

MEDIANE

Media in Europe for Diversity Inclusiveness

September 2014

**DIVERSITY INCLUSIVENESS
IN JOURNALISM TRAINING**

**TRAINING
TOOLS
RESOURCES &
INITIATIVES**

ejta European Journalism Training Association

MEDIA
animation
communication & education

Funded
by the European Union
and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented
by the Council of Europe

INTRODUCTION

Coming from the professional experience of the participants or collectively produced and discussed during the MEDIANE encounters (in Florence (Italy), November 2013 and in London (United Kingdom), June 2014), diverse training initiatives or action plans are presented below.

All of those productions aim to include diversity inclusiveness in the daily work of journalism trainers or media educators. According to the field or the context or the experience of these trainers, these training initiatives are from the basic level of "representation of diversity" to a more elaborated scenario of "inclusion of diversity" in the media.

We can distinguish four types of initiatives or ideas:

1. **Training activities about stereotypes analysis in media coverage (5)** - They develop specific activities to implement in journalism schools or with other target groups an analysis of media content and specifically analysis of the use of stereotypes in media coverage.
2. **Training activities about the expression of minorities in media (7)** - These training activities focus on the expression of minorities as a strategy for including them better in the media coverage. "Giving them the mic" would reinforce their presence in the media landscape: either through community media, or through mainstream media.
3. **Resources and methodologies suggestions for including diversity in teaching (12)** - These aim to develop lists of tips or resources for including diversity in journalism courses. Some suggest also a whole methodology to implement in the course or to use with students or colleagues for improving the diversity inclusiveness in teaching.
4. **Ideas and initiatives for raising awareness about the lack of diversity inclusiveness in media and/or in the organization of journalism schools (10)** - To make all society, but specifically journalism trainers, the management of schools, the journalist colleagues, or the media management, aware about the right of any citizen to be included in the media and about the benefits of the inclusion of diversity in the media is the common goal of this group of initiatives.

You will observe that some of the initiatives are less well developed while others are precisely finalized. Whatever is their level of development, those outputs may be adopted and adapted, and even more disseminated, by a wide range of journalism trainers and media educators in their daily work to improve diversity inclusiveness in the media.

I. TRAINING ACTIVITIES ABOUT STEREOTYPES ANALYSIS IN MEDIA COVERAGE

*Specific activities to implement in journalism schools
or with other target groups an analysis of media content
and specifically analysis of the use of stereotypes
in media coverage*

INITIATIVES / ACTIONS FOR INCLUSIVE TRAINING JOURNALISM



INITIATIVE / ACTION TITLE

**Print/TV/Press/Web Daily news,
Let's try to make it better for inclusive journalism!**

AUTHOR(S)

Brigitte Besse, Regina Gouveia, Jean-Paul Vitry

KEYWORDS

Analyse, contenu, représentation

TARGET GROUPS

- Etudiants en journalisme,
- Etudiants en masters (sciences po par ex.),
- Journalistes en place,
- Cibles d'actions d'éducatrices aux médias (éducation permanente, élèves de primaires ou secondaire),
- Groupes issus de minorités (personnes âgées, enfants, personnes en situation de handicap).

Note : On essaye de travailler avec des groupes homogènes et non mixtes pour que chacun puisse s'exprimer plus librement. Privilégier la répétition de l'expérience plutôt que la proposer à un grand groupe hétérogène.

ABSTRACT

Analyse critique du traitement de l'information pour mettre en avant les manques et les faiblesses en matière de diversité.

AIMS OF THE ACTION / INITIATIVE (Verbatim from the CAC's website)

Deux objectifs en fonction du public.

- ✓ Si étudiants : analyse critique active et production : produire un même journal avec les mêmes sujets que ceux du JT montré. On respecte l'actualité, la conduite du jour pour éviter : 1. de perdre du temps en cherchant de nouveaux sujets et 2. de produire des reportages spécialement dédiés aux questions de diversité.
- ✓ Si groupes issus des minorités : uniquement analyse critique pour mettre en avant les lacunes de représentation.

