'Marsad - The Palestinian Security Sector Observatory' on Twitter. Who is Marsad 'following'?

4.   Find out what is 'trending'

Exercise 3. Youtube

1.   In 'Browse' find the day's most viewed videos in 'News and Politics'. Identify a video covering a security sector governance issue.

2.   Find a video documenting unnecessary use of force by police in your country or region. What are ways to verify its validity?

3.   Identify video channels that cover security issues

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Handout 6.4

Discussion: Strengths and weaknesses of different social media platforms

Participants work in pairs to discuss which social media platforms they would use when covering a particular aspect of the security sector. Relevant platforms include Facebook, Youtube, Twitter, Flickr, etc. (This is used in Activity 5.)

Group A: Monitoring news

- Which social media platform is the most relevant for monitoring news on SSG related issues? Why (please provide concrete examples)?

- What are the strengths of using this platform for monitoring news?

- What are the weaknesses of using this platform for monitoring news?

Group B: Gathering information

- Which social media platform is the most relevant for gathering information on SSG related issues? Why (please provide concrete examples)?

- What are the strengths of using this platform for gathering information?

- What are the weaknesses of using this platform for gathering information?

Group C: Creating content

- Which social media platform is the most relevant for writing a story on SSG related issues? Why (please provide concrete examples)?

- What are the strengths of using this platform for creating content?

- What are the weaknesses of using this platform for creating content?

Group D: Sharing content

- Which social media platform is the most relevant for sharing news on SSG related issues? Why (please provide concrete examples)?

- What are the strengths of using this platform for sharing content?

- What are the weaknesses of using this platform for sharing content?

Handout 6.5

Worksheet: Tasks for creating a security sector story using Storify

Participants use Storify to produce a story on a security sector governance (SSG) issue. (This is used in Activity 8.)

Task 1. Covering events involving security forces

Use Storify to present an event involving security forces in your country or any other country in your region. Example: army deployment in conflict areas

To do so, please:

- Choose a topic for your story
- Write the heading and sub-header
- 'Save' the story without publishing it yet
- Identify a minimum of 5 relevant social media sources to use in your story
- Write the text that connects the sources in your story (use the 'text' boxes in Storify for this)
- Notify your sources and publish your story

Task 2. Covering denouncements of human rights abuses

Use Storify to present an issue related to human rights abuses in your country or any county in your region. Example: cases of ill-treatment in detention centres

To do so, please:

- Choose an issue for your story
- Write the heading and sub-header
- 'Save' the story without publishing it yet
- Identify a minimum of 5 relevant social media sources to use in your story
- Write the text that connects the sources in your story (use the 'text' boxes in Storify for this)
- Notify your sources and publish your story

Handout 6.5 (Cont.)

Task 3. Covering online campaigns by actors of the security sector

Use Storify to present an online campaign conducted by actors of the security sector in your country or any county in your region. Example: a campaign by media organisations to strengthen freedom of expression

To do so, please:

- Find information on an online campaign by actors in the security sector
- Write the heading and sub-header
- 'Save' the story without publishing it yet
- Identify a minimum of 5 relevant social media sources to use in your story
- Write the text that connects the sources in your story (use the 'text' boxes in Storify for this)
- Notify your sources and publish your story

Task 4. Covering legislative or judiciary developments

Use Storify to present legislative or judiciary developments in your country or any country in your region. Example: national elections, discussion over specific laws in parliament, or court decisions

To do so, please:

- Choose a legislative or judiciary development for your story
- Write the heading and sub-header
- 'Save' the story without publishing it yet
- Identify a minimum of 5 relevant social media sources to use in your story
- Write the text that connects the sources in your story (use the 'text' boxes in Storify for this)
- Notify your sources and publish your story

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Handout 6.6

Worksheet: Social media ethics checklist

Participants apply this checklist to the stories they have created using Storify. (This is used in Activity 10.)

Ethics checklist	Yes	No	Comments
1. Identification and privacy			
• 1.1 Have you been open about your identity and profession?			
• 1.2 Have you made clear that your views are personal and not those of your organisation?			
• 1.3 Are you aware that everything you publish on this site is public?			
2. Integrity, impartiality and fairness			
• 2.1 Are your views likely to damage your organisation's reputation?			
• 2.2 Are your views impartial?			
• 2.3 Have you done any action (e.g. "liking") that can put your impartiality at risk?			
• 2.4 Have you given your source a fair chance to comment?			
3. Authentication and protection of sources			
• 3.1 Have you found any previous certified publications by the source?			
• 3.2 Have you contacted and stated your source?			
• 3.3 Are you aware that "friending" or following a person might reveal her as your source?			
• 3.4 Have you kept the confidentiality of your sources if required?			

Handout 6.6 (Cont.)

