

A young man with dark hair, wearing a light-colored checkered shirt, is sitting on the ground. He is looking off to the side with a thoughtful expression, his hand resting on his chin. In the background, a crowd of people is visible, including a child in a pink striped shirt and another person in a red shirt. The scene appears to be outdoors, possibly on a dirt path or in a public area. The overall image has a blue-tinted overlay.

Journalism in Timor-Leste:
A Reporter's Handbook

Chloe Adams

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Contents

Introduction	7
1. News value	9
2. Interest	13
3. The lead	17
4. Story structure	21
5. Generating stories	24
6. Interviewing	30
7. Clarity	33
8. Accuracy	36
9. Balance	40
10. Interpreting	45
11. Background	54
12. Radio journalism	59
Notes for trainers	67
Reference material	73

Introduction

The purpose of this text is to provide journalists across Timor-Leste with a resource for training. The aim is to demonstrate both the theoretical and practical applications of journalism, with specific references and exercises for Timor-Leste.

Before we continue to Chapters 1-12, let's first take a look at the fundamental principles of journalism.

What is journalism?

According to the Oxford Dictionary, journalism is the activity or profession of writing for newspapers or magazines, or of broadcasting news on radio or television.

In simple terms, journalists disseminate information to the public using either the print media (newspapers, magazines, online) or the broadcast media (radio and television). There are some differences in the way journalists approach print and broadcast, but there are also many common principles and skills that all journalists must learn. Chapters 1-11 of this text look at those common principles, while Chapter 12 looks specifically at writing for radio.

What role does the news media play in society?

The news media is generally accepted to fulfill three major functions.

1. To inform the public
2. To educate the public
3. To entertain the public

There are several other functions that can be included in this list, depending on the type of media; to investigate, to set a social agenda, to serve a commercial role through advertising revenue, to interpret information, and to record history.

By disseminating information and educating the public, the media also play a

powerful role in democracies the world over. The media can wield immense power; it can uncover corruption, it can pressure governments to change legislation, it can even influence the decisions ordinary citizens make when they vote on Election Day. But it is important to remember that with that power comes a great deal of responsibility. Therefore, journalists must follow ethical and professional guidelines to ensure that power is used responsibly.

What important traits and skills do journalists possess?

The two main skills that reporters must develop during their careers are writing and news-gathering (finding stories). New reporters will not be expected to possess these abilities immediately, but there are certain personality traits and skills that are useful when you're getting started:

- A curious nature
- A persistent nature
- A creative thinker
- A strong ethical and moral outlook
- Clear and simple writing skills
- Computer and other technical skills
- An ability to engage with many different types of people—from the President down to a street cleaner
- A natural story-teller
- Knowledge and an interest in a wide variety of topics—from sport to politics

About this publication

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1. News value

Goal: By the end of the session, journalists will understand how to recognise a good news story.

A NEWS STORY HAS VALUE WHEN IT MAKES AN IMPACT ON AN AUDIENCE. So how can we recognise a good news story when we see it? There are several things to look for:

Proximity. A news story has value when it happens near the audience, in their aldeia, district or country. For many people, the closer the event happens to them, the greater their interest.

Timing. Human beings are generally interested when an event has happened recently. Breaking news runs first on radio and television bulletins because the story is so recent. In newspapers, we find that stories of medium interest have greater news value if they have happened recently. Even a very interesting story can lose its impact if the event happened days or weeks ago.

Prominence. A story often has value when it's about famous people, or people who hold high positions in society. So if a story involves the President or the Prime Minister, it is usually newsworthy. If the event centres on them, we should focus the story on them. But if the focus of the story is the event, we should be careful not to over-emphasize the importance of famous people attending the event.

Consequence. A story has news value if it's going to make an impact on society, lead to legislative change or influence government decisions. But remember, these types of stories should have meaning for ordinary citizens. How will they impact on the average person of Timor-Leste? For example, if the government is being criticised for its inability to control the price of rice, we should think about the impact this story has on poor citizens of Timor-Leste.

Novelty. Stories are often interesting to an audience if they hold some novelty value. If an event is rare or out of the ordinary, people will enjoy reading about it. Journalists around the world refer to this as the "man bites dog" phenomenon. When a dog bites a man, we don't care that much because that sort of event happens quite often. But if a man bites a dog, that is an event out of the ordinary.

Conflict. An event has value when it includes a conflict element. Audiences are interested in drama, whether the conflict relates to war, politics, or even sport (one team vs another). An example is the 2007 parliamentary election in Timor-Leste in which the AMP coalition formed government despite the Fretilin party winning the majority of votes.

Human progress. Audiences are interested in the progress of humanity, like the discovery of new places and new things. These sorts of stories can include new medical discoveries, or technological advances. When man landed on the moon in 1969, it made news all around the world.

Emotion. If a story makes people laugh or makes them cry, it probably has some news value. Feature writing often targets the audience's emotions, but hard news can do the same. See *example 1* below for a demonstration of emotion.

¶ *Example 1.* As you read the *Tempo Semanal* story below, think about the news elements that are relevant.

Bobi Returns to Indonesia After 10-Day Visit to TL

Brigadier-General Lere Annan Timor took his lost son Bobi Rahman and his wife Cici to the airport on 30/06 after their plane was delayed on the 29/06 due to technical problems with the aircraft.

At approximately 11:51 on 30/06 Lere and his family arrived at Nicolau Lobato Airport.

Lere, his wife and several other relatives accompanied Bobi and Cici to the departure lounge.

Bobi came to East Timor after his father met him and his adopted parents in Indonesia on 08/04/2010.

Lere told *Tempo Semanal* that, "the first moment I found and know him through his adopted mother and father. When I knew his adopted parents I got to know my son. My message for him today is, 'Please do as your adopted parents raised you to do during the last 29 years. I am your birth father, having just met you for a week or two recently, so I do not have many things to say to you, or to teach you. The things that I would like to tell you, I believe have already been told by your adopted mother and father. I know your parents are not simple parents as your adopted father is a General and they both are leaders. Because of this I think your parents are disciplined and responsible people so please do as they tell you'," Lere told his son in front of *Tempo Semanal*.

The former Indonesian Police head in East Timor from 1978-1982 former Brigadier Soentono and his wife adopted Bobi in early 1982.

Bobi was born on 19/08/1981. Two hours after Elito (Bobi's birthname) was born his mother died.

Elito is the name given by his birth father Lere, comprised of “El” from his mother Elsa da Costa and “Ito” from his father’s baptised name Tito.

According to Lere’s sister who took care of Bobi for several months before he was brought to the village in Iliomar on 14/01/1982, Bobi was supposed to be buried alive with his mother. But she took him away into hiding.

Sabina, and one of Lere’s brothers who was later killed together with several Falintil fighters, took Bobi to a nearby village.

Lere’s brother told the villagers that the baby boy is the son of Elsa and Tito.

He asked the villagers to look after the boy or hand him over to the Indonesians for his safekeeping. “Please tell the Indonesians that after the boy grows up he should come back and fight his father in the bush.”

Bobi was raised by a former enemy of his father. This enemy found Bobi and made him his son.

Bobi came back to his birth nation on 20/06 with his adopted parents. They arrived in Dili airport around 13:31 and were greeted by Bobi’s birth father, the Deputy Commander of East Timor’s defence force — the FALINTIL-FDTL — Brigadier General Lere Annan Timor.

Many members of Lere’s family turned out in Dili airport for Bobi’s homecoming.

General Soentono also returned to East Timor for the first time since he left East Timor in 1982. “I came back here today to bring my son to meet his father Lere and the other members of his family,” Soentono told the reporters in Dili airport.

Lere has been looking for his lost son since 1998 when he first met a Tempo Semanal journalist near Laga sub-district in Baucau District. “I have lost a son and I hear he was taken by an Indonesian Officer to Surabaya,” Lere told Tempo Semanal in November 1998.

Lere gave a warm and friendly hug to his enemy. Lere discovered his son was with Brig Soentono through a doctor name Yahannes. Then General Yunus Yosfiah assisted in bringing the two Brigadiers to a meeting in Jakarta on 08/04/2010.

Now these Indonesian and Timorese Generals are meeting not to fight as they did in the past, but their meeting is full of joy mixed with tears.

The story above has these elements:

Emotion: Bobi’s story and the ensuing reunion are emotional and are likely to move an audience on an emotional level. The quotes from the birth father help to emphasise the emotional aspects of the story.

Proximity: The story took place in Timor-Leste and involves Timorese people.

Novelty: One reason why an audience would be interested in reading about Bobi’s story is because it’s rare. For such a series of events to take place in one person’s life is not common. Therefore, we as readers are amazed by the novelty value.

Conflict: Conflict is relevant on a minor level in that the story of Bobi's childhood involves the military and some of his family members were killed during the struggle. This is not the core focus of the story but is still relevant.

¶ *Exercise 1.* Number the following news items in order of importance, with 1 being the most newsworthy and 5 being the least.

a) Two people have died when a plane crash-landed at Nicolau Lobato International Airport.

b) Flooding in the far eastern district of Lautem has cut off roads to three aldeias.

c) The President has been shot by rebels and is in a serious condition.

d) A 6-year-old child received only minor injuries after being bitten by a dog in Bekora.

e) The Prime Minister has refused to comment on the Australian government's plan to build a detention centre for asylum seekers in Timor-Leste.

¶ *Exercise 2.* For each of the following elements, give an example of a past news story which would focus on this element. For example: *Consequence: The National Parliament in Timor-Leste yesterday passed a long-awaited law on domestic violence.*

1. Emotion:

2. Progress:

3. Conflict:

2. Interest

Goal: By the end of the session, journalists will understand the need to tailor a story to the interests of their audience.

IN ORDER TO WRITE AN INTERESTING STORY IN AN INTERESTING WAY, YOU MUST FIRST KNOW YOUR AUDIENCE. When we write news, we must always remember that we write for ordinary citizens. Not for the politicians who might read the paper. Not to impress senior members of society. Not even for our family or friends. We write for the ordinary man on the street. Our job is to inform and that means informing all levels of society, even the least educated among us.

Cultural, geographical and demographic factors mean that different groups of people around the world are interested in different things. As a journalist, we must try to understand our audience so we can tailor our news to them. Quite often, we find that a single news event is reported in different countries in very different ways.

¶ *Example 1.* If a mikrolet crash in Dili kills four people including one Australian, the story could be reported as follows:

- In Timor: “Four people were killed when a mikrolet swerved to miss a UN vehicle and ran off the road in Kuluhun yesterday”.
- In Australia: “An Australian man has been killed in a bus crash in the island nation of East Timor”.

As you can see, readers from Timor would prefer to read the first version as it relates to them and their lives. The same goes for an Australian audience reading the second version. It’s more relevant, explains what a mikrolet is and focuses on the Australian connection.

¶ *Example 2.* One very easy way to make stories relevant to ordinary citizens is to include the voices of ordinary people in your story. The story below was published in The Australian newspaper in July 2010. It demonstrates how a political issue can be

transformed into an informative and interesting “human interest” piece. It shows the value of putting ordinary people’s voices in a story, rather than just focusing on the political debate.

What about us, say asylum hosts

Stephen Fitzpatrick, July 8, 2010. Dili, East Timor – Paulo Freitas spent 16 years in the armed struggle against Indonesia’s occupation of East Timor.

He lost his parents and a sibling in the war, and these days scrapes by on the poverty line, looking after a small Dili kiosk owned by his brother.

But the idea that the Australian Prime Minister Julia Gillard would impose a massive new batch of refugees on a country barely able to stand on its own feet makes the 50-year-old wonder why he bothered. “We fought for independence, we gave everything we had for our country,” he said yesterday, as rolling storm clouds gathered over the capital.

“We accept that what we have is not much, and even so the government gives us very little to get by on. But how is it that new refugees from outside could be paid to come here?

“If Australia wants to send us these refugees, and our government wants to accept them, then fine. But if that’s the case, I invite the Australian government to come here and also pay attention to the plight of poor East Timorese like me.”

Mr Freitas, at least, has a stable enough existence, keeping his brother’s ramshackle store—more a hole in the wall with a couple of shelves bearing bottled water, cigarettes and sweets—in Dili’s shantytown district of Becora.

It is just minutes away from the gleaming white government buildings and parliament house where, should Ms Gillard’s proposal attract the support of Prime Minister Xanana Gusmao, the detail would be examined. Mr Gusmao was yesterday in a previously scheduled series of all-day cabinet meetings.

He refused to comment on Ms Gillard’s asylum-seeker announcement, which effectively drew President Jose Ramos-Horta into an issue of national planning which, as head of state, he is supposed to have no input on.

Mr Ramos-Horta on Tuesday admitted he and Ms Gillard had discussed the idea but that it was just that — an idea.

But alongside the deafening silence emanating from Mr Gusmao’s office yesterday, there were rumblings of dissent.

One senior government staffer said they “absolutely didn’t agree” with the Gillard proposal.

“We have enough issues dealing with our own displaced persons problem. Who imagines we can take more refugees from outside?” the staffer said.

East Timor has made huge progress since the near civil war of 2006 that brought social structures to a grinding halt and eventually resulted in the electoral defeat of Mari Alkatiri’s government.

Behind this progress is the country's huge maritime oil and gas reserves negotiations over which could be part of the complicated solution to any potential asylum-seeker processing centre.

Fretilin president Francisco "Luolo" Guterres flew in from Mozambique yesterday and was met at the airport by Dr Alkatiri, who briefed him on the situation.

Fretilin party leaders have waged a constant campaign against Mr Gusmao and his coalition government.

For another dirt-poor Dili resident, Becora woman Theresa da Silva, the big end of town and its decision-making barely figures.

But as she filled old motor-oil containers with water to haul up the hill for her nine-person family to cook, drink and wash with, she said: "It would be better that the government paid attention to us, before they paid it to foreigners who don't even belong here." (Stephen Fitzpatrick.)

Checklist

To ensure you are writing for your audience, after completing a story ask yourself these questions:

- Does the story provide important information to the people of Timor-Leste?
- Is this story interesting to ordinary Timorese people?
- If relevant, does the story include quotes from ordinary people or reflect the impact the event might have on ordinary people?
- Is the story only told from the point of view of the political elite?