TIMING OF IMPLEMENTATION

Variable en fonction de la cible mais par exemple, pour des étudiants en journalisme :

MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

- 12:00 vision du JT de la mi-journée
- Durant l'après-midi : Recherche d'information, de contacts, tournage et montage.
- En fin d'après-midi, confrontation et évaluation.

MATERIAL / RESOURCES

Le JT du jour ou contenu médiatique existant. Travailler sur un contenu existant permet une approche critique.

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
GR		<p>Découverte et analyse du contenu</p> <p>En groupe, visionnage ou lecture du contenu qui va être réécrit. Commentaires quant à la question de l'inclusion de la diversité dans le traitement de l'information.</p> <p>Répartition des sujets en plusieurs petits groupes de travail.</p>
P		<p>Reportage de terrain</p> <p>Chaque groupe se rend sur le terrain pour retourner le reportage, réaliser de nouvelles interviews. Ils peuvent conserver une partie du reportage initial.</p>
P		<p>Édition – Petits groupes</p> <p>Réécriture de l'article, montage du nouveau reportage, etc.</p>
GR		<p>Confrontation</p> <p>Chaque groupe présente son nouveau reportage et reçoit les commentaires des autres groupes : qu'est-ce qui a été modifié ? Pourquoi ? Quels choix ont été faits ? Quelles étaient les autres solutions ? Quels seront les effets de ce nouveau traitement par rapport au traitement initial ?</p>
GR		<p>Réflexion sur le rôle social des médias</p> <p>Après la confrontation des deux traitements de l'information, échange avec les étudiants sur le rôle social des médias au travers de concepts tels que la Spirale du silence (donner ou non la parole aux minorités), l'Agenda-Setting, l'importance du cadrage, etc.</p>

INITIATIVES / ACTIONS FOR INCLUSIVE TRAINING JOURNALISM



INITIATIVE / ACTION TITLE

**Sensibilisation à la diversité et à l'égalité des genres
pour les étudiants en journalisme
et journalistes en formation continue**

AUTHOR(S)

Pascale Colisson, Pamela Morinière, François Morel

KEYWORDS

Stéréotypes, diversité, égalité, genre

TARGET GROUPS

- Étudiants en journalisme
- Journalistes en formation continue

ABSTRACT

Ce module de sensibilisation comporte trois parties :

- une prise de conscience du rôle des stéréotypes et de la construction sociale liée au genre dans les médias
- l'impact des stéréotypes dans la production médiatique
- l'amélioration des pratiques journalistiques pour un reportage inclusif et non stéréotypé de la diversité et du genre

AIMS OF THE ACTION / INITIATIVE (Verbatim from the CAC's website)

- ✓ Sensibilisation
- ✓ Changement des pratiques journalistiques
- ✓ Prise de conscience de la responsabilité des journalistes dans la représentation inclusive de la diversité et du genre dans les reportages

TIMING OF IMPLEMENTATION

Une journée

MATERIAL / RESOURCES

- Recherches scientifiques et universitaires sur la construction des stéréotypes
- Monitoring

MEDIANE

*Media in
Europe for
Diversity
Inclusiveness*

A 2013-2014

EU / CoE

JOINT INITIATIVE

- Exemples TV, radio, presse écrite, web tirés de l'ensemble du territoire européen sur la représentation des sources en fonction de leur appartenance réelle ou supposée à un groupe quel que soit le sujet d'information
- Grilles de monitoring
- Power point

COMMENTS

Module interactif où chaque participant(e) s'exprime également sur une situation le/la concernant plus spécifiquement

Quelques pistes de travail pour rendre la démarche plus pertinente:

- pour le genre: partir d'une différence sexe/genre, bien montrer que le genre renferme également l'homme
- utiliser des exemples européens et sortir du cercle français (Portraying Politics, outil sur la diversité de l'UER...)
- envisager des exercices sur le principe de la métonymie (ex: associer le travail de François Borel et Fabien Wille sur le sport/arbitrage pour montrer qu'il est représentatif de la responsabilité éthique des journalistes)
- travailler sur les éléments de langage: race, couleurs, entraîneur/secrétaire/sage-femme

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
GR	1/2 journée	<i>Introduction- conscientisation</i>
G/R	1/2 journée	Reflexion sur les pratiques médiatique
G/R	Tout au long de l'année	Veille sur tous les travaux de production

INITIATIVES / ACTIONS FOR INCLUSIVE TRAINING JOURNALISM



MEDIANE Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVE / ACTION TITLE

www.e-engagementagainstviolence.eu

An e-learning platform of media literacy against discrimination.