Ethics checklist	Yes	No	Comments
4. Accuracy and transparency			
• 4.1 Are you publishing breaking news that should first be published by your organisation?			
• 4.2 Has information been confirmed or does it constitute hearsay or rumour?			
• 4.3 Have you asked for a second check before publishing online?			
• 4.4 Are corrections going to be published?			
5. Copyrights and legal use of online resources?			
• 5.1 Have you established copyright ownership?			
• 5.2 Have you contacted the copyright owner?			
• 5.3 Have you captured, saved and printed a screenshot of any webpages you have quoted?			

Handout 6.7

Information sheet: Ethical considerations

This information sheet is a summary of ethical aspects to consider when using online and social media. (This is also used in Activity 10.)

Many mainstream news organisations have made social media policies and guidelines publicly available. These guidelines highlight the ethical issues which journalists should be aware of when covering topics related to security sector governance. These issues are related to:

1. Identification and privacy

2. Integrity, impartiality and fairness

3. Authentication and protection of sources

4. Accuracy and transparency

5. Copyrights and legal use of online resources

This handout presents an overview of how these ethical issues are being tackled by major international news organisations - the Associated Press, the BBC, the Los Angeles Times and Reuters - in their social media guidelines.

1. Identification and privacy

News organisation	Journalists using social media should:
Associated Press	• Identify themselves as staffers of their organisation • Be aware that any opinions or personal information they disclose about themselves or colleagues may be linked to their organisation's name
BBC	• Make clear that the views they express are personal, and not those of their organisation
Los Angeles Times	• Be aware that everything they write, exchange or receive on a social media site is public
Reuters	• Never misrepresent themselves in chat rooms or other online discussion forums

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Handout 6.7 (Cont.)

2. Integrity, impartiality and fairness

News organisation	Journalists using social media should:
Associated Press	Integrity: • Be aware that opinions they express may damage the reputation of their organisation as an unbiased source of news • Know that any opinions or personal information they disclose about themselves or colleagues may be linked to their organisation's name Impartiality: • Refrain from declaring their views on contentious public issues • Refrain from taking part in organised action in support of causes or movements • Be aware that transmission of others' posts (retweets) can be seen as an expression of their personal opinion on the issues of the day • Be aware that transmission of others' posts (retweets) with no comment of their own can be seen as a sign of approval of what they are relaying
BBC	Impartiality: • Not state their political preferences or say anything that compromises their impartiality
Los Angeles Times	Integrity: • Avoid writing or posting anything that would embarrass their organisation Impartiality: • Avoid partisan expressions online • Be aware that participation in an online social group may be perceived as acceptance of its views
Reuters	Integrity: • Know the risks that threaten their organisation's reputation for independence and freedom from bias Fairness: • Give a source, company or organisation a chance to respond to "unusual" news found on the Internet

Handout 6.7 (Cont.)

3. Authentication and protection of sources

News organisation	Journalists using social media should:
Associated Press	Authentication: • Vet sources discovered on social media in the same way as sources found by any other means • Confirm the identity of sources found
Los Angeles Times	Authentication: • Verify sources after collecting information online Protection: • Be aware that "friending" a professional contact may publicly identify that person as one of their sources
Reuters	Authentication: • Avoid using anything from the Internet that is sourced in such a way that they can not verify where it came from Protection: • Be aware that by "friending" or following someone, they might be giving out the identity of a source

4. Accuracy and transparency

News organisation	Journalists using social media should:
Associated Press	Accuracy: • Avoid breaking news on social media networks that have not been published by their organisation • Avoid linking to content from other media organisations if it spreads rumors or unconfirmed information Transparency: • Send an email or tweet of thanks to thoughtful readers or viewers who have suggested a correction
BBC	Accuracy: • Ask for a second check prior to any publication on social media
Los Angeles Times	Accuracy: • Apply the same standards and level of caution they would in more formal publications when transmitting information online

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Handout 6.7 (Cont.)

News organisation	Journalists using social media should:
Reuters	Accuracy: • When in doubt about a post, tweet or other action on social networks, the journalists must get a second check, even at the cost of some delay

5. Copyrights and legal use of online resources

News organisation	Journalists using social media should:
Associated Press	• Determine who controls the copyright to the material (photos, videos or other multimedia content) they want to publish
Los Angeles Times	• Be aware that any information they publish might be turned over to law enforcement without their consent or even their knowledge
Reuters	• Be aware that copyright laws, and libel laws, also apply to the Internet • Capture, save and print a copy of a screenshot of the webpage they have quoted in order to defend themselves against charges of printing non existent information

Please see the Additional Resources (on page 43) for the sources of this Handout.