¶ *Exercise 1.* The following news stories were broadcast on TVTL in this order. Do you think this order displays a good understanding of the program's audience? Does the list begin with the most newsworthy story? If not, what order would you have the stories run in?

1. Horta says Timor is stable
 2. Xanana says he will travel to the districts next week
 3. UNFPA donates emergency equipment to RSG
 4. Zacarias consults with Horta to discuss international politics
 5. Bus accident in Suai; 3 children killed
- (TVTL bulletin, February, 2009)

¶ *Exercise 2.* The story below appeared on page 1 of *The Dili Weekly* the day after Timor-Leste and Indonesia launched a Border Pass to enable residents and traders to move across the border legally. Do you think the story would be interesting to readers

of the newspaper? Has the journalist achieved the goal of writing for her audience?

We Are Happy: It's Easy Now to Visit Each Other

The Dili Weekly, Isabel Ermelita – Wearing jeans and a white t-shirt tied with a tais, a man of 58 years looks different today.

He stands together with 19 friends who have come from Indonesia to receive a Border Pass directly from Indonesian immigration officers.

The foreign ministers of Indonesia and East Timor, Marty Muliana Natalegawa and Zaccarias Albano da Costa, are attending as witnesses.

After accepting the Border Pass card, the white-haired man is quick to line up along with his friends to get a visa from the Indonesian and Timor Leste immigration officials.

He cannot wait to get permission from the officers to be able to move into Timor Leste as he wants to meet with family in Balibo.

The opportunity arrives and in a hurry, he gives his Border Pass card to the immigration officer who asks where are you going and for how many days? The officer stamps his card, and with a smile the man steps into the area that is Timor Leste.

Consciously or unconsciously, as he enters his homeland, tears well in his eyes.

He looks towards his fellow Timorese who are lined-up on this side of the border. They're waiting to go into Indonesia to visit their families in Silawang-Atambua, which has been separated for 10 years.

Who is this man? He is Abel da Silva, ex Indonesian military from 744 Battalion. He was born in Balibo, Bobonaro district, but for the past 10 years has lived in Silawang.

As a Timorese that became an Indonesian citizen, he's happy with this Border Pass implementation.

"I feel happy with this Border Pass implementation, because it's now easier to pass into our homeland. In the past, if family members died we had to pass in an illegal way, but now with the Border Pass we no longer have to behave illegally," Abel said happily.

In the 10 years he has lived in Indonesia, he has only visited East Timor twice, but both times he passed by the illegal way.

Abel fled to Indonesia in 1999 after hearing the result of the popular consultation (referendum). An independent Timor-Leste won in the popular consultation, and as a member of the military he decided to evacuate to Indonesia so he could continue his job. Abel is now on a pension and every month he receives money totalling US\$100.

3. The lead

Goal: By the end of the session, the journalists will be able to recognise the lead in a story and write it clearly.

THE LEAD IS THE MOST ESSENTIAL PART OF A STORY. It is the first sentence of the story. It aims to capture the audience's attention, and it should explain clearly what the story is about. It is sometimes referred to as 'the hook', because it hooks the reader and encourages them to keep reading. On average, people sum up their interest in a story in three seconds! This is the important test of a lead. Can you make the reader keep reading?

There are several ways to write a lead, depending on the structure of the story and whether you're writing straight news or a feature article. However, in this chapter we will be focusing on writing summary leads (or conclusion leads) for straight news. A *summary lead* is the most commonly used lead.

How to recognize a summary lead

Before you start writing, think about the big picture. You must summarize the entire story into one sentence. One useful exercise is to imagine you need to tell your friend the story urgently. You're on the roadside and they are on a mikrolet and the mikrolet is about to drive off. You have only a few seconds to shout the story out. How do you explain the story in just a few seconds?

How to write a summary lead

- A summary lead should include two or more of the 5Ws and 1H (who/se, what/saida, where/iha nebee, when/bainhira, why/tansa and how/oinsa), but don't overdo it! If you include all six elements, your lead will probably be too long and too compli-

cated. The ‘what’, ‘why’ and ‘when’ are often the most important aspects, but there can be exceptions to this rule. If the story is about the escape of a prisoner out of jail, the most important aspect might be the ‘how’.

- Include only the essential information. Most details (like full names and titles, ages, and exact locations) can be explained lower in the story.
- Try to express only one thought, usually in one sentence. If you confuse your reader, they won’t keep reading.
- Keep your sentence structure simple: subject-verb-object.
- Keep the number of words to a minimum. If you can remove a word from the sentence and the sentence retains its meaning, you probably don’t need that word.
- Be aware that if you are having trouble writing the lead, or you’re not sure what element is most important, you may need to gather more information, or ask more questions.

¶ *Example 1.* Here is a summary lead for a story about alleged illegal weapons in Ermera:

Although the General Commander of PNTL Longuinhos Monteiro said there was an illegal group led by ex Indonesian Military 745 with 11 arms in Ermera which fought against a Special Police Unit for three hours on Sunday 16/5, according to the Operations Commander of PNTL Superintendent Chief Mateus Fernandes this information is rumor only, because when the PNTL did an operation on Tuesday (25/5) it showed that people in Ermera live calmly and it’s not true there are illegal arms.

This lead is far too long. Instead of summarising the story, the journalist has tried to tell the whole story in one paragraph. The full titles, names and dates are not required in the lead. They can be given in more details further down in the story. Here would be a better way to write the lead for this story:

The Operations Commander of PNTL has rejected claims made by the PNTL chief that an illegal group linked to Indonesian military is operating in Ermera.

As you can see the second version is short and sharp and grabs the reader’s attention. It doesn’t try to give all the information available to the journalist, because the details of the story can follow.

¶ *Example 2 .* Another factor to keep in mind when we write for our audience is to keep references to senior political figures and important people in proportion. If the Prime Minister attends an event, that does not automatically mean we should focus the story

on his arrival. There may be a bigger issue at play or a more important element to the story which deserves attention. Here is an example of an appropriate reference to a senior figure:

Kenyan man Philimon Rotich was awarded \$5000 for his historic win in the first Dili Marathon yesterday.

Mr Rotich ran the course in 2:34:57 just a minute ahead of Timorese runners Augusto Ramos Soares and Zeferino Guterres Magalhaes.

Lucie Hardiman from Darwin Australia won the women's race in 3:03:32.

115 runners participated in the 42 km course which passed through the central neighborhoods of Dili.

The President of Timor-Leste Jose Ramos-Horta also participated in the event, walking the 5 km course with friends and family.

Here is an example of an inappropriate reference to a senior figure:

The President of Timor-Leste Jose Ramos-Horta was a participant in the first Dili Marathon yesterday.

The President was surrounded by friends and family as he completed the 5 km course.

He later awarded the winner's trophy and \$5000 to Philimon Rotich, a Kenyan man.

Mr Rotich completed the 42 km course in 2:34:57.

Checklist

To ensure you have written a good lead, ask yourself these questions:

- Does it grab people's attention?
- Does it summarise the story and where relevant include the what, why and when?
- Are you still confused after reading the first and second sentences?
- Is the lead concise or does it contain unnecessary words?

¶ Exercise 1: The game. Every journalist gets \$ 3 worth of paper money in 10 centavos pieces. The task is to rewrite the lead below with as few words as possible. Every word costs 10 centavos. So a short lead might be worth \$1.60 (16 words) and a long lead might cost \$ 2.90 (29 words). For every word you write, you must hand over 10 centavos to your trainer. The journalist at the end who retains the most amount of money wins.

Please note: The aim is to keep the lead concise, but it must also make sense and have impact.

Dili-Jass Southeast Asia together with Rede Feto implemented a workshop about the Movement of Timor Leste's Young Women in a room at Sao Paulo II Komoro over 5 days (24-28 May, 2010) with the objective to empower the women of Timor Leste.

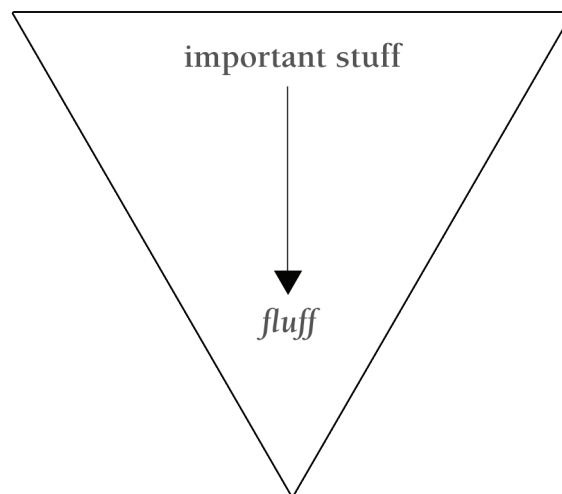
¶ *Exercise 2.* Write the first and second sentences (lead + second sentence) for a newspaper story from the below information. You are writing the story about an event that occurred today for tomorrow's paper.

- A landslide has occurred on the north side of Mt Masala in the Viqueque district.
- The small village of Macu has been affected by the landslide.
- The only road into town has been cut off.
- A Mission Aviation Flight (MAF) plane was able to land in the town.
- Many houses have been buried.
- Three people have been confirmed dead.
- At least 5 others have been injured.
- PNTL Inspector Rinaldo Amaral says they are investigating the cause of the crash.
- People in Macu believe the landslide started because a truck drove along a road that had been closed.
- The road was closed one week ago after heavy rain had weakened the foundations.
- The truck driver is being interviewed by police.

4. Story structure

Goal: By the end of the session, journalists will understand how to structure a news story into a lead and body, in the inverted pyramid form.

THE SIMPLEST AND MOST COMMONLY USED TECHNIQUE FOR WRITING HARD NEWS IS THE INVERTED PYRAMID STRUCTURE. Imagine a triangle upside down. The most important and most interesting aspects of the story will sit at the top. The least important, least interesting pieces of information will go at the bottom.



The inverted pyramid structure works well for two main reasons:

- It allows readers to get the most important information quickly, without having to read the entire article.
- Editors can make cuts to articles by simply cutting one paragraph off at a time, from the bottom up, without losing critical information.

How to write in the inverted pyramid style

- Look at the information you have gathered and define the story's 5Ws and 1H: who/se, what/saida, when/bainhira, where/iha nebee, why/tansaa and how/oinsa.
- Write the first sentence as the lead. In the inverted pyramid structure, a summary lead is the top layer of the upside-down triangle. (Return to chapter 3 for more info on lead writing if need be.)
- Write the body of the story. The body of the story contains all other relevant pieces of information in descending order of importance. This section will contain new facts, quotes and background. It will explain the 5Ws and 1H in detail and support the lead with further information.
- Resist the temptation to tell the story in chronological order. When we first learn to write news, we often find ourselves writing the sequence of events. Instead, we need to write in order of importance.
- Try to let the story unravel in a logical and relevant order. As you practice news writing, you will find that the most important facts often follow each other in a very natural way.

¶ *Example 1.* The AFP story below has been re-arranged into chronological order. It clearly demonstrates how trying to write news in chronological order does not work.

International peacekeepers arrived in East Timor in 1999 to quell bloody reprisals by anti-independence militants that killed an estimated 1,400 people.

The force's strength dwindled as the situation stabilised, but troop numbers were again boosted in 2006 after a spasm of violence drove 100,000 people from their homes.

National elections in June 2007 went off peacefully in what was hailed as a turning point for the country.

However, violence returned less than a year later when the President Jose Ramos-Horta narrowly escaped with his life after being gunned down by rebel soldiers outside his house.

The President on Wednesday said Timor was now 'peaceful as never before.'

Jose Ramos-Horta said he expected the 1,565-strong, Australian-led United Nations peacekeeping force to hold steady until national elections, due mid-2012, after which he anticipated it would begin to draw down.

He said peacekeepers are not likely to be necessary in East Timor beyond 2013.

The better structure would be to write in the inverted pyramid form, as below. As you can see the story flows better, makes more sense and it doesn't require the reader to read to the very end to understand the meaning.

International peacekeepers are not likely to be necessary in East Timor beyond 2013, the country's president said on Wednesday.

Jose Ramos-Horta said he expected the 1,565-strong, Australian-led United Nations peacekeeping force to hold steady until national elections, due mid-2012, after which he anticipated it would begin to draw down.

'I believe that this number should stay more or less stable until final withdrawal, which we might estimate to be early 2013,' Mr Ramos-Horta said during a five-day official visit to Australia.

The President said Timor was now 'peaceful as never before.'

UN peacekeepers arrived in East Timor in 1999 to quell bloody reprisals by anti-independence militants that killed an estimated 1,400 people.

The force's strength dwindled as the situation stabilised, but troop numbers were again boosted in 2006 after a spasm of violence drove 100,000 people from their homes.

National elections in June 2007 went off peacefully in what was hailed as a turning point for the country.

However, violence returned less than a year later when Mr Ramos-Horta narrowly escaped with his life after being gunned down by rebel soldiers outside his house.

¶ *Exercise 1.* Write a short news story in the inverted pyramid structure from the below pieces of information:

- An accident has occurred in Dili.
- The accident happened at 2.10pm at the Merkado Lama Circle.
- Clementino Pintas was driving a mikrolet north into the intersection.
- The mikrolet struck a white Toyota 4WD.
- Two people in the Toyota were killed in the crash.
- They were a man, aged in his 40s, and his son, aged 10.
- They died at the scene.
- Mr Pintas said: "The car came out of nowhere. I just didn't see him".
- Police are investigating the crash.

5. Generating stories

Goal: By the end of the session, journalists will be able to generate their own story ideas and know how to continue the investigative process.