An example with the activity:

"Representation of the other in the audio-visual fictions: the use and role of stereotypes."

AUTHOR(S)

Paul de Theux, Anne-Claire Orban (Media Animation asbl)

e-EAV project (www.engagementproject.eu)

KEYWORDS

e-learning – Media environment - Media education – anti-discrimination

TARGET GROUPS

- Initially, teachers in secondary schools involved in vocational training.
- But could be adapted for other context of training with other target groups like journalist trainers.

ABSTRACT

Media literacy modules are developed within an e-learning platform (www.e-engagementagainstviolence.eu) for allowing teachers, trainers to update their skills in terms of analysis of stereotypes and the representation of others in the media environment (Information, audiovisual fictions, videogames, political communication and social networks). They also get techniques for involving their students in producing non-discriminatory media content.

It's a self-training process on the platform but a lot of them could be transformed into physical training.

AIMS OF THE ACTION / INITIATIVE

- ✓ Updating skills of trainers about media, media literacy and non-discrimination.
- ✓ Providing tools to trainers regarding media and discrimination.
- ✓ Building a community of trainers who take care of the media and discrimination issues.

TIMING OF IMPLEMENTATION

In the e-learning process, the rhythm of e-learning is up to each user. But in the context of a physical training, each unit is about 2 hours.

MATERIAL / RESOURCES

- Specific Video clips of the following movies :
The sheik, George Melford, 1921
Aladdin, John Musker et Ron Clements, 1992 :
The Delta Force, Menahem Golan, 1986:
Tour of duty, William Friedkin, 2000
Babel, Alejandro González Iñárritu, 2006 :
Kurtlar Vadisi – Irak, Serdar Akar, 2006:
Neal ni kki, Arjun Sablok, 2005:

COMMENTS

In the specific case of Mediane, the unit called "**Representation of the other in the audiovisual fiction: the use and role of stereotypes.**" (Author: Paul de Theux/Anne-Claire Urban) would be developed in the following framework for giving an overview about the type of modules contents.

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
GR	10	Introduction about the role of stereotypes in cinema.
P	20	Analysis of video clips of movies with historical progression. A. The first decades of the cinema's history: Analysis of The Sheik and Aladdin. B. After Second World War: analysis of The Tour of Duty, and The Delta Force.
P	20	Comparison with other way of representation of the others with analysis of the following movie: Babel.
GR	30	Common discussion about the results.
P	20	Mirror image: comparison with the analysis of the West in the non-Western cinema (2 examples of movies : Kurtlar Vadisi Irak, Serdar Akar, 2006 ; Neal 'n' Nikki, Arjun Sablok, 2005)
GR	20	Common discussion about this comparison and conclusion about this activity by making links with their media production.



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

Errori di genere

AUTHOR(S)

Walter Tobagi Graduate School of Journalism - Gi.U.Li.A / Stefano Rizzato

KEYWORDS

Gender, rights, information, biases

TARGET GROUPS

- Journalism students
- Journalists
- Journalism teachers

ABSTRACT

"Errori di genere", literally "Gender mistakes", is a project by "GiULiA", a group of journalists who have developed a think tank about gender biased information in Italy. This project was endorsed by "Walter Tobagi" Graduate School of Journalism, one of the most eminent institutes in Italy in this field, which hosted a workshops dedicated to the analysis of news regarding women. "Errori di genere" took shape as a series of press reviews, aimed at showing bad and good practices and offering the tools to future journalists for a better understanding of gender prejudice. The course was also the opportunity for a helpful debate, which led the students to elaborate their own vision and techniques to avoid "gender mistakes" and gender biases while doing their work.