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Trainer Resource 6.1

Information sheet: Notes for the trainer about using Twitter

This information sheet gives information to the trainer to support Activity 4. In Activity 4, participants are given tasks to complete using Facebook, Youtube and Twitter (**Handout 9.3**). Whilst the Facebook and Youtube tasks are self-explanatory, extra information is given here on the Twitter task.

Twitter

- **# (hashtag)** is used to identify topics. Using # in a tweet enable others to follow a conversation about this topic. Also, by searching #'s all mentions of this # will be listed. Some topics are used so frequently that no # is needed, e.g. 'Palestine'.

- **@ (mentions)** is used to identify users. Adding a @USERNAME is both a way to converse with this user or make your followers aware of this user. If you 'retweet' someone's message, an @ will automatically be included in your tweet.

- **@marsadPalestine**. The profiles Marsad is following can be useful for identifying sources relevant for coverage of SSG issues.

- **'Trends'** are the currently most used #'s or topics debated on Twitter.

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Trainer Resource 6.2
An online Storify example

The following URL links to an online Storify story. The trainer uses this story as an example in Activity 6.

http://storify.com/l_odgaard/getting-the-most-out-of-social-media-for-covering

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Trainer Resource 6.3

Information sheet: Introduction to using Storify

The following resource is used by the trainer to guide the participants through setting up a Storify account and creating a simple story.
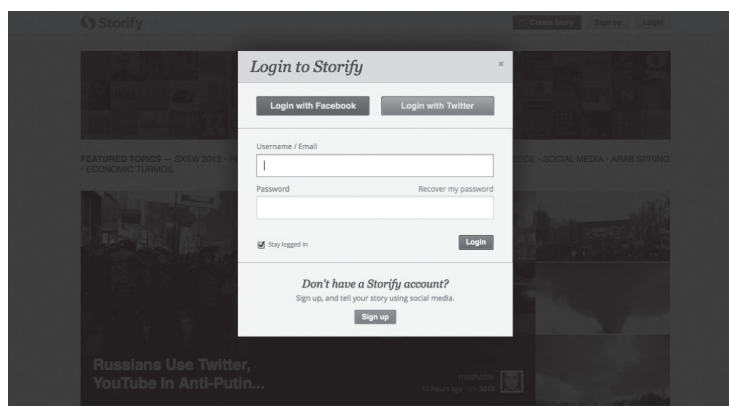
Storify provides a platform for browsing through the main social media platforms. Users can pick out relevant sources, images and video and through simple drag-and-drop create a story ready to be published. Thus, the story created using Storify uses mainly online sources to tell the story, though by adding text, the journalist can provide context and also quote sources that have been interviewed offline.

Note: It can be useful to have the original social media platforms open at the same time as using Storify. This makes it possible to browse wider and use more tools simultaneously. Many social media platforms (e.g. Youtube) will suggest ideas for content related to the search word that Storify does not.

(For useful online information and short videos on how to use Storify, the trainer can go to Storify.com > FAQ.)

Overview

1. **Sign up**
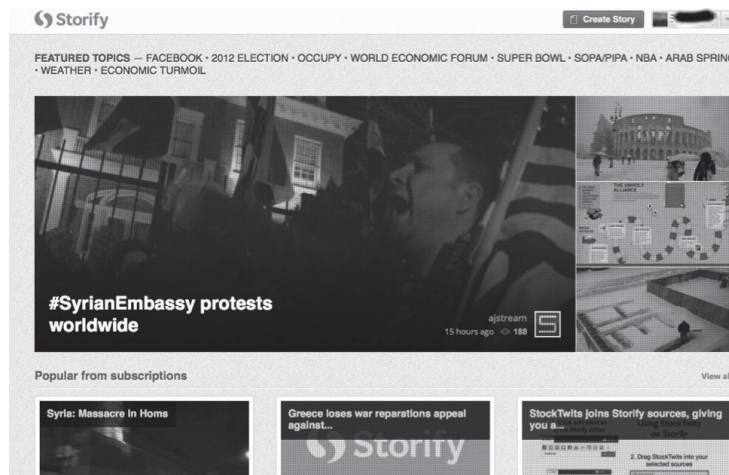

   1. Go to www.storify.com and set up an account

   2. It is recommended for a journalist to sign up using a Facebook or Twitter account if these accounts are already public and used professionally. If the journalist does not want to have her Storify account linked to her Facebook or Twitter account, she can set up a separate account.