JOURNALISTS CHASE STORIES. PURSUE CONTACTS. GENERATE THEIR OWN IDEAS. THEY DO NOT JUST WAIT FOR STORIES TO FALL AT THEIR FEET. The role of the media is multi-faceted. It exists to inform and to educate (which is covered in more detail in Chapter 9) but also to investigate. As journalists, we cannot expect stories to always come to us. Sometimes we have to find them. This is referred to as ‘investigative journalism’. Often, junior journalists think investigative journalism is a difficult technique that only experienced journalists can develop. In actual fact, investigative skills should be used by all journalists in all areas of their work to gather information. Investigations can be equally important in a short news piece and a lengthy ‘investigative feature’ piece. Here are a few tips for developing your investigative skills:

- Ask questions. Lots of them. If something doesn’t make sense, keep asking until someone gives you an answer that satisfies your curiosity.
- Be creative in the ways you approach a story. Think about how a similar story might have been covered before and try to develop a new approach or speak to a fresh source.
- Speak to a variety of different people on the same topic. You will inevitably find a variety of different attitudes and ideas.
- Do not always accept the first explanation given to you. If someone tells you something that sounds implausible, it might well be untrue. A healthy dose of scepticism is a useful tool in journalism.
- Read as much as you can. Read press releases, read reports released by NGOs, read government policy, and of course read the newspapers every day. There are millions of stories waiting to be uncovered. You just need to find them.

Good sources equal good journalism

Award-winning journalists seek out, develop and nurture friendships with important people. And award-winning stories come from sources telling journalists secrets. So, good journalists depend on good sources (or contacts) to provide them with information.

The very first thing a good investigative journalist does is start a *contact book*. A contact book is an address book which lists all your sources; their names, phone numbers and titles. The idea is to develop a list of knowledgeable people you can trust. People who can offer you advice, provide you with information (either 'on' or 'off the record') or comment on issues. Start with government ministers, department heads, NGO spokespeople, and work from there. Over time, you should aim to build up your contact book so that you have your own personal sources (people who give you information but no one else). The bigger your contact list, the wider your net for gathering stories will be.

Here are a few tips for building a good contact book:

- Keep your contact book somewhere safe (not just saved in your phone) and photocopy it regularly over time in case you lose it.
- The names and numbers should be arranged in a way that is easy to find people months or years later. For example, if you think you're likely to forget a person's name, list them under the organisation or department they work for.
- Always be polite when dealing with sources. You never know when you might need them again.
- Be friendly and relaxed with new sources. If a source likes you, they're more likely to help you. Encourage them to call or email you if they hear something interesting.

¶ *Exercise 1.* Start your own contact book today. Buy an address book or use a notebook, allocating pages to each letter in the alphabet. Then add every source or phone number you can think of. When you're a new journalist, many of your sources might be your friends and that's OK. You just need to get started. Then remember to continue adding names each time you speak to a new person for a story.

¶ *Exercise 2.* Read the following Council of Ministers Meeting press release. Read through the various items which were discussed and think about which issues might be worth pursuing as news stories. Write down the issue you would like to investigate and include a list of people (from government departments, NGOs, individuals) you would speak to in order to build the story.

Press release. Council of Ministers Meeting of 7th of July 2010

The Council of Ministers held a meeting this 7th of July 2010, in its meeting room in the Government Palace, in Dili, and approved:

1. Resolution that approves the Copenhagen Agreement about Climate Change

Taking into account how current the issue is and the urgency in finding solutions for the Climate Change problem that has been verified throughout the planet, and considering Timor-Leste's recent participation in Copenhagen for the discussion of this Agreement, the Council of Ministers analysed the document in a profound way and the future environmental implications for the country.

The Council of Ministers considers important and pertinent to agree with the Copenhagen Agreement, that was recently approved in the Danish capital, with a Timorese governmental delegation participation, which were part, among others, the Minister of Economy and Development and the Secretary of State of Environment.

2. Law Proposal "First Alteration to Law n.o 13/2009 of 21st of October, on Budget and Finance Management"

The Government discussed and approved the alteration to the Budget and Finance Management Law allowing a greater efficiency and effectiveness in the revenue and expenses prediction for the State Budget preparation. Therefore, the time for the Government to present its budget proposal can go until two weeks before the end of the year.

3. Resolution that approves a risk subsidy for the Prison Guard Career

The specificity of the prison guard functions, whom have to face limitations, restrictions, responsibilities and the aggravated risk that occurs while exercising their functions within the scope of inmate security and vigilance, maintenance of the order and tranquillity of prison establishments, as well as the complexity of the situations which these professionals face daily, demands a special career for these workers. However, while such regulation is not approved, the Council of Ministers has resolved to attribute a risk subsidy to these persons in the amount of 60%.

4. Resolution that approves the nomination of the Timor-Leste Anti-Corruption Commission as the contact for issues related with the application of the United Nations Convention Against Corruption.

The United Nations Convention Against Corruption establishes a series of obligations for States that are a part of it—one of which is the nomination of a national authority to carry out the activities defined in the Convention.

The Convention refers that the national authority must be the State's main institution responsible for fighting corruption. In Timor-Leste, this institution is the Anti-Corruption Commission (ACC), and thus the Council of Ministers has approved the nomination of CAC as the contact institution for issues related with the application of the United Nations Convention Against Corruption.

5. Resolution that alters the Civic Duty Campaign of Cleaning

This diploma reformulates the Civic Duty of Cleaning, which will now be held once a month, on Saturday mornings, from 7.00am to 11.00am, in all of the national territory, having been expanded to the whole Timorese community who may be able to participate in a voluntary regimen.

The date for carrying out the general clean-up will be given up to two weeks before its set date, at the District Administration and Suco premises and informed to the public through the media.

During the period where the cleaning operation will occur, the movement of automobiles or motorcycles is prohibited, with the exception of emergency vehicles.

Every six months a contest will be held where a prize will be delivered to the Bairro, Aldeia or Suco which presents itself as the most clean and organised.

It is reminded that the Campaign for the Civic Duty of Cleaning has been held for more than a year in the whole of the national territory and has been a success, with the massive participation of Public Administration staff and agents and with the active collaboration of various public and private sectors of the Timorese society. This Government policy has achieved, in an exemplary manner, to make the community aware for the need to guarantee the quality of their natural resources through the cleaning and arrangement of public spaces, contributing to the preservation of the environment and the increase of hygiene and public health in the whole of the national territory.

6. Resolution that approves the new pricing of electricity

With this regulation, the Council of Ministers alters the price of Electricity. Domestic consumption will from now on be charged a value of 5 cents per kilowatt to a maximum of 20 kilowatt, 12 cents above 20 kilowatts, for small companies 15 cents per kilowatt, for medium sized companies 20 cents per kilowatt, for large companies, embassies and public buildings 24 cents per kilowatt. This new tariff will come into effect from next 1st of August.

With the objective of impeding superfluous expenses in public buildings, where there can be a saving in buying fuel to feed the generators, as an example to the remainder of the population, the members of Government are responsible in promoting the turning off of lights and electrical appliances in the respective departments, when they are away and at the end of each working day.

7. Resolution that approves the extension of the verifying period of data regarding the Ex-Combatants of the National Liberation

This diploma extends, for a period of three months, the verifying period for data related to Ex-Combatants of the National Liberation, in order to obtain a pension.

This decision appears in sequence to difficulties found during the process, namely in regards to the inexistence of valid documentation from the part of ex-Combatants.

8. Decree-Law that alters Decree-Law number 15/2008

Taking into account the difficulties that many petitioners for combatant pensions have felt in obtaining all the documentation necessary to present their respective candidacies, the Government altered the respective regimen for attributing pensions, in order to allow the substitution of a few documents for others without losing necessary reliability of the candidacies.

The Council of Ministers also analysed:

1. Preparation of the State Budget for 2011

Due to the proximity of the new year and the need to prepare the General State Budget for 2011 in a timely manner and according to the instituted rules, the Council of Ministers discussed the national priorities for next year (Infrastructure, Rural Development, Accelerated Development of Human Resources, Access to Justice, Public Service delivery, Good Governance and Public Safety and Stability) as well as the calendar to prepare the State Budget proposal.

2. Draft Law numbers 19/II (National Repair Program Framework) and 20/II (Memory Institute) to implement the CAVR and CVA recommendations (following National Parliament Resolution number 35/2009, of 14 December 2009)

The Council of Ministers received a delegation of parliament members from the Parliamentary Commission for Constitutional Affairs, Justice, Public administration, Local Power and Government Legislation, led by its president, deputy Fernanda Borges, to debate the contents of the legislative measures above referenced. After an explanation by the referred deputy, the members of the Council of Ministers and the deputy delegation exchanged detailed ideas and impressions regarding the articles within the legal documents in question, which, being general legislation on reparation to victims of human rights violations in Timor-Leste between 1974 and 1999, will be discussed and voted on during the next few days in the National Parliament.

3. Decree-Law that approves the Statutes of the Timor Lorosa'e University - UNTL

The Council of Ministers re-analysed the Decree-Law proposal for the UNTL statutes. An important measure since we live in a time where knowledge has become the main basis for socioeconomic and cultural development of a Country, where universities fill a space of excellence within this dynamic. UNTL thus assumes—as its indeclinable mission—the generation, diffusion and application of knowledge based on freedom of thought and plurality of critical exercises, aiming at a more just and democratic society, valuing the culture of academic experiences with the objective of serving Community development, responding to its necessities.

In view of the proposals that have meanwhile been received from the professors and students of UNTL, the council of Ministers received a representation from them to listen and analyse the respective counterproposals to the Government project.

The Council of Ministers decided to re-analyse the issue at a following session of the Council of Ministers.

6. Interviewing

Goal: By the end of the session, journalists will be able to conduct a successful interview for a hard news story.

AN INTERVIEW PUTS PEOPLE'S VOICES IN THE STORY, AND ALLOWS YOU TO ATTRIBUTE IMPORTANT FACTS TO A PERSON. When you put someone's voice in your story you create familiarity and trust with your readers and it brings your story to life. It's almost as though your audience is getting this information first-hand.

As an information gathering technique, an interview gets an immediate response (as opposed to emailing questions or handing someone a list of questions). A live interview is always better than sending the person a list of questions. Many of the people you need to talk to will be busy and may forget to send a reply or might lose written questions. Delayed or written interviewing also allows for the person to think about their responses so you may not always get the most honest or natural response.

Before the interview

Before you go to your interview, you will need to organise equipment—either a recording device or notebook. You should also have a list of questions prepared. To ensure your questions are appropriate, you should also do some research.

Obviously no one expects you to be an expert but you should know basic things. Who is the person you're interviewing? Why is he being interviewed rather than someone else? If he's important, why is he important? If you're talking about a certain topic, why is the topic important? What are some of the issues? Who else is involved? Getting familiar with a subject before an interview isn't hard and can involve reading about the issue online, asking a knowledgeable friend or even just asking your colleagues.

Remember! Before you conduct an interview in a press conference, privately, via email or on the phone, always make sure the person knows your name and the name

of your media organization (e.g., Timor Post). Part of the journalists' code of ethics is to never surprise a source. It's considered dishonest behaviour.

Conducting the interview

Read through these tips:

- When you conduct an interview, you must remember that you represent your audience. Think about what they would want to know, what is important to them, and what will affect them?

- Try to remain in control and assertive. Be direct and clear when telling the person exactly what you need. For example, "I need a comment about --" or "I'm doing a story about...".

- If the person says he's busy, ask him, "When can I talk to you?" or "When will you be available for a short interview?" If the person insists he's too busy, it's OK to be persistent as long as you remain polite. You can tell the person the interview won't take very long. You can try to make him feel important ("you really are the expert in this area"). If the person still won't talk to you, ask him, "Is there someone else from your office who I could talk with then? I'd hate to do a story about this and not have any input from you (or your organisation)."

- Whether you are talking to an old man in the districts or talking to a minister in Dili, your questions should be direct and clear. This is not to say that you would interview these people in the same manner. Part of being a good interviewer is adapting your tone and language to the subject. An old man from the districts may never have spoken to anyone in the media before, so you will need to be patient and understanding. Ministers, politicians and other well-known people will have spoken to the media before. This can be good because they might anticipate your questions and give you exactly what you want. However, these same people can be very clever with words and you might find that they avoid answering your question or distract you from your original intention with big words and long complicated sentences. You might find that you need to ask the same question in four different ways to get the answer you were looking for.

- Always try to ask open-ended questions rather than closed questions. For example, don't ask "Are you happy about the election result?". The response might simply be "Yes". Instead, ask "How are you feeling about the election result?" Open-ended questions ensure you get lengthy responses and better quotes.

- Be prepared to stray from your original questions if your subject says something

interesting on another topic. Quite often we find stories where we least expect to.

- Do not leave your interview until you get everything you need. Yes, it can be intimidating or embarrassing to ask a very senior or well-educated person for further explanation, but asking questions is your job—don't be afraid to do it.

After the interview

If you think of additional questions later, or if you forget to ask something, that's OK. These are follow-up questions and can often be quite important. Sometimes we find that as we sit down to write the story, a question pops up. Never be afraid to ask more questions. A good way to close an interview is to thank the person for his time and ask, "Is it OK if I call you if I have more questions?" Even the most difficult source will usually understand the need for accuracy.

¶ *Exercise 1.* Imagine this scenario. It's August, in the middle of the 'dry season'. Rain begins to fall in Dili and does not stop for seven days. People are saying they are the worst floods to ever hit Dili. People cannot go to work. They cannot drive cars. Many homes are flooded. There are reports of several people being washed out to sea. You are asked to write a story for your newspaper. You decide to interview two people: the Secretary of State for Social Assistance and Natural Disasters and an expert on climate and weather. Write a list of five questions for each interview.

7. Clarity

Goal: By the end of the session, journalists will understand how to write in clear and simple language.