AIMS OF THE ACTION / INITIATIVE

- ✓ To create a better understanding about gender biased information
- ✓ To offer future journalists tools to avoid discrimination when reporting stories with women involved
- ✓ Spread awareness about the necessity for a change in the way women are represented by the Italian Media

TIMING OF IMPLEMENTATION

Five months

MATERIAL / RESOURCES

Press reviews, for both printed and online pieces of news.

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
GR	3 Hrs	Press review by experts: a group of bad practices in reporting stories with women involved + debate
GR	3 Hrs	Second press review by experts, with bad practices opposed and compared to good practices + debate
P	3 Hrs	Practice: press review by students, with a group dedicated to good practices and one dedicated to good ones
GR	3 Hrs	Results and evaluation of the practice + debate
GR	3 Hrs	Final considerations and debate about rules for a bias-free journalism about women

POSSIBLE VARIATION

- Maybe extend to other type of stereotypes operating in Media (athletes, etc.)
- Rewriting
- What about editors? Workshops with them.

INITIATIVES / ACTIONS FOR INCLUSIVE TRAINING JOURNALISM



MEDIANE *Media in Europe for Diversity Inclusiveness*

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVE / ACTION TITLE

Representation in audiovisual Media

AUTHOR(S)

Ginte ZULYTE

KEYWORDS

Representation, disability, audiovisual media, film language, cinema

TARGET GROUPS

- Journalists
- Film-makers
- Media educators
- Students of Communication, Media, Film studies and related fields

ABSTRACT

Audiovisual texts have strong potential to influence (sub)consciously our identity, as well as our relationship with the others. Sometimes, it breaks our stereotypes. However, it can also reinforce and produce them.

Participants of the activity will explore how stereotypes are being broken or produced in the excerpts of chosen films. They will learn how to link their arguments to the analysis of film language. All the excerpts approach a topic of disability in a different way. (A topic of activity can be modified according to different subjects.)

AIMS OF THE ACTION / INITIATIVE

- ✓ Develop the abilities of detecting stereotypes of disability in audiovisual texts
- ✓ Improve skills of analysing film language and using its terms
- ✓ Relate representation of disability in cinema to audiovisual journalistic activities

TIMING OF IMPLEMENTATION

~ 1 h 30 min

MATERIAL / RESOURCES

Films related to the topic of disability (e.g., *What's Eating Gilbert Grape*, *A for Autism* etc.)
Screening equipment

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
GR	10	Introducing to the activity
GR	10	Watching the first excerpt and posing questions
P	5	Preparing answers to the questions related to the first excerpt
GR	10	Discussing of the first excerpt
GR	5	Watching the second excerpt and posing questions
P	5	Preparing answers to the questions related to the second excerpt
GR	20	Discussing of the second excerpt and comparing it with the first one
P	10	Defining commonalities/differences between representation of disability in cinema and mass media
GR	10	Conclusion

POSSIBLE VARIATION

A topic of the activity can be modified according to different subjects: immigration, racism etc. Duration of the activity can be also shortened by analysing one excerpt of a film instead of two.

II. TRAINING ACTIVITIES ABOUT THE EXPRESSION OF MINORITIES IN MEDIA

*Training activities focusing on the expression of minorities
as a strategy for including them better in the media coverage.
"Giving them the mic" would reinforce their presence in the media landscape:
either through community media, or through mainstream media*

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING



INITIATIVE / ACTION TITLE

Bringing prisoners to ideate and produce their own media content.

AUTHOR(S)

Laura Cini / Carlotta Givo

KEYWORDS

Mockumentary Participatory-video Prison Provocation

TARGET GROUPS

- Prisoners

ABSTRACT

The idea is to train prisoners giving them the basic tools to write, produce and edit short mockumentaries/participatory videos under our technical supervision. A mockumentary is a film/video that use the stylistic rules of documentary to express fictional content. One has already been made: 'The bite of the mountain' examined sexism in a remote Italian community using humour to undermine sexual stereotypes. The film collaborated with the women in the community who drove a lot of the story lines.