   3. Set up an account using a professional username

   4. In 'Settings' account settings can be modified. An editor can be added and the account can be connected to Twitter and Facebook accounts. Additionally, 'comments' can be activated, which allows readers to respond to the story.
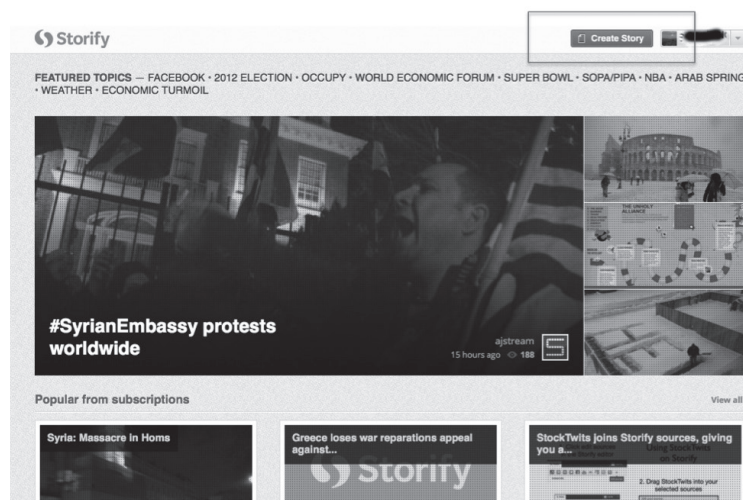
Trainer Resource 6.3 (Cont.)

2.   Home page

1.   On the home page most popular stories, issues and featured users are displayed. By subscribing to users, their latest or most popular stories are also displayed here.

2.   Search for latest events and news

3.   Create story

1.   Click 'create story' in the upper right corner

2.   Write a heading and subheading in the top boxes on the storyboard
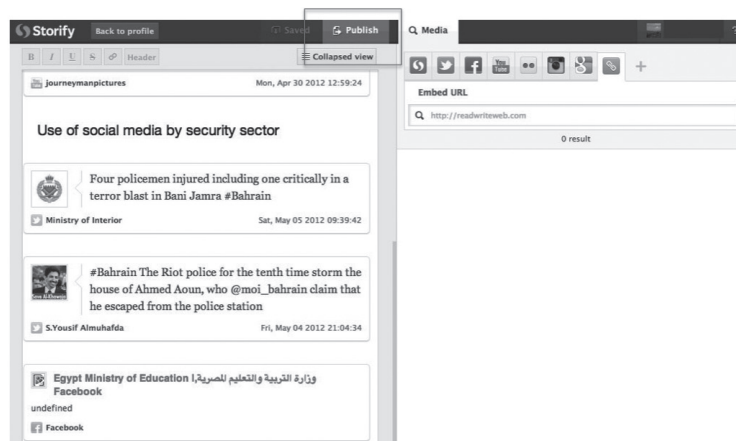
3.   Click 'save now'

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Trainer Resource 6.3 (Cont.)

4. Research social media platforms

1. Choose a media platform (Storify, Twitter, Facebook, Youtube, Flickr, Instagram, Google or URL)

2. Search for topics, users, or paste a URL

3. Choose the quote, image or video you want and drag it to the storyboard

4. Click over or under the quote on the storyboard to add text

5. Publishing and sharing

1. When the story is finished click 'Publish'. This publishes the story online.

2. Make sure that all boxes representing the quoted sources are check-marked and they will then be notified upon the publishing of the story. Informing the sources used is a matter of professional journalist ethics.

3. Share the story through the 'Share' button

4. Embed the story on to a blog or similar (not all blog hosting sites allow Storify's stories to be embedded), if you want to

Additional Resources

Main social media platforms presented in this tool:

http://www.facebook.com

http://www.storify.com

http://www.twitter.com

http://www.youtube.com

Example of an online Storify story related to security sector governance:

http://storify.com/l_odgaard/getting-the-most-out-of-social-media-for-covering

Sources for the social methia ethics guidelines:

Associated Press, *Social Media Guidelines for AP Employees*, 2012, available:

http://www.ap.org/Images/SocialMediaGuidelinesforAPEmployees-RevisedJanuary2012_tcm28-4699.pdf

BBC, *Social Media Guidance*, 2011, available:

http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/14_07_11_news_social_media_guidance.pdf

Los Angeles Times, *Social Media Guidelines*, 2009, available:

http://latimesblogs.latimes.com/readers/2009/11/updated-social-media-guidelines.html

Reuters, *Reporting from the Internet and Using Social Media*, 2012, available:

http://handbook.reuters.com/index.php/Reporting_From_the_Internet_And_Using_Social_Media

DCAF's media and security sector governance publications:

The Palestinian Media and Security Sector Governance, 2009, available:

http://www.dcaf.ch/Publications/The-Palestinian-Media-and-Security-Sector-Governance

Access to Information and Security Sector Governance, 2010, available:

http://www.dcaf.ch/Publications/Access-to-Information-and-Security-Sector-Governance-Reference-Text-Reader

Palestinian Media Legislation and Security Sector Governance, 2011, available:

http://www.dcaf.ch/Publications/Compilation-of-Reference-Texts-Palestinian-Media-Legislation-and-Security-Sector-Governance

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