WE ARE IN THE BUSINESS OF COMMUNICATION. THEREFORE, IF WE DON'T COMMUNICATE CLEARLY, WE DON'T SUCCEED. If a story is full of technical words, abbreviations, acronyms or very long sentences your message might be lost. Remember, you are not writing for the smartest and the brightest, but for everyone. A good rule of thumb is to ask yourself, "would my grandmother understand this story?" If the answer is no, you need to re-work it. Things to look for:

- As with lead writing, use simple sentence structure. Keep every sentence short and try to express only one idea in each sentence.
- Use fewer words where you can. Instead of writing, "Tuir informasaun nebee journal nee hetan husi Sr X..." ("According to the information obtained by this newspaper from Mr X..."), you can simply say "Sr X hateten..." (Mr X said...).
- Use 'paraphrasing' where you can to simplify quotations. Using a quote followed by "liafuan hirak ne'e hato'o husi Ministru" ("these words were said by the Minister") is complicated. It's better to say "Ministru hateten..." ("The Minister said...") at the beginning of the sentence.
- Try to avoid starting your sentence with introductions like "Ba journalista sira Komandante hateten katak..." ("To the journalists, the Commander said...") or "Iha parte seluk..." ("In another part..."). These introductions are very rarely needed. It's much better to get to the heart of the sentence. For example, "Komandante hateten..." ("The Commander said...").
- If you've included Indonesian, Portuguese or English terms, ask yourself if they are widely used and understood.
- Always include the full name of an organisation before using an acronym. For example, the first reference should be "International Center for Journalists". You can then shorten it to "ICFJ" later in the story.

- If you have referred to a concept that some people won't understand, you must explain it. For example, if the story is about the spread of "HIV/AIDS", you need to provide a short explanation, like "HIV/AIDS, a disease of the human immune system".

Confusing stories are often caused by poor writing, but at other times, the reason for the confusion goes much deeper. Sometimes, we find that the journalist doesn't truly understand the issues they are writing about. It is not good enough to simply repeat sentences or expressions that a senior official or academic uses without understanding the meaning. If you don't understand, you must ask more questions or do further research.

Checklist

To ensure you have mastered the art of clarity, ask yourself these questions:

- Does the story pose more questions than it answers?
- Would your grandmother understand the story if you read it aloud to her?
- Does the story contain clear and simple sentences?
- Does the story contain any un-explained technical terms, abbreviations, or acronyms?

¶ *Exercise 1.* Below is a story about a school marching band competition. Do you think the story is clear and concise and easy to understand? If not, give some examples of where the language could have been simplified. Do you have any questions about the competition that the journalist has not answered?

Three Schools Participate in Drum Marching Band Competition

To commemorate the Restoration of Independence Day of Timor Leste on May 20, three high schools participated in the Drum Marching Band competition and national anthem called Patria-Patria in Dili Municipal Stadium on Thursday (27/5) yesterday.

The schools that participated in this competition were: High School of St. Miguel Comoro, High School of St. Peter Comoro and High School of St Francisco de Assis Fatuberliu-Same.

But the schools that got the invitation and did not attend this competition which was organized by High School St Miguel were High School Canossa, High School of St Paulo VIII and other schools from the district that have drum bands.

"Although we did give them the invitation, the two high schools such as High School of St Paulo VIII and Canosa did not attend this competition because they informed us

that they are missing some of their equipment, because they always use for their training”, the Organizing Committee and Director of High School St. Miguel Comoro, Mr Armindo Crisna Caetano, told the journalist in the Dili Municipal Stadium.

Although these schools did not participate in the competition for the first time that was organized by St Miguel High School and St Peter, as organizing committee and also motivator for this competition program Armindo Crisna said he did not regret these schools not participating in this competition because they have a clear reason that they are missing some of their equipment.

But according to Armindo Crisna, by next year these schools will participate. “This is the first competition, but it could be said that there is enthusiasm, therefore by next year those school that did not participate, could participate”, Armindo Crisna hopes.

In the same place, the Director of the High School of St. Francisco de Assis of Fatuberliu, Fr Joel Casimiro Pinto OFM (Franciscan Missionary Congregation), said he feels happy because he could participate in this competition on a national level. Because according to Fr Joel Casimiro, got the invitation from High School of St. Miguel and St Peter.

“Generally we are happy, because even though we are in the district, but we got a chance to participate in this event or drumming band competition”, Fr Joel said.

Fr Joel also affirmed that he does not have ambition for his students to win this competition; but the most important thing is participation in this national event.

“Looking at our drum band equipment, we could say that we will not compete with those who are in Dili because they have superior equipment.

The other reason is our preparation for training is only for 2 weeks. Another reason is our students are still clumsy with the facility time and training is very limited. Besides we do not have professional trainers like in Dili to give training routines,” said Fr Joel.

And also Adeodato C. de Jesus representing the drumming band from the High School of St Francisco Assis said he felt happy because they could participate in the competition that had taken place on a national level.

“We feel happy because we could present our drum band in Dili. Although we didn’t win, we still feel happy because we could meet our friends,” Adeodato de Jesus said.

The competition event that was open to the public gave enthusiasm to the students, professors and the community of Dili and those that came to Dili Stadium.

The event also got maximum security from PNTL and UNPOL.

8. Accuracy

Goal: By the end of the session, journalists will understand the importance of writing accurately.

ACCURACY IS A FUNDAMENTAL REQUIREMENT OF JOURNALISM. In order for the media to operate effectively in a democracy, we must earn the trust of our audience. If we make errors, we risk breaking down that trust. Even a small mistake can make a reader or listener doubt your entire story. If you can't spell someone's name correctly, why should your audience believe the rest of the story?

Notetaking

The first step to ensuring accuracy is to take good notes. Begin the interview by writing the person's name, and the time, date and location at the top of the page. Listen closely and if you're not sure if you heard something correctly, ask for clarification. You must never trust your memory. Thorough note-taking is not only vital when it comes time to write the story. It may also become important if someone accuses you of misquoting them. In this case, you have clear proof of what the person said, when and where.

Please note: Journalists who have access to and use recording devices should take notes as well. Digital devices can break at any minute and there is nothing worse than returning to your office to find the machine has deleted your entire interview!

Accuracy in story

Accuracy requires verifying information piece by piece, step by step. Even very experienced journalists must take time at the completion of a story to go back, identify each fact, verify where the information came from and whether that information is trustworthy.

An important part of accuracy is knowing your source and trusting your source. Be sure the person is knowledgeable about the issue. They may not provide you with incorrect information intentionally, but that won't matter to your readers or your editor if you get it wrong. Controversial or dubious facts should always be verified with a second source (more on this in Chapter 9).

Never assume something is true because you've heard many people say it. Don't make sweeping statements that cannot be verified. And if you cannot confirm something before your deadline, don't publish the story.

Accuracy in spelling

Accurate spelling is a mindset. If you decide today that spelling is important (and it is!) you will make far fewer mistakes. In return, your editor and your readers will respect you and trust the information you provide. Keep a dictionary or style guide close by and if you're not sure, check. Be consistent with Tetun words that can be spelt more than one way. Again, check with your editor or style guide and be consistent with your newspaper's style. There's nothing worse for a reader than to see the same word written three different ways in one story!

When it comes to the names of people and places, you must always check. Unless you are 100% sure of a person's name and title (in the case of the President perhaps), you should confirm the correct spelling with the person themselves. Write it down and show them as a final check. Do not trust that another person or the internet will provide you with the correct spelling.

Accuracy in quotations

Developing a relationship of trust between your news organisation and your audience is vital. One of the most effective ways to break down that trust is to misquote people or fabricate quotes. As journalists, we have an obligation to provide true information. In most parts of the world, fabrication of quotes is reason for instant dismissal in the workplace. As a result, keeping good notes of what people tell you, and using these quotes in a fair way in your stories is very important. Remember that changing even one word can change the whole meaning of a person's quote. Similarly, selective editing of quotes can change the meaning and be deceptive. For example, imagine you're interviewing a source about a government policy which is likely to affect veterans. Your source tells you: "If I was 20 years older, I could be very angry about this decision". If

you edited that comment down, and only included “I could be very angry about this decision” in your story, that would not be accurate or fair. It has changed the meaning of your source’s comment.

Also, be aware that how a person is identified, or what their title is, affects how we understand what that person has to say. For example, “Emilia gave a speech about taxes in Timor” will make sense to more readers if you say “Emilia Pires, the Finance Minister, gave a speech about taxes in Timor”.

Checklist

To ensure your story is accurate, ask yourself these questions:

- Does the story use names and titles accurately?
- Does the story use places and dates accurately?
- Does the story accurately describe sizes, prices and amounts?
- Is the story written overall with correct grammar and accurate spelling?
- Have you checked each fact and quotation at least twice?
- Do you trust the source of the information?

¶ *Exercise 1.* Read through the following story and circle any inaccuracies you find. (Please note: there is no English translation for this exercise as the errors are relevant to the Tetun language only.)

Membru Parlamentu Nasional kontinua eziji ba governu atu rezolve lais problema dezlokadu ne’ebe to’o oras ne’e seidauk resolve hotu.

Deputadu fretilin Inacio Moreira iha Parlamento Nasional liu husi plenaria estraordinariu hatete katak durante tinan 3 ona governu kontinua la rezolve problema dezlokadu.

“Governu Amp ne’e tinan-tinan ba PN apresenta orsamentu ne’e sempre aloka orsamentu atu rezolve problema dezlokadu maibe to’o tinan 4 ona problema dezlokadu kontinua ezisti,” nia dehan.

Moreila hatutan iha orsamentu retifikativu mos kontinua iha alokasaun orsamentu ba dezlokadu sira maibe dezlokadu sira kontinua mai PN hodi hato’o keisa.

“Ne’e hatudu katak Governu la iha duni kapasidade atu rezolve problema,” nia dehan.

Deputadu David Ximenes hatete polemika bo’ot ne’ebe oras ne’e dadaun mosu iha publiku mak problema kona-ba dezlokadu sira.

“Dezlokadu sira ne’e agora konfuzaun bo’ot tanba ema ne’ebe vitima ne’e la hetan pagamentu no ema ne’ebe la’os vitima ne’e mak hetan fali pagamentu,” nia dehan.

Tuir Ximenes, ema barak mos dezkontenti tanba atendentu ba vitima ba vitima krize la seriu. Katak, governu rekuñese ema ne'ebe autor duke vitima.

Entretantu, Getrudes Moniz husi Partidu Demokrata (PD) dehan katak ministeriu solidariedade social iha duni vontade atu rezolve problema dezlokadu nian.

Nia dehan problema ne'ebe agora dadaun mosu tanba dezlokadu balun sente laiha atensaun husi governu katak MSS rasik taka rejistu ba vitima sira.

“Loloos komisaun refere taka ba rejistu foun, la'os taka ba sira ne'ebe rejistu ona depois seidauk halo pagamentu” nia esplika.

9. Balance

Goal: By the end of the session, journalists will understand the significance of balance and fairness in journalism.

NEWS SHOULD ALWAYS PRESENT INFORMATION IN A BALANCED WAY. News should show different opinions, and should allow the reader to make up their own minds. Journalism can be a powerful force in society. It can educate large groups of people, it can unravel mysteries, bring down corrupt government officials, and influence social trends. It is a very important part of democracy. It helps people understand government policies and ensures the people of Timor-Leste know what they're voting for on Election Day.

But this power also comes with responsibility. As journalists, we are not entitled to pursue our own agendas, try to influence people's thoughts or use our positions to gain financial benefit. If we support one political party, we're not entitled to attack the opposing party in a malicious way. We have an ethical and professional obligation to be fair. In journalism, this is called *objectivity*. It's one of the most important tenets of journalism.

There are several ways in which we can remain objective and ensure our news is balanced and fair:

Fact not fiction

- We should only ever use facts in news writing. And those facts should be used in a fair way. Selective editing of people's words can still unfairly represent their point of view. Omitting relevant facts from a story can also be considered deceptive and unfair.

- We should never write our own opinions into our stories. It's natural to have your own thoughts about certain issues. As citizens of Timor-Leste, we care about our country and want the best for it. This is called *bias*. But as journalists, we must strive to keep bias out of our work. Our opinions should never be included in a story. (If you want

to write an opinion piece, it should be clearly marked as “Opinion” or “Editorial”.)

Conflict of interest

- Journalists should only ever receive money from their employer; the newspaper, radio station or TV station they work for. Under no circumstances should a journalist ever accept payment in return for a story from an NGO, political party or individuals. This is what we call *conflict of interest*. If a journalist accepts payment, it means they have a bias.

- Journalists should never do favors for friends or relatives by writing a story in a certain way. This is also considered bias. If a friend or relative tries to influence the way you write a story, you should report it to your editor and ask for another journalist to be assigned the story.

Seeking comment

- We should show all sides of a debate. This is particularly important when the story involves some sort of dispute, allegation or conflict. Don't just assume there are two sides of a debate either. There are sometimes three, four and five. We must endeavour to get quotes from every stakeholder. If one side of the story doesn't want to comment, or is not available, we must write this in the story. For example, “The Minister for Education was not available for comment last night”.

- If a person is not available for comment, but we are aware of a past statement or press release which would demonstrate their point of view on the issue, we should include this information in the story. For example, “Earlier this month, the Minister of Education said she would not support the development of a new curriculum until the Teachers Association had been consulted.”

Multi-sourcing

- If the story includes a serious accusation, we must try to verify the information with a second independent source. An *independent source* is someone who could not have been influenced by the first source. For example, a family member of the first source cannot be an independent second source because they are likely to agree with their relative. This system of verification is sometimes referred to as *multiple sourcing*

or *multi-sourcing*. If we don't verify the allegations, we may be publishing untruthful claims made by someone with an agenda. As journalists, we want to uncover and reveal truthful secrets, not air petty grievances.

Equal coverage

- If the story involves a dispute between two sides, we must try to give both sides of the story equal coverage. This means allowing the same amount of space and words to each point of view, as well as including both sides at the beginning of the article.

Corrections

- If an incorrect claim is published in a newspaper, or aired on radio or television, the news organization should print or broadcast an apology and correction. The correction should be given equal prominence and space to the original incorrect claim.

Checklist

To ensure your story is balanced and fair, ask yourself these questions:

- How many points of view are contained in the story?
- Have I included any words or phrases that could be interpreted as my opinion?
- If an allegation or accusation has been made against a person or organization, have I attempted to contact them or the organization?
 - If the accused person/department/organization is not available for comment, have I attempted to find past material (press releases, statements, articles) which would represent their point of view?
 - If relevant, does the story give equal space to conflicting ideas?
 - If the story covers a serious allegation, have I attempted to independently verify the claims?