AIMS OF THE ACTION / INITIATIVE

- give prisoners tools for expressing themselves creatively
- Drawing attention to an underrepresented community
- Provoking

TIMING OF IMPLEMENTATION

Research from 2014 to 2015

Implementation end of 2015/first part of 2016

MATERIAL / RESOURCES

C. Hight, J. Roscoe, "Faking it: Mock-Documentary and the Subversion of Factuality"

<http://pwatkins.mnsi.net/>

J.M. Welsh, "Peter Watkins: a guide to references and resources"

G. Duarte, "La scomparsa dell'orgoglio universale"

Francis, "Reflections on participatory research",

Milnes, Mitchell "Handbook of participatory video",

Andersen, Taylor "Sociology: Understanding a Diverse Society"

MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

COMMENTS

The project is at a very early development stage and I am in process of attending a participatory video training to acquire more tools in this field. Resources for research will be updated and improved.

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING



INITIATIVE / ACTION TITLE

**Creating more diverse and stereotypes
challenging aspects to youth media**

AUTHOR(S)

Silja Raunio

KEYWORDS

Youth, news, diversity, equality, inclusiveness

TARGET GROUPS

- youth and adolescents under 35 years old
- youth in Finland's remote areas
- youth of minority groups

ABSTRACT

In an editorial like ours, a busy newsroom, journalists many times work in a great hurry. Often it can be noticed that the decisions about the stories – topics, interviewees, cases, scenes and pictures – are chosen on the basis of ease, fast schedule and availability. Too many times this limits our capability to take a more inclusive approach to our stories and journalistic work. We still too seldom stop and think how we could create a different, more diverse and inclusive outcome. This is what we should try to change and improve by tangible tools, meaning regular feedback on the aspect of diversity and equality in our stories; collecting data of the stories (e.g. who gets to speak in this story and how much? What are the roles and framing? How could it be done differently next time?!) and creativity in storytelling. We should have the aspect of diversity spoken about within our daily work and meetings on a regular basis. So far we have already improved slightly the topics of our feature stories; we have had quite a few very good ones about minority groups and a few with minority group representatives having had their voices and opinion heard better than before. We have paid attention to have more women in the stories. Yet there is a lot to improve.

AIMS OF THE ACTION / INITIATIVE

- ✓ Having more diverse youth speaking in our news
- ✓ Building a more diverse and versatile, in other words more democratic, picture of society to our listeners
- ✓ Challenging the old stereotypes and hegemonic discourses

MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

MATERIAL / RESOURCES

Feedback from our listeners

Ombudsman of minority groups in Finland

Media education and literacy material



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

My Story: *Comic Sans Comic With*

AUTHOR(S)

Sylvia Sammut, Teacher, Youth Worker and Trainer & **Marie Therese Scerri**, Learning Support Assistant

KEYWORDS

Identity, diversity, inclusion, exclusion, empowerment, values, prejudices positive/negative thinking, personal issues, spirituality, self-worth, personal development, self-appreciation, stereotypes

TARGET GROUPS

- People interested in media, journalism and self-expression
- Educators and Youth workers, working with young people on projects aimed at the inclusion of diversity
- Media representatives: journalists and editors, reporters, covering self-esteem issues
- Trainers, educators working with people on media literacy and citizenship

ABSTRACT

The participants will receive media resources specifically developed for the coverage session before and after editing and also some theory of diversity topics of their choice such as environment (technological and workplace), emotions, relationships, bullying and self-esteem, appearance. Each participant will have 10 minutes to analyse the information given – in line with the ethical code of the media professionals /as a professional, and from his or her own personal perspective. 30 minutes allocated to draw images with only a few words scribbled here and there (comic style) that attempt to scream out loud a message, a moral, a virtue to be predicated, or simply a gentle observation on the wrongdoing of certain individuals whose attitude tends to hinder the growth of a healthy society. Every drawing will want to raise awareness and consolidate a consciousness of living well, with and among other fellow human beings. Each page and every drawing will contain imagination to uniquely combine text and drawings to convey *THEIR* story. The participants will have 20 minutes to share in the group the results of their story and make comments. Debriefing: by the trainer/sessions leaders on issues like: power, empowerment, influence, responsible speech, forming attitudes, breaking myths, courage and communication.

AIMS OF THE ACTION / INITIATIVE

- ✓ To familiarise the people with current issues/prejudices towards diversity in the community, as covered by the media such as migration, multiculturalism, ...

- ✓ To enable the people to critically analyse media content and to detect and counteract signs of exclusion/hate speech in media;
- ✓ To familiarise the people with the basic statements of the ethical media code in the country
- ✓ To make the people aware about the way the most popular media in the country cover diversity/inclusion issues.

TIMING OF IMPLEMENTATION

60 minutes for the session with a group of 5 to 8 people

10 minutes – context and introduction of how these themes are being tackled by the media

40 minutes – work on the comic page and then comment and present to the group

10 – debriefing and interaction

MATERIAL / RESOURCES

1. Media materials: abstracts on A4 paper, describing the above diversity topics in the country/ in a given context: 10 to 15 examples are needed;
2. Drafts/ samples of media materials: news coverage pieces on the themes before and after editing; Participants collect and bring this samples.
3. coloured markers and flipchart paper;
4. pens, pencils, sheets of paper for writing

COMMENTS

The activity is appropriate for people who have had some experience with media work in general / the basis of the media ethical code in the country, but the group can also include participants with less experience who can learn from the more experienced peers. A journalist could be an invited guest. S/he will discuss his or her view of what journalism is and the different ways a story can be presented.



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

The Old Remember the Youth Immortalise

AUTHOR(S)

Sylvia Sammut and ROOTED Group of young people

KEYWORDS

Image, wording, influence, message, means of expression, diversity
Identity, diversity, inclusion, exclusion, empowerment, values, prejudices: positive/negative, personal, spirituality, self -worth, personal development

TARGET GROUPS

- Young Maltese people, aged 15-29 who are interested in media and currently trainees with ROOTED Radio, and potential people who are keen to bridge the intergenerational gap and discover historical facts about how the elderly people use to live in old villages that now have been transformed into tourist towns.
- Young people, aged 15-29, interested in media and journalism
- Educators and youth workers, working with young people on projects aimed at the inclusion and diversity.
- Media representatives: journalists and editors, reporters, covering youth issues.
- Teachers, leaders of after-class youth activities, working with young people on media literacy and citizenship.

ABSTRACT

The participants will receive media resources specifically developed for the coverage session before and after editing and also some theory on the topic of generation gaps and prejudices that are often felt between youth and the elder members of society. Each participant will have 10 minutes to analyse the information given – in line with the ethical code of the media professionals /as a professional, and from their own personal perspective. There will be 30 minutes allocated to participants to get to know about a particular coastal village that has been radically transformed throughout the ages. It was originally a deserted area when a small number of families settled around the rural area and the first farmhouse started to be built. Information and literature will be given through photographs and the narrations of the few elderly people who use to live in this village creating a learning environment where the youth can learn from the older generations, and even vice versa! Literature, pictures and photos are the primary means of communication / awareness that transfer information that the media use in order to effectively pass their messages. What these elderly people have to say in their plain talk are like gospels, sacred messages sent to explain relationships and obligations in their oral testimonies they delve into hardships, joys and sorrows of a rural way of life much different from today. With this initiative, ROOTED teaches the young people who are trainees in media to use various means of conveying a message in an

effective and appropriate way. By a facilitated discussion and enjoying the comfort of a supported environment and well-meaning peers, and based on their personal experience, the young participants share their views and experience on the influence of the words when describing diversity in the media. The young people will make a list of the most frequently used words by the Maltese media: a list of 100 to begin with; each work will be put on paper. Every participant can pick up to 3 words and explain in what situation he/she will use them. At the next stage of the initiative implementation, the facilitator will add up to 15 photos. The participants will then match a photo with some of the most frequently used words. By playing with the word picture puzzle, the young people will discover the power of the words/words-images. The participants in the group receive media resources specifically developed for the coverage session: before and after editing; some description of positive and negative attitudes towards diversity topics. Debriefing: by the trainer/sessions leaders on issues like: power, empowerment, influence, responsible speech, forming attitudes, breaking myths.