¶ *Exercise 1.* Read the *Timor Post* story below and assess its value in terms of fairness and balance. Does the journalist seek comment from all the appropriate people? Does the article present the issue in a fair and balanced way? Do you think the journalist has addressed the issue in an objective way?

Corrupt mentality will not solve corruption: 100 days on and the commission of anti-corruption's work remains zero

Dili—To eradicate corruption, the most important thing is that all the people of Timor-Leste should change their mentality.

If the corrupt mentality continues to exist, despite various mechanisms including the creation of the courts of accounts and anti-corruption commission CAC, it will still be difficult to fight corruption.

“As long as the ministers and officials don't change their corrupt mentalities, it will be difficult to eradicate corruption,” said Fretilin MP Domingos Sarmento in the National Parliament, Monday (07/06).

According to him, combating corruption should start from the leaders who hold power within the state institutions.

Therefore, Domingos said, although the government establishes many commissions, without the conscience of everyone, it will make fighting corruption a difficult process.

To combat corruption, the former Minister of Justice said it must come from ministers because they have the power to decide for their member not to be corrupt.

“But if they continue to have a corrupt mentality, there is KKN (Corruption, Collusion and Nepotism), if they still put their families in the offices, fire directors and staff without good reasons, and give away projects to their friends, corruption will spread in this country,” said the former judge and the President of District Courts under UNTAET.

100 DAYS OF CAC

Non-governmental organization Lalenok ba Ema hotu (LABEH) considers that CAC, which has been established for 100 days, is failing to implement the fight against corruption program.

“LABEH considers the 100 days as failing to implement the program that has remained in people's minds on how to combat corruption. The National Parliament has recently asked CAC to investigate indications of corruption within the cabinet of Ministry of Economic Development including indications of corruption raised by some people, but CAC did not respond and did not intervene. It was silent,” said Christopher Henry Samson, the executive director of LABEH in a press released accessed by this newspaper.

According to LABEH, it has seen during these 100 days that CAC has not been able to show to the public that something is being done against indications of corruption in the country.

Christopher said that the people of Timor Leste give full trust to CAC to do something within 100 days to fight against corruption.

However, within 100 days CAC has focused only on the institution's problems, appointed two deputies, and its emblem and recruited, especially the senior staff, participated in conferences and meetings including some visits.

The CAC failed to present a strategic plan on how to fight corruption or a fighting corruption program to implement any time soon.

“Unfortunately, within 100 days CAC did not show to the public what it will do in the future. Many people have started to raise questions whether CAC will be able to do something? Whether it can or cannot? Because in the last 100 days CAC has been very quiet and there was no adequate information to the public, so that the public knows what CAC is doing to fight corruption,” LABEH questioned.

However, LABEH is confident that CAC in the future will show their strategy and mechanism because the President of CAC, Aderito de Jesus, had said that he will fight corruption and CAC will do it as a national movement.

LABEH expects that the national movement will not only be a lip service but something that is implemented in the programs so that people can be happy. LABEH continues to support CAC and continues to cooperate to do something to overcome what people have had in mind with the short and long term plans of CAC.

SADDENED BY THE EMBLEM

LABEH is saddened by the emblem used by CAC, as it does not reflect CAC's mission and vision to fight corruption.

Despite the participation of many people through a competition to design the commission's logo, and the winner was the designer, whose logo is being used, LABEH thinks that the eye used as the logo, meaning to keep an eye on corruption, fails to reflect CAC's spirit to combat corruption, and to investigate and send corrupt people to jail.

LABEH criticizes the emblem as it thinks the logo conveys a weak message that it will only be a “keep an eye” commission on corruption. CAC should not only keep an eye, but it needs to be a barometer to combat the corruption.

10. Interpreting

Goal: By the end of the session, journalists will understand the need to analyze and interpret complex information and transform it into simple language.

JOURNALISTS WRITE IN SIMPLE LANGUAGE BUT THEY OFTEN DEAL WITH QUITE COMPLEX IDEAS. As journalists, we are sometimes confronted with very complicated terms, concepts and situations. Whether it's the government's strategic plan, an international political debate or news of a scientific breakthrough, our job is to make sense of the information and simplify it for our readers or listeners. During your career, you may be presented with complicated statistics or a lengthy research report. As you read this material, always think about your audience and what they are likely to understand. And remember, if you don't understand, neither will your audience.

Critical thinking

You may have heard the term *critical thinking*, but many of us don't really understand what the term means. Critical thinking simply means using your brain in a more sophisticated way. A critical thinker is a person who:

- Asks useful questions
- Gathers and assesses relevant information
- Interprets complicated pieces of information and makes intelligent conclusions
- Applies those intelligent conclusions to problems
- Communicates effectively with people around them

Here are some useful hints for developing a critical mind:

- The best way is to ask questions! Lots of them. Don't ever be scared to ask questions.
- Think with an open-mind and independently. Don't assume you understand something based on what you've been told before. Don't assume you understand because someone told you. Approach every new situation with a fresh mind.

- Try to approach problems with a creative mind. Be an inventor. Inventors create new things because they don't just see what is around them, they notice what is missing.
- Look for the connections between things. You might find a connection between two separate stories you are writing that might lead to an even bigger better story.
- Be an active learner. Listen to what people say. Be interested in what they tell you. Be curious.
- If you're confronted with a large amount of information, try to develop a system of recognising what is relevant and what is irrelevant to the issue you are researching. You may have to read through a 100-page document just to find one sentence that is relevant! The key is recognise the significance of the information when you find it.
- Analyze conflicts by looking at why people act in certain ways. Try to understand the psychology behind people's behaviour.
- Recognise the skills you are naturally good at and those which you struggle with. We all learn in different ways. Our brains are wired differently. You might find it easier to understand a complicated issue if you speak to an expert and ask them to explain it to you, rather than read it in a book. Or you might make sense of something if you draw yourself a diagram of the issue you're trying to understand.

¶ *Exercise 1.* Read the following press release, accompanying table and background information on Transparency International's survey measuring perceptions of public corruption. Write a news story between 5-10 sentences in length based on this press release. Try to simplify the information for your readers. Most importantly, think about your audience, what they are likely to understand and what they will be interested in.

Press release: *Corruption threatens global economic recovery, greatly challenges countries in conflict*

As the world economy begins to register a tentative recovery and some nations continue to wrestle with ongoing conflict and insecurity, it is clear that no region of the world is immune to the perils of corruption, according to Transparency International's 2009 Corruption Perceptions Index (CPI), a measure of domestic, public sector corruption released today.

"At a time when massive stimulus packages, fast-track disbursements of public funds and attempts to secure peace are being implemented around the world, it is essential to identify where corruption blocks good governance and accountability, in order to break its corrosive cycle" said Huguette Labelle, Chair of Transparency International (TI).

The vast majority of the 180 countries included in the 2009 index score below five on a scale from 0 (perceived to be highly corrupt) to 10 (perceived to have low levels of corruption). The CPI measures the perceived levels of public sector corruption in a given country

and is a composite index, drawing on 13 different expert and business surveys. The 2009 edition scores 180 countries, the same number as the 2008 CPI.

Fragile, unstable states that are scarred by war and ongoing conflict linger at the bottom of the index. These are: Somalia, with a score of 1.1, Afghanistan at 1.3, Myanmar at 1.4 and Sudan tied with Iraq at 1.5. These results demonstrate that countries which are perceived as the most corrupt are also those plagued by long-standing conflicts, which have torn apart their governance infrastructure.

When essential institutions are weak or non-existent, corruption spirals out of control and the plundering of public resources feeds insecurity and impunity. Corruption also makes normal a seeping loss of trust in the very institutions and nascent governments charged with ensuring survival and stability.

Countries at the bottom of the index cannot be shut out from development efforts. Instead, what the index points to is the need to strengthen their institutions. Investors and donors should be equally vigilant of their operations and as accountable for their own actions as they are in demanding transparency and accountability from beneficiary countries.

“Stemming corruption requires strong oversight by parliaments, a well performing judiciary, independent and properly resourced audit and anti-corruption agencies, vigorous law enforcement, transparency in public budgets, revenue and aid flows, as well as space for independent media and a vibrant civil society,” said Labelle. “The international community must find efficient ways to help war-torn countries to develop and sustain their own institutions.”

Highest scorers in the 2009 CPI are New Zealand at 9.4, Denmark at 9.3, Singapore and Sweden tied at 9.2 and Switzerland at 9.0. These scores reflect political stability, long-established conflict of interest regulations and solid, functioning public institutions.

Overall results in the 2009 index are of great concern because corruption continues to lurk where opacity rules, where institutions still need strengthening and where governments have not implemented anti-corruption legal frameworks.

Even industrialised countries cannot be complacent: the supply of bribery and the facilitation of corruption often involve businesses based in their countries. Financial secrecy jurisdictions, linked to many countries that top the CPI, severely undermine efforts to tackle corruption and recover stolen assets.

“Corrupt money must not find safe haven. It is time to put an end to excuses,” said Labelle. “The OECD’s work in this area is welcome, but there must be more bilateral treaties on information exchange to fully end the secrecy regime. At the same time, companies must cease operating in renegade financial centres.”

Bribery, cartels and other corrupt practices undermine competition and contribute to massive loss of resources for development in all countries, especially the poorest ones. Between 1990 and 2005, more than 283 private international cartels were exposed that cost

consumers around the world an estimated US \$300 billion in overcharges, as documented in a recent TI report.

With the vast majority of countries in the 2009 index scoring below five, the corruption challenge is undeniable. The Group of 20 has made strong commitments to ensure that integrity and transparency form the cornerstone of a newfound regulatory structure. As the G20 tackles financial sector and economic reforms, it is critical to address corruption as a substantial threat to a sustainable economic future. The G20 must also remain committed to gaining public support for essential reforms by making institutions such as the Financial Stability Board and decisions about investments in infrastructure, transparent and open to civil society input.

Globally and nationally, institutions of oversight and legal frameworks that are actually enforced, coupled with smarter, more effective regulation, will ensure lower levels of corruption. This will lead to a much needed increase of trust in public institutions, sustained economic growth and more effective development assistance. Most importantly, it will alleviate the enormous scale of human suffering in the countries that perform most poorly in the Corruption Perceptions Index.

Corruption Perceptions Index 2009

- The Corruption Perceptions Index (CPI) table shows a country's ranking and score, the number of surveys used to determine the score, and the confidence range of the scoring.
- The rank shows how one country compares to others included in the index. The CPI score indicates the perceived level of public-sector corruption in a country/territory.
- The CPI is based on 13 independent surveys. However, not all surveys include all countries. The surveys used column indicates how many surveys were relied upon to determine the score for that country.
- The confidence range indicates the reliability of the CPI scores and tells us that allowing for a margin of error, we can be 90% confident that the true score for this country lies within this range.

<i>Rank</i>	<i>Country/Territory</i>	<i>CPI 2009 Score</i>	<i>Surveys Used</i>	<i>Confidence</i>	<i>Range</i>
1	New Zealand	9.4	6	9.1	9.5
2	Denmark	9.3	6	9.1	9.5
3	Singapore	9.2	9	9.0	9.4
3	Sweden	9.2	6	9.0	9.3
5	Switzerland	9.0	6	8.9	9.1
6	Finland	8.9	6	8.4	9.4
6	Netherlands	8.9	6	8.7	9.0
8	Australia	8.7	8	8.3	9.0
8	Canada	8.7	6	8.5	9.0
8	Iceland	8.7	4	7.5	9.4
11	Norway	8.6	6	8.2	9.1

12	Hong Kong	8.2	8	7.9	8.5
12	Luxembourg	8.2	6	7.6	8.8
14	Germany	8.0	6	7.7	8.3
14	Ireland	8.0	6	7.8	8.4
16	Austria	7.9	6	7.4	8.3
17	Japan	7.7	8	7.4	8.0
17	United Kingdom	7.7	6	7.3	8.2
19	United States	7.5	8	6.9	8.0
20	Barbados	7.4	4	6.6	8.2
21	Belgium	7.1	6	6.9	7.3
22	Qatar	7.0	6	5.8	8.1
22	Saint Lucia	7.0	3	6.7	7.5
24	France	6.9	6	6.5	7.3
25	Chile	6.7	7	6.5	6.9
25	Uruguay	6.7	5	6.4	7.1
27	Cyprus	6.6	4	6.1	7.1
27	Estonia	6.6	8	6.1	6.9
27	Slovenia	6.6	8	6.3	6.9
30	United Arab Emirates	6.5	5	5.5	7.5
31	Saint Vincent and the Grenadines	6.4	3	4.9	7.5
32	Israel	6.1	6	5.4	6.7
32	Spain	6.1	6	5.5	6.6
34	Dominica	5.9	3	4.9	6.7
35	Portugal	5.8	6	5.5	6.2
35	Puerto Rico	5.8	4	5.2	6.3
37	Botswana	5.6	6	5.1	6.3
37	Taiwan	5.6	9	5.4	5.9
39	Brunei Darussalam	5.5	4	4.7	6.4
39	Oman	5.5	5	4.4	6.5
39	Korea (South)	5.5	9	5.3	5.7
42	Mauritius	5.4	6	5.0	5.9
43	Costa Rica	5.3	5	4.7	5.9
43	Macau	5.3	3	3.3	6.9
45	Malta	5.2	4	4.0	6.2
46	Bahrain	5.1	5	4.2	5.8
46	Cape Verde	5.1	3	3.3	7.0
46	Hungary	5.1	8	4.6	5.7
49	Bhutan	5.0	4	4.3	5.6
49	Jordan	5.0	7	3.9	6.1
49	Poland	5.0	8	4.5	5.5
52	Czech Republic	4.9	8	4.3	5.6
52	Lithuania	4.9	8	4.4	5.4
54	Seychelles	4.8	3	3.0	6.7
55	South Africa	4.7	8	4.3	4.9
56	Latvia	4.5	6	4.1	4.9
56	Malaysia	4.5	9	4.0	5.1
56	Namibia	4.5	6	3.9	5.1