AIMS OF THE ACTION / INITIATIVE

- ✓ To familiarize the young people with current issues that they may face daily like generation gaps and how this initiative will help them overcome this situation and prove that youth and elderly can collaborate and work together and that this interaction will help keep traditions alive among our youth while forming new bonds and relationships, and through this find themselves enriched with history of their home town unveiled by the elderly for the first time.
- ✓ To enable the young people to critically analyse media content and to detect and counteract signs of exclusion/hate speech in media;
- ✓ To familiarize the young people with the basic statements of the ethical media code in the country.
- ✓ To make the young people aware about the way the most popular media in the country cover diversity inclusion issues in the media; environment, emotions, relationships, self-esteem.
- ✓ To empower the young people to use effectively various means of communication and means of transfer of information in making their point heard. To allow the participants, through the facilitated discussion, to explore the meaning and the influence of their words. To practice achieving a deeper meaning of their messages when combining word and photos.

TIMING OF IMPLEMENTATION

10 minutes – introduction
20 minutes – words puzzle and explanation
10 minutes – picture puzzle
20 minutes – debriefing

MATERIAL / RESOURCES

Markers, A4 paper – with a key word on – one word per 1 piece of paper, pictures: on paper, pens and paper for writing, camera – to take pictures

COMMENTS

The session may be filmed and at a later stage the participants who have had more experience in media work, can go back and analyse their initial perceptions of the Maltese media: The session can be co-facilitated by a young person who is active in presenting diversity on the media; This experience will empower the participant to further their curiosity to venture out and discover more about their area of residence. They will enjoy discovering new things about the elderly as they relate stories of their past and how they had to adjust to ever changing rural environment and cultural changes.

ACTION / INITIATIVE DEVELOPMENT

ROOTED radio empowers the young people to have their voice heard, but to also be promoters of diversity, understanding and to consider and promote diversity in an appropriate way. This is a model of the preparation work on media, ethics and diversity for the young people, 14 to 29 years of age that ROOTED is working with.

POSSIBLE VARIATION

One of the accents of work can be to analyse the variety of perceptions on the media coverage of diversity from the view-point of a young person, and the view point of the elderly.

Diversity of the group members such as family background.

Different cultures and native countries

Different political views

Different religions

Gender issues

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING



MEDIANE *Media in Europe for Diversity Inclusiveness*

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVE / ACTION TITLE

Digital Media Entrepreneurship

AUTHOR(S)

Kate SHANAHAN

KEYWORDS

Developing news/services for communities not already being served by mainstream media

TARGET GROUPS

- ✓ Lecturers
- ✓ Students
- ✓ Diverse communities

ABSTRACT

This is based on our experience in running a course in Digital Media Entrepreneurship in DIT Dublin over the past two years. In their projects the students have to come up with a digital media start-up which either solves a problem or provides a news or news community service to a group not being catered for already. In the long-term this initiative could be used to both encourage students to develop news start-ups aimed at diverse communities and also to launch initiatives whereby student journalists could train diverse communities to become reporters.

AIMS OF THE ACTION / INITIATIVE

- In researching start-up ideas students are encouraged to look for gaps in the media market, see how they can be filled, carry out research and interviews, identify diverse communities that are outside the news or information cycle. They then use social media to interact with those communities, blog items of interest, research the setting up of a website/app, draw up a business plan, look for funding, and pitch to industry.
- They can be in the non-profit or profit sector



TIMING OF IMPLEMENTATION

This can take place over a college term or over a year.