56	Samoa	4.5	3	3.3	5.3
56	Slovakia	4.5	8	4.1	4.9
61	Cuba	4.4	3	3.5	5.1
61	Turkey	4.4	7	3.9	4.9
63	Italy	4.3	6	3.8	4.9
63	Saudi Arabia	4.3	5	3.1	5.3
65	Tunisia	4.2	6	3.0	5.5
66	Croatia	4.1	8	3.7	4.5
66	Georgia	4.1	7	3.4	4.7
66	Kuwait	4.1	5	3.2	5.1
69	Ghana	3.9	7	3.2	4.6
69	Montenegro	3.9	5	3.5	4.4
71	Bulgaria	3.8	8	3.2	4.5
71	FYR Macedonia	3.8	6	3.4	4.2
71	Greece	3.8	6	3.2	4.3
71	Romania	3.8	8	3.2	4.3
75	Brazil	3.7	7	3.3	4.3
75	Colombia	3.7	7	3.1	4.3
75	Peru	3.7	7	3.4	4.1
75	Suriname	3.7	3	3.0	4.7
79	Burkina Faso	3.6	7	2.8	4.4
79	China	3.6	9	3.0	4.2
79	Swaziland	3.6	3	3.0	4.7
79	Trinidad and Tobago	3.6	4	3.0	4.3
83	Serbia	3.5	6	3.3	3.9
84	El Salvador	3.4	5	3.0	3.8
84	Guatemala	3.4	5	3.0	3.9
84	India	3.4	10	3.2	3.6
84	Panama	3.4	5	3.1	3.7
84	Thailand	3.4	9	3.0	3.8
89	Lesotho	3.3	6	2.8	3.8
89	Malawi	3.3	7	2.7	3.9
89	Mexico	3.3	7	3.2	3.5
89	Moldova	3.3	6	2.7	4.0
89	Morocco	3.3	6	2.8	3.9
89	Rwanda	3.3	4	2.9	3.7
95	Albania	3.2	6	3.0	3.3
95	Vanuatu	3.2	3	2.3	4.7
97	Liberia	3.1	3	1.9	3.8
97	Sri Lanka	3.1	7	2.8	3.4
99	Bosnia and Herzegovina	3.0	7	2.6	3.4
99	Dominican Republic	3.0	5	2.9	3.2
99	Jamaica	3.0	5	2.8	3.3
99	Madagascar	3.0	7	2.8	3.2
99	Senegal	3.0	7	2.5	3.6
99	Tonga	3.0	3	2.6	3.3
99	Zambia	3.0	7	2.8	3.2

106	Argentina	2.9	7	2.6	3.1
106	Benin	2.9	6	2.3	3.4
106	Gabon	2.9	3	2.6	3.1
106	Gambia	2.9	5	1.6	4.0
106	Niger	2.9	5	2.7	3.0
111	Algeria	2.8	6	2.5	3.1
111	Djibouti	2.8	4	2.3	3.2
111	Egypt	2.8	6	2.6	3.1
111	Indonesia	2.8	9	2.4	3.2
111	Kiribati	2.8	3	2.3	3.3
111	Mali	2.8	6	2.4	3.2
111	Sao Tome and Principe	2.8	3	2.4	3.3
111	Solomon Islands	2.8	3	2.3	3.3
111	Togo	2.8	5	1.9	3.9
120	Armenia	2.7	7	2.6	2.8
120	Bolivia	2.7	6	2.4	3.1
120	Ethiopia	2.7	7	2.4	2.9
120	Kazakhstan	2.7	7	2.1	3.3
120	Mongolia	2.7	7	2.4	3.0
120	Vietnam	2.7	9	2.4	3.1
126	Eritrea	2.6	4	1.6	3.8
126	Guyana	2.6	4	2.5	2.7
126	Syria	2.6	5	2.2	2.9
126	Tanzania	2.6	7	2.4	2.9
130	Honduras	2.5	6	2.2	2.8
130	Lebanon	2.5	3	1.9	3.1
130	Libya	2.5	6	2.2	2.8
130	Maldives	2.5	4	1.8	3.2
130	Mauritania	2.5	7	2.0	3.3
130	Mozambique	2.5	7	2.3	2.8
130	Nicaragua	2.5	6	2.3	2.7
130	Nigeria	2.5	7	2.2	2.7
130	Uganda	2.5	7	2.1	2.8
139	Bangladesh	2.4	7	2.0	2.8
139	Belarus	2.4	4	2.0	2.8
139	Pakistan	2.4	7	2.1	2.7
139	Philippines	2.4	9	2.1	2.7
143	Azerbaijan	2.3	7	2.0	2.6
143	Comoros	2.3	3	1.6	3.3
143	Nepal	2.3	6	2.0	2.6
146	Cameroon	2.2	7	1.9	2.6
146	Ecuador	2.2	5	2.0	2.5
146	Kenya	2.2	7	1.9	2.5
146	Russia	2.2	8	1.9	2.4
146	Sierra Leone	2.2	5	1.9	2.4
146	Timor-Leste	2.2	5	1.8	2.6
146	Ukraine	2.2	8	2.0	2.6

146	Zimbabwe	2.2	7	1.7	2.8
154	Côte d'Ivoire	2.1	7	1.8	2.4
154	Papua New Guinea	2.1	5	1.7	2.5
154	Paraguay	2.1	5	1.7	2.5
154	Yemen	2.1	4	1.6	2.5
158	Cambodia	2.0	8	1.8	2.2
158	Central African Republic	2.0	4	1.9	2.2
158	Laos	2.0	4	1.6	2.6
158	Tajikistan	2.0	8	1.6	2.5
162	Angola	1.9	5	1.8	1.9
162	Congo Brazzaville	1.9	5	1.6	2.1
162	Democratic Republic of Congo	1.9	5	1.7	2.1
162	Guinea-Bissau	1.9	3	1.8	2.0
162	Kyrgyzstan	1.9	7	1.8	2.1
162	Venezuela	1.9	7	1.8	2.0
168	Burundi	1.8	6	1.6	2.0
168	Equatorial Guinea	1.8	3	1.6	1.9
168	Guinea	1.8	5	1.7	1.8
168	Haiti	1.8	3	1.4	2.3
168	Iran	1.8	3	1.7	1.9
168	Turkmenistan	1.8	4	1.7	1.9
174	Uzbekistan	1.7	6	1.5	1.8
175	Chad	1.6	6	1.5	1.7
176	Iraq	1.5	3	1.2	1.8
176	Sudan	1.5	5	1.4	1.7
178	Myanmar	1.4	3	0.9	1.8
179	Afghanistan	1.3	4	1.0	1.5
180	Somalia	1.1	3	0.9	1.4

Background Information & Frequently Asked Questions

For the purpose of the CPI, how is corruption defined?

The CPI focuses on corruption in the public sector. The surveys used in compiling the CPI ask questions relating to the abuse of public power for private benefit. These include questions on: bribery of public officials, kickbacks in public procurement, embezzlement of public funds, and questions that probe the strength and effectiveness of public sector anti-corruption efforts, thereby covering both the administrative and political aspects of corruption.

Why is the CPI based only on perceptions?

It is difficult to assess the overall levels of corruption in different countries/territories based on hard empirical data, e.g. by comparing the amount of bribes or the number of prosecutions or court cases directly related to corruption. In the latter case, for example, such data does not reflect actual levels of corruption; rather it highlights the extent to which prosecutors, courts and/or the media are effectively investigating and exposing corruption.

One reliable method of compiling cross-country data is, therefore, to draw on the experience and perceptions of those who see first-hand the realities of corruption in a country.

What are the sources of data for the CPI?

The 2009 CPI draws on 13 different polls and surveys from 10 independent institutions. Data sources must be published in the past two years to be eligible for inclusion. All data sources must provide a ranking of countries/territories and measure the overall extent of corruption. This condition excludes surveys which mix corruption with other issues, such as political instability, decentralisation or nationalism. TI strives to ensure that the sources used are of the highest quality and that the survey work is performed with complete integrity. To qualify, the data must be well documented and the methodology explained to permit a judgment on its reliability.

Whose opinion is polled for the surveys used in the CPI?

The expertise reflected in the CPI scores draws on an understanding of corrupt practices held by those based in both the industrialised and developing world and includes surveys of business people and country analysts. Sources providing data for the CPI rely on non-resident and resident experts. It is important to note that residents' viewpoints correlate well with those of non-resident experts.

Interpreting the CPI

Is the country with the lowest score the world's most corrupt country?

No. The country with the lowest score is the one where corruption is perceived to be greatest among those included in the list. There are more than 200 sovereign nations in the world, and the latest CPI 2008 ranks 180 of them. The CPI provides no information about countries that are not included.

11. Background

Goal: By the end of the session, journalists will be able to find and use background information that gives the history and context for events, people and places.

WE PROVIDE BACKGROUND INFORMATION IN STORIES TO ENSURE OUR AUDIENCE UNDERSTANDS THE STORY AND ITS BROADER CONTEXT. Your audience often needs the history and/or context to make sense of the story. You cannot assume that your audience has been following what's happened in the past, or understands the broader context. You must write as if this is the first time they've heard about the issue. You must write for both the uneducated and the educated.

The amount and type of background you need to include depends on the audience. If most of your audience is in Dili, they may need a lot of background to understand an issue in a remote district. If many of your readers are young, they need background to see how a problem evolved over years. While background is very important, remember to always keep it brief. 1-3 sentences is usually enough for a straight news story.

Two types of background, past and present

- Context is about the present. This is background that puts events and people in the context of their larger environment.
- History is about the past. This kind of background is selected to help explain why an event has occurred, or why a person acts or thinks the way he or she does.

¶ *Example 1.* The chart below uses an example to illustrate the two types of background—history and context—as it can be applied to a story about a woman who committed suicide by setting herself on fire.

	<i>History (past)</i>	<i>Context (present)</i>
<i>Individuals</i>	<ul style="list-style-type: none"> • Joana da Silva has been beaten by her husband for seven years of marriage • Doctor has been treating burn victims for three years 	<ul style="list-style-type: none"> • Joana da Silva feels she has nowhere to go to get away from her husband • Doctor sees many more women self-immolating
<i>Events</i>	<ul style="list-style-type: none"> • Women have long been beaten by husbands • Self-immolation has long been a form of suicide—especially as protest—in Asia 	<ul style="list-style-type: none"> • Men are rarely punished for domestic violence • It is nearly impossible for women to get a divorce

¶ *Example 2.* Here is a second example illustrating the two types of background—history and context—as it can be applied to individuals and events in a story about a man who has been accused of being part of an organized crime (ninja) group.

	<i>History (past)</i>	<i>Context (present)</i>
<i>Individuals</i>	<ul style="list-style-type: none"> • Joao da Silva is a member of CP-RDTL. He has been accused of stealing cattle in Maubara, Atsabe and Bobonaro for over two years. • Police have been investigating the case for two years. 	<ul style="list-style-type: none"> • Joao da Silva’s name has been stigmatized and he has nowhere to go. • Police have seen members of CP-RDTL and have accused them of being part of organized crime groups.
<i>Events</i>	<ul style="list-style-type: none"> • The ninja issue started during the Indonesian occupation to intimidate the population. • Similar techniques are used by governments (particularly in post-conflict countries) to stigmatize organizations and to put them in line with government policies. 	<ul style="list-style-type: none"> • Critics claim the current government uses the ninja issue to punish organizations that are against the government’s policies.

Context (present)

Places, like individuals, also may need context. For example, we don’t just write “District Lautem”, but “Lautem, in the east of East Timor.” Or “District Bobonaro, the border district between Indonesia and East Timor”.

Background has to be relevant to the issue or news. If, for example, Bobonaro is

mentioned in a story about smuggling goods, it is relevant that the district is the closest neighbouring district to Indonesia where goods are often transported. Instead of saying simply, “The police officers confiscated cases of beer that were smuggled into Maliana”, you might write: “The police officers confiscated cases of beer that were smuggled into Maliana, a border district between East Timor and Indonesia in the western side of East Timor.”

History (past)

In an ongoing news story, such as a conflict between military and police officers in Dili, you need to provide background for the event. For example: “The conflict between military and police officers began six months ago. So far, 10 people have been killed and one village destroyed in the fighting, Rui Menezes the UN police spokesperson said.” Historical background can point out trends. If an accident has occurred on the road close to Liquica, and it’s the 10th time it’s happened in two months, you should note that in your story.

Checklist

To ensure you have provided enough background in a story, ask yourself these questions:

- Do I understand how an event is part of a larger sequence of events or a bigger problem or issue? Do I know how it relates to other areas—politics, economics, culture, religion, social issues?
- Do I explain the causes and/or history of a problem?
- Do I explain the context of how this event or problem fits into a larger trend, over time or place?
- Do I know who might have played a role in this story ‘behind the scenes’?
- Do I understand how a local problem or event relates or compares to regional, national and/or international problems or events?
- Will the audience understand the significance of the story?

¶ *Exercise 1.* Read the story below. Does the journalist provide enough background information on the refugee issue? After reading the story, are you left with questions that have not been answered by the journalist?

Atauro Possible Site for Refugees

The Fretilin bench through its MP Jose Texeira has affirmed a statement made by the Minister for Economics and Development Joao Goncalves who told journalists that Atauro could become a site for refugees.

MP Jose Texeira spoke of this issue to the journalist on Saturday at the National Parliament after he heard the news on ABC and BBC world news.

Jose Texeira said that in the interview which was broadcast by ABC and BBC, the Minister of Economy and Development was referred to as a minister and was asked about refugee camp negotiations in the wake of the August 21 elections in Australia.

“We will benefit from these negotiations. I am suggesting this as my personal opinion. I am not echoing the government’s point of view here but we do have an island called Atauro which needs development. We can build roads, and get clean water for the people’s homes. Basic infrastructure like a port and an airport are some of the conditions we would demand from Australia before a refugee centre was established. The other condition is that the pipeline [oil and gas] is brought to Timor. However, we are open to negotiations. We’ll see what we get out of it,” MP Texeira said in regards to Minister Joao Goncalves’ statement in Australia.

Fretilin MP Texeira considers that Minister Joao Goncalves’ statement shows them (Fretilin) that it is a weak position shown by Minister Joao Goncalves and as the biggest member of government shows that he is very weak to Australia.

“Instead of defending Timor-Leste’s interests, we’re ready to give up Atauro to Australia and exchange Atauro with the pipeline, and this shows we are weak and in Portuguese it’s called ‘desespero’, so even though he said it as a personal opinion, the story was broadcast everywhere in Australia so we are waiting for the Prime Minister to say that what the Minister said was not right and it was not the Timor-Leste government’s position,” said MP Texeira.

MP Texeira said Minister Joao Goncalves’ statement was also against the National Parliament’s resolution which has totally rejected this process and his party also supported the resolution. Therefore Fretilin thinks that Minister Joao Goncalves has shown weakness and an image that the government is weak.

“When a minister speaks and shows weakness like this one to Australia, they will believe that not only one minister is weak but the whole government is weak in defending Timor-Leste’s interests,” said MP Texeira.

MP Texeira said this also shows that we would like to swap a form of gold named Atauro with potatoes.

The Fretilin MP said that he had followed the statement and he heard it himself, so even though he (Minister Goncalves) said it was his personal opinion rather than the government’s, sorry, but they did not do the interview with an ordinary person but with a minister.

MP Estanislau da Silva also said the Australian proposal which seeks to open a refugee center in Timor-Leste is not right at the moment and therefore, asked the ministers of the AMP government not to speak arbitrarily about national issues when they are overseas.

“I think the government in power needs to have a consistent position instead of letting each of its ministers say different things,” said Estanislau.

The former Prime Minister in the old government is saddened by the statement of Minister Joao Goncalves who said Atauro is a good place for an international refugee centre.

“It’s better for us not to speculate. I don’t know where the AMP is heading to? Things are going uncontrolled. Now everyone says whatever he/she feels like saying,” said Estanislau.

According to Estanislau, Fretilin since the beginning has disagreed and strongly opposed the Australian proposal to establish a refugee processing centre before they enter Australia.

At the same occasion, the parliament’s Vice President Vicente Guterres said the National Parliament’s position is that most of the MPs have rejected through a resolution a proposal to have a refugee processing centre in Timor-Leste before they enter Australia.

“We have many problems, roads, schools and others so why do we need to get more troubles for ourselves?” said Vicente.

Vicente said the Australian request was disorganized because those people who would like to move to Australia, must go through Timor-Leste as the gate to define whether they are refugees and can move to Australia or not.

“If they can’t go to Australia, they need to stay in Timor-Leste. If they stay in Timor-Leste, then the government would have to look after their welfare,” said Vicente.

The Minister of Economy and Development Joao Goncalves was not available for comment, as he was visiting Australia.

12. Radio journalism

Goal: By the end of the session, journalists will understand the principles of radio news and be able to write scripts for radio. Journalists will also know what soundbites and natural sound are, and how to use them in their stories.

THERE ARE NO SECOND CHANCES WITH RADIO SO EVERY WORD MUST BE SIMPLE, CLEAR AND INTERESTING. Good writing is good writing. Whether you're writing for radio, print, TV or the internet, the same principles apply. As we've already learned in earlier chapters, accuracy and clear, simple language that your listeners/readers/viewers will understand are all important.

But there are a few things which are specific to the medium of radio:

- Unlike print, radio listeners can't go back to the part they missed and read it again. It has to be clear the first time, because there is no second chance.

- Unlike TV, there are no pictures to reinforce your words. That means your radio piece has to do all the describing and has to grab the listener's attention.

- Unlike the internet, it's not available for weeks at a time. You have one, and only one, opportunity to make an impact.

- Radio should be conversational. Think of the most boring lecture you have ever attended. Did you struggle to absorb the information, because the teacher was reading in a slow, monotone way? Was it full of complicated words and long-winded sentences? In conversation, people don't talk like that. When we talk to our friends, we speak in a natural way, and try to make the information interesting to our listeners. It's the same with radio.

- Radio (like television) is a performance. So scripts must be written to be performed. There should be some drama and emotion in the words and in the way it's read aloud. This is how we capture our listener's attention.

Radio terminology

Here are a few terms you should be familiar with as a radio journalist:

- Radio broadcast (or bulletin): This is the complete list of news stories, ordered from most important to least important. Radio broadcasts usually start at the beginning of each hour and run for 3-10 minutes.
- Presenter intro: This is one or two sentences read by the radio presenter (or anchor) to introduce the story.
- Radio package: This is the news story recorded on tape and edited into a package. There are two types of radio packages - voicers and wraps. A radio package usually runs for 30-60 seconds, depending on the policy of the radio station.
- Voicer: This is when the reporter writes a script and reads it aloud. There is no soundbite used in a voicer.
- Wrap: This includes the reporter's voice and one or more soundbites. In some cases, a wrap contains natural sound in addition to the soundbite to further enhance the package.
- Soundbite (sometimes called *grab* or *quote*): This is the part of a news package where we hear a person (newsmaker) giving their opinion about an issue. It's the same as a quotation in a print news story, only it's recorded on tape. A soundbite should be no longer than 10-20 seconds in length.
- Natural sound: This is recorded on the scene. If the reporter is covering a fire—it might include the sound of sirens or firefighters shouting instructions to each other. Natural sound is used to make the story more interesting for the listeners and to put the listener at the scene. All natural sound should be recorded at the scene of the news story.
- Sign-off: This is the last part of a radio package. It's when the journalist states their name, location and in some cases, which media organization they work for. For example, "Arcenio Ximenes in Dili for Radio Timor-Leste".

How to write a radio script

Presenter intro:

- As mentioned above, the presenter intro is usually one or two sentences long. It summarizes the content of the radio package and introduces the journalist who is reporting.
- It is usually written by the reporter researching the story, not the presenter who reads it.
- For example, "Three people have been arrested after fighting broke out in Bebo-

nuk tonight. Here's Arcenio Ximenes with the story." (Please note: The intro should not echo the first words of the reporters' package.)

Lead:

- The lead is the first sentence of the radio package. Just like we learned in Chapter 3 (Lead Writing), a radio lead should be clear and simple and make only one point. Read Chapter 3 for more information about lead writing.

- The lead should grab the listener's attention immediately. It's important to remember that your audience is often listening to the radio while doing other things around the house or in their workplace. They have other things on their mind. Children to look after. Chores to do. If you want them to pay attention to your radio story, you need to jump out and grab them with your lead. Good natural sound can also enhance the lead and make people sit up and pay attention.

- One common mistake by new radio journalists is to repeat the same information in the presenter intro and the lead (first sentence of the radio package). You should try not to repeat any words as it's boring for the listener.

- Let's return to our example above. Here's the presenter's intro: "Three people have been arrested after fighting broke out in Bebonuk tonight. Here's Arcenio Ximenes with the story." Now, here's the reporter's first words: "Police say one house was set on fire and cars were damaged when a group of 20 young people rioted about 7pm." Can you see how the presenter intro and the lead are different and there is no repetition?

Body of the script:

- The rest of your story should be loyal to your presenter intro and lead. It should explain the story in more detail.

- As we learned in Chapter 4 (Story Structure), we should assess all the information we have, and identify the 5Ws and 1H. Then decide what elements are most important.

- When an issue is complicated, focus on one aspect of the story. Unlike print, we cannot cover many different aspects of a news story in radio. We don't have the time. So, you must choose the most important aspect.

- Every sentence in a radio script should be short. 10-20 words per sentence is good.

- Try to make one point in each sentence. If you cram three important things into one sentence, your listener might not be able to process them all at once, and then the meaning of the story is lost. Full stops allow the newsreader or journalist to stop for a breath. This also means the listener has a moment to process the information they are listening to. Full stops should be used often!

- As we learned in Chapter 2 (Interest), we should always try to relate the information to our audience. Ask yourself, "Why should I care if I was listening to this radio

bulletin?”

- Always try to advance the story—that is—look ahead. Think about what is going to happen, rather than what has happened. Don't begin with what happened this morning at 6am in a 3pm bulletin. Lead with the freshest or newest information and then give the older material at the end. The element of timing is very important in radio. Your audience is relying on you to tell them the most up-to-date information.

- Even though listeners will not read your script or see your spelling mistakes, accuracy is still very important in radio writing. Always check your facts. Always trust your source. Broadcasting inaccurate information can have serious consequences for society because people believe what you tell them.

- Radio writing must always be simple—use short words, short sentences, and simplify complex concepts. For example, we round numbers up or down for radio to make them easy to understand. So, “234 people attended the forum” should be “more than 200 people attended the forum”. When the listener hears the simpler version, they can quickly understand the meaning.

- Here's another example of how to simplify complex ideas. Instead of saying: “On 31 May 2010, the Council of Ministers approved a mid-year budget adjustment which increases the state budget by 27%, from \$659,996,000 to \$837,981,000. It was submitted to Parliament the same day, and the Government hopes that Parliament will approve it by 14 July.” We can say: “The Council of Ministers hope that the Parliament will approve an increased budget adjustment of 27% by mid July.”

When you're finished writing:

- Read the whole story aloud. Do you trip over long words? Do you run out of breath half way through the sentence? Does it sound natural or unnatural? The test of a good radio script is reading it aloud. If you can't read it clearly, pronounce all the words easily, and make it sound natural and conversational, then you need to go back and fix it.

Recording the interview

Interviews are important for radio news because it allows us to get *soundbites* or *grabs*. It's important to try to get good soundbites, but in order to do that, we need to first know how to record a good radio interview. Here are a few tips for recording radio interviews:

- Make sure your recording device is working before you leave the office and always take extra batteries and audio tapes with you.

- Bring headphones so you can monitor the sound quality of your interview.

- Do a sound test with your own voice at the scene to make sure the device is recording properly.
- Be subtle — try not to wave your recorder and microphone around when approaching a potential interview subject. Microphones can scare people away.
- Ask the person if they mind being interviewed.
- Ask the person to state their name and job title on tape at the start of the interview. This provides evidence the person granted the interview, and it means you can quickly recognise each interview from the next.
- Keep the microphone about six inches away from your subject.
- Try to conduct the interview in a place that is quiet. It's best not to have loud background noises—they can be distracting for the listener.
- Ask simple questions. And try to encourage the person you're interviewing to respond in a simple way. If the person's answer is too long and complicated, ask the question again in a different way, or ask them to clarify their thoughts.
- Try to make eye contact with the person as much as possible and don't get distracted by your recording device or microphone. If you have tested it beforehand, you should be confident that it's working.
- As discussed earlier in this manual, it's important to remember that interviewing ordinary citizens can be just as important as interviewing politicians and parliamentarians. Think about who will give you the best quotes or grabs. If the story affects ordinary people, then you should consider interviewing them. Your listeners will be able to relate to their point of view.

Choosing a soundbite

- Soundbites (also called a *grab* or *quote*) should enhance the story and bring the story alive for your audience.
- A soundbite should be 10-20 seconds long.
- Listen to your interview carefully and think about what the most interesting part is. Which part makes you raise your eyebrows? Is there a part which makes you angry, happy or sad? A soundbite should add a human element to the story. It should create some emotion with the listener.
- Avoid repetition between the soundbite and other sentences in the script. This is boring for your audience.
- Soundbites can be used anywhere in the story. In fact, if you have a really good soundbite, you could consider using it to open the package as a way to grab the attention of the listener. The soundbite should be compelling and easy to understand.

- Be aware that in your script you will need to introduce the person speaking in your soundbite. You can either refer to them in the sentence before or after the soundbite, but the audience always needs to know who is speaking.

Using natural sound

Natural sound (sometimes abbreviated to *natsot*, natural sound-on-tape) is sound that is recorded in the field or at the scene of an interview. Natural sound helps us tell the story. We try to let natural sound and the script complement each other to enhance the impact on the audience and make the news sound more interesting. All radio journalists should experiment with using natural sound to enhance their radio pieces.

Examples of natural sound are: children playing, police sirens, brooms sweeping the road, fans cheering at a soccer match, a helicopter taking off, and students demonstrating at a protest.

Here are some tips for using natural sound:

- Think about what sort of sound could tell your story effectively. Will the sound create an image in your listener's mind? That is, if they hear a siren, they will assume the story is about the police or a crime.

- When you go to an interview in the field or attend an event, always think about recording natural sound. If you are writing a story about community celebrations on the Restoration of Independence Day, can you record the sound of people singing and beating drums in the streets?

- You can use natural sound at the beginning of your radio piece to grab your listener's attention. Use the sound for 5-8 seconds at the beginning of the piece before the journalist starts speaking or before a soundbite is used.

¶ *Example 1.* Let's continue with the example used above about the fighting in Bebonuk. Here are two ways in which you could write a radio wrap about this issue. The first does not use natural sound. The second does use it. Both packages are good, but as you can see the one which uses natural sound is a little more creative, and would grab the attention of the audience quickly.

a) *Presenter intro:* Three people have been arrested after fighting broke out in Bebonuk tonight. Here's Arcenio Ximenes with the story.

Radio package begins: Police say a house was set on fire and cars were damaged when a group of 20 young people rioted about 7pm. Three men, described by authorities as being in their 20s, have been arrested and taken to Police Headquarters. PNTL

Commander Joao Martins says police are concerned because some of the youths were very young.

Soundbite: “We’re told that some of the children were only 11 or 12 years old. Obviously, we feel this is very bad for the community and we need to protect these children.”

Miguel Caladra, who witnessed the rioting, said it was terrifying.

Soundbite: “The noise was unbelievable. All I could see was flames and smoke. People were smashing up cars and screaming. I was so scared, I took my children and we hid under a bed.”

Police continue to investigate. Arcenio Ximenes reporting from Dili for Radio Timor-Leste.

b) Presenter intro: Three people have been arrested after fighting broke out in Bebonuk tonight. Here’s Arcenio Ximenes with the story.

Radio package begins: (Natural sound: Sound of police sirens for 5 seconds.)

Soundbite: “The noise was unbelievable. All I could see was flames and smoke. People were smashing up cars and screaming. I was so scared, I took my children and we hid under a bed.”

Miguel Caladra, who lives in the normally quiet neighbourhood of Bebonuk, describing the scene last night as a group of 20 young people rioted in the streets. Police say a house was set on fire and cars were damaged. Three men, who police describe as being in their 20s, have been arrested and taken to police headquarters. PNTL Commander Joao Martins says police are concerned because some of the youths were very young.

Soundbite: “We’re told that some of the children were only 11 or 12 years old. Obviously, we feel this is very bad for the community and we need to protect these children.”

Police continue to investigate. Arcenio Ximenes reporting from Dili for Radio Timor-Leste.

¶ *Exercise 1. a)* Sit quietly in a room and write a list of all the sounds you can hear. Think about how these sounds could be used in a news piece and what sort of story they might tell.

b) Stand outside with a notepad and pen and write down everything you see around you — including a brief description: For example: a white pickup truck with UN Police written on the side speeds by; a Timorese flag gently moves in the afternoon breeze; a motorbike speeds by with a helmet-less driver.

¶ *Exercise 2.* Think of types of natural sound you might use to enhance the following stories:

- a) The government budget arrives at Parliament for its review.
- b) Severe flooding causes heavy traffic in Dili.
- c) More Timorese citizens need to visit the dentist to avoid tooth decay.
- d) Residents living behind the Presidential Palace protest in front of the Palace.
- e) Most people who ride motorcycles in Timor-Leste don't use mirrors.

¶ *Exercise 3.* Read the details of the story below:

Member of Parliament, Nelson Joao Pereira, was arrested three days ago—on a Wednesday.

The arrest took place at the airport in Dili at 10 am.

He is being held without charge at Police Headquarters.

A demonstration has begun outside Palacio do Governo today.

There are more than 500 people at the demonstration, including Mr Pereira's friends and family.

The protestors are demanding that police charge Mr Pereira immediately or release him.

His wife, Amelia Soares Pereira, says she won't leave the site until the case is resolved.

The police will not comment.

Imagine that you have attended the protest. You take your recording device with you to record interviews and natural sound. You can invent any quotes you like for this story. Use these made-up quotes and natural sound, and write a wrap of 30-60 seconds in length. Look at example 1 if you're not sure where to begin.

Notes for trainers

¶ Chapter 1 Exercise 1: 1. C, 2. A, 3. E, 4. B, 5. D.

¶ Chapter 1 Exercise 2: Examples for each could be: 1. Emotion (displaced people return home, long-lost relatives reunite, winner of the Dili Marathon); 2. Progress (building of new oil pipeline begins, purchase of new equipment at the hospital, new technology which has become popular with youth); 3. Conflict (gang violence, argument between government and opposition over an issue, story about the World Cup).

¶ Chapter 2 Exercise 1: The bus accident in Suai which killed three children should be higher in the bulletin. This story is one that ordinary Timorese people can relate to. Items 2, 3 and 4 are relatively inconsequential and don't affect ordinary people in any significant way. In the case of items 2 and 4, both relate to news that might happen in the future.

¶ Chapter 2 Exercise 2: The Dili Weekly story is an example of how real people's stories can illustrate a political story in an interesting way. Instead of writing a hard news piece about the Border Pass implementation, and including only quotes from politicians, the journalist has added colour and a human interest element. The average reader in Timor-Leste is likely to be interested in Abel's story. It also means the audience will understand the social impact of this political initiative.

¶ Chapter 3 Exercise 1: The Game. Here is an example of a concise, effective lead for this exercise: "A 5-day workshop has been held in Komoro to strengthen the rights of young women in Timor Leste".

¶ Chapter 3 Exercise 2: Here's an example of how the story about the landslide could have been written.

Police are investigating the cause of a landslide which killed three people in the Viqueque district yesterday.

PNTL Inspector Rinaldo Amaral said a truck driver was being questioned about the incident which buried many homes in the town of Macu.

¶ Chapter 4 Exercise 1: Here's an example of how the story about the mikrolet accident could have been written in the correct inverted pyramid structure:

A man and his son were killed when their 4WD collided with a mikrolet in the centre of Dili yesterday.

Police are investigating the cause of the crash which occurred just after 2pm at the Merkado Lama Circle.

The driver of the mikrolet, Clementino Pintas, said he wasn't sure how the accident had happened.

“The car came out of nowhere. I just didn't see him.”

¶ Chapter 5 Exercise 2: The press release should trigger many different ideas for pursuing stories. Here are just a few examples:

- Prison Guard risk subsidy. Interview prison guards, ask them how they feel about the subsidy, find out whether policemen and other people working in risky jobs get similar subsidies, try to find a profession which is yet to receive one.

- Civic Duty Campaign of Cleaning. Speak to NGOs and local think tanks and see how civic cleanliness compares in Timor-Leste to other countries, ask whether the current campaign has been working, ask whether there is a link to civic cleanliness and anti-social behaviours like violence, ask experts whether a cleaner TL could be a safer one.

- Draft laws to implement CAVR and CVA recommendations. Definitely a story to keep a close eye on, watch Parliament over the next few days to see if the vote takes place, ask victims how they feel about the legislation, how much money they want etc.

¶ Chapter 6 Exercise 1: Questions for the Secretary of State for Social Assistance and Natural Disasters could be:

- How many people have died in the floods?
- How did these people die?
- How many people have been left homeless?
- What assistance will the government be giving victims of the floods?
- Are there people still missing?
- Are you concerned about the climactic causes for this flood?
- Will the government consider making changes to its environmental and climate change policy as a result of this event?

Questions for the expert on climate and weather could be:

- Is this the worst flood in Dili's history?
- How do you measure its impact?
- What is the reason for this flood in the middle of the dry season?
- Are we likely to see similar events again or is this a one-off?
- Should the people of Timor-Leste be concerned by these events?
- Should the government change its environmental and climate change policy as a result of this event?

¶ Chapter 7 Exercise 1: Journalists should note that the story is long-winded and too complicated. It does not use simple language. The lead could be shorter. Paragraphs 2, 3 and 4 should also be shorter. The journalist needs to express each idea in one sentence, rather than combining two or more ideas into one sentence.

Ending the quote in paragraph 3 with "the Organizing Committee as a Director of High School St. Miguel Comoro Mr Armindo Crisna Caetano told the journalist in Stadium Municipal Dili" is far too long and complicated.

Journalists may also note some issues relating to interest. The story focuses on two issues: 1) The band that does not win and 2) why some other schools weren't able to participate. There should have been greater focus on the school that won the event given it was a competition. As it stands, the winning band is not even mentioned.

¶ Chapter 8 Exercise 1: See the words in italic below for inaccuracies.

Membru Parlamentu Nasional kontinua eziji ba governu atu rezolve lais problema dezlokadu ne'ebe to'o oras ne'e seidauk *resolve (soletrasaun ne'ebe la konsistente)* hotu.

Deputadu fretilin (presiza letra boot F) Inacio Moreira iha Parlamento (soletrasaun ne'ebe la konsistente) Nasional liu husi plenaria estrordinariu hatete katak durante tinan 3 ona governu kontinua (soletrasaun ne'ebe la konsistente) la rezolve problema dezlokadu.

"Governu Amp (presiza letra boot MP) ne'e tinan-tinan ba PN prezenta orsamentu ne'e sempre aloka orsamentu atu rezolve problema dezlokadu maibe to'o tinan 4 (tinan 3? La konsistente) ona problema dezlokadu kontinua ezisti," nia dehan.

Moreila (soletrasaun ne'ebe la loos) hatutan iha orsamentu retifikativu mos kontinua iha alokasaun orsamentu ba dezlokadu sira maibe dezlokadu sira kontinua mai PN hodi hato'o keisa.

"Ne'e hatudu katak Governu la iha duni kapasidade atu rezolve problema," nia dehan.

Deputadu David Ximenes (servisu iha ne'ebe?) hatete polemika boot ne'ebe oras ne'e dadaun mosu iha publiku mak problema kona-ba dezlokadu sira.

"Dezlokadu sira ne'e agora konfuzau boot tanba ema ne'ebe vitima ne'e la hetan

pagamentu no ema ne'ebe la'os vitima ne'e mak hetan fali pagamentu," nia dehan.

Tuir Ximenes, ema baraak (soletrasaun ne'ebe la loos) mos dezkontenti tanba atende-mentu ba vitima ba vitima (repete) krize la seriu. Katak, governu rekuñese ema ne'ebe autor duke vitima.

Entretantu, Getrudes Moniz husi Partidu Demokrata (PD) dehan katak ministeriu solidariade social (presiza letra boot M,S,S) iha duni vontade atu rezolve problema dezlokadu nian.

Nia dehan problema ne'ebe agora dadaun mosu tanba dezlokadu balun sente laiha (la iha - separadu) atensaun husi governu katak MSS rasik taka rejistu ba vitima sira.

"Loloos komisaun refere taka ba rejistu foun, la'os taka ba sira ne'ebe rejistu ona depois seidauk halo pagamentu" (presiza koma antes ") nia esplika.

¶ Chapter 9 Exercise 1: The story about the anti-corruption commission is not balanced. The journalist has not attempted to get a comment from the commission in response to the criticism. The journalist used comments from LABEH to fill the entire story, but has not balanced these comments with another point of view. The editor of the paper should have requested that the journalist get a comment from the head of the commission, and if that could not be done, write that an attempt was made in the story.

The journalist has also included some sentences which are critical of KAK, but they are not attributed to any person in particular. The first sentence of the story (the lead) is an example of this. As a result, this sentence appears to be straight-out opinion by the journalist and the newspaper. It seems to the reader that the journalist has not maintained an objective viewpoint.

¶ Chapter 10 Exercise 1: Here is an example of how the news story could have been written:

Timor-Leste has been ranked 146th in a report released yesterday measuring public-sector corruption around the world.

According to Transparency International's Corruption Perceptions Index, Timor-Leste scored just 2.2 out of 10.

New Zealand was ranked the least corrupt country, scoring 9.4, ahead of Denmark, Singapore, Sweden, Switzerland, Finland, Netherlands and Australia.

TI chairman Huguette Labelle said while corruption affects every region of the world, countries suffering from conflict and insecurity score lower on the scale.

Somalia, Afghanistan, Myanmar, Sudan and Iraq were ranked at the very bottom of the scale.

"Stemming corruption requires strong oversight by parliaments, a well performing

judiciary, independent and properly resourced audit and anti-corruption agencies, vigorous law enforcement, transparency in public budgets, revenue and aid flows, as well as space for independent media and a vibrant civil society,” said Mr Labelle.

The CPI index is based on 13 independent surveys and focuses on corruption in the public sector.

¶ Chapter 11 Exercise 1: This story does not provide enough background information for the average Timorese reader to understand the issue. It does not explain why the Australian government wants a refugee centre in Timor, or any of the details of what a refugee centre would involve. The journalist also makes reference to the August 21 elections in Australia without providing a context for the significance of the refugee issue within that election.

In addition, the journalist fails to provide any background to the pipeline issue or how this relates to Timor-Australia relations.

¶ Chapter 12 Exercise 1: *a)* This exercise is aimed at helping a reporter develop his/her ability to “hear” natural sound.

b) This exercise is aimed at helping the reporter develop his/her sense of detail in their surroundings—these are things that can be included in the story.

¶ Chapter 12 Exercise 2: *a)* Sound of the car pulling into Parliament that is delivering the budget or sound of courier handing the budget to proper authorities at Parliament; *b)* sound of car horns as people express frustration over road closings; *c)* sound of a dentist’s drill or sound of a dentist inviting a customer to sit down; *d)* sound of protesters chanting or shouting; *e)* sound of motorbike driving past.

¶ Chapter 12 Exercise 3:

Presenter intro: A large protest is continuing in the centre of Dili this afternoon following Wednesday’s arrest of MP Nelson Joao Pereira. Maria da Costa reports.

(Wrap begins:)

Natural sound: Sound of demonstrators chanting for 5 seconds.

Soundbite: “We stand here today to demand the release of Nelson Joao Pereira. And to demand the President intervenes in this case so justice and fairness can be restored.”

More than 500 protestors, including Nelson Pereira’s friends and family, gathered outside the Government Palace this afternoon.

The MP’s wife Amelia Soares Pereira says she won’t leave until her husband’s case has been resolved.

Soundbite: “If the police have good evidence, they should charge him. But otherwise, he should be released immediately. This action goes against the Constitution and all Timorese people should be outraged by it.”

Mr Pereira was arrested on Wednesday morning at the airport in Dili and was taken to Police Headquarters.

Police will not comment on the issue.

Maria da Costa from Dili, for RTK.

Reference material

Chapter 1:

- Conley, D., *The Daily Miracle: An Introduction to Journalism*, 2nd Edition, 2002, Oxford University Press, South Melbourne.
- Example 1: Article courtesy of *Tempo Semanal*, published June 22, 2010.

Chapter 2:

- Example 2: Article courtesy of *The Australian*, published 8 July, 2010.
- Exercise 1: Bulletin courtesy of TVTL, February, 2000.
- Exercise 2: Article courtesy of *The Dili Weekly*.

Chapter 3:

- Example 1: Original lead courtesy of *Jornal Nacional Diario*. The second version has been altered for the purpose of the exercise.
- Exercise 1: Lead courtesy of *Timor Post*, published June 1, 2010.

Chapter 4:

- Example 1: Article courtesy of AFP, published June 2010. Please note: This article has been altered for the purposes of the exercise.

Chapter 5:

- Exercise 2: Press release courtesy of Council of Ministers communication department.

Chapter 7:

- Exercise 1: Article courtesy of *Jornal Nacional Diario*.

Chapter 8:

- Exercise 1: Article courtesy of *Timor Post*. Please note: This article has been altered for the purposes of this exercise.

Chapter 9:

- Conley, D., *The Daily Miracle: An Introduction to Journalism 2nd Edition*, 2002, Oxford University Press, South Melbourne.
- Exercise 1: Article courtesy of *Timor Post*, published June 8, 2010

Chapter 10:

- Exercise 1: Press release courtesy of Transparency International.

Chapter 11:

- Exercise 1: Article courtesy of *Jornal Nacional Diario*.