MATERIAL/RESOURCES

Curriculum details and links to projects



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

Community Media Group

AUTHOR(S)

Annelies Van Santen

KEYWORDS

Video-items, culture, news

TARGET GROUPS

- ✓ Immigrants
- ✓ Social and cultural minorities

ABSTRACT

Local video-items about living in a new country, which difficulties do people encounter, what are the strange and different habits in your new country and how do people see you, new inhabitants in a foreign country. The items are mainly for the Internet, so need to be between 2 and 4 minutes.

AIMS OF THE ACTION / INITIATIVE

- Give immigrants a face, make them a 'person'
- Show the immigrants' perspective on living in a new society
- Broadcast on Internet/local TV stations

TIMING OF IMPLEMENTATION

Continuously

MATERIAL/RESOURCES

Cameras, editing facilities, trainers.

GROUPING*	TIMING	INSTRUCTIONS/STEPS
P	Once a week training, filming and editing can also be done from home.	<p>Immigrants can be trained in small groups in basic camerawork, editing and storytelling.</p> <p>They can even film with their mobile phone. The purpose is to get to know each other better and to come to a higher level of understanding.</p> <p>For immigrants it's an active way to participate in a new society and tell stories from their point of view.</p>

POSSIBLE VARIATION

The group can work together on a small documentary about living in a new country, town and society.

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING



MEDIANE *Media in Europe for Diversity Inclusiveness*

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVE / ACTION TITLE

Participative Photography Exposition

AUTHOR(S)

Philine von Düzeln

KEYWORDS

Photojournalism, selfies, self-portraits, art, public space, refugees, European migration politics

TARGET GROUPS

- Refugees with personal stories to tell
- People with limited language skills in general
- Possible variation; other groups of people who are underrepresented in media and arts

ABSTRACT

The European Month of Photography (www.mdf-berlin.de) is a biennial joint exposition of about 130 photography galleries in Berlin. This autumn it will take place under the topic "Upheavals and Utopias. The other Europe". We decided to apply with a participative photography project named "The European Dream - Selfies from Oranienplatz" in order to include additional perspectives of people who are underrepresented in arts and media, but do have something to say about "the other Europe", in the general exposition. For the project six refugees, who formerly lived for one and a half years in a protest camp against European migration politics on Oranienplatz in Berlin, keep a photographic journal over a period of six months. Their photographs portray a picture of life after the eviction from Oranienplatz in April 2014, of a summer in Berlin, of daily life in their new residence on Gürtelstrasse, of demonstrations and the asylum procedure. With the refugees as authors of their own stories, the exhibition, at the former location of the protest, will show where their dreams of utopia stand.

AIMS OF THE ACTION / INITIATIVE

- ✓ involve underrepresented minorities, especially people with limited language skills, to express themselves in a media and arts context
- ✓ Give an authentic insight to European migration politics by publishing reports made by the refugees and not about them.
- ✓ Increase visibility of refugees and their stories in public space. Show the faces and personal experiences behind a general issue. Create public awareness and discussion
- ✓ Create exchange and collaboration between groups of refugees, photographers or students, curators, journalists or journalism students.

TIMING OF IMPLEMENTATION

To obtain a valuable result and working process a minimum of 6 month is recommended from conception to final exposition.

MATERIAL / RESOURCES

- Cameras and films appropriate for the project. (e.g. analog, low budget but good quality, wide angle), large prints in outdoor quality
- A combination of photographers or photography students, journalists or journalism students, curators, migrant organizations
- Support of a cultural institution for application process for the European Month of Photography
- Financial support for working materials (e.g. sponsors for cameras, films and prints, catalogs etc.)

COMMENTS

Participative photo journalism project to give an authentic insight of the situation of refugees in Europe today.

To make it an international project a collaboration or simultaneous exposition in the cities that participate in the European Month of Photography could be an option.

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING		INSTRUCTIONS/STEPS
I – P – GR	1 month		Find an exposition context, a public space to exhibit, meet possible participants and get them involved
P	1 month		Find supporters, financing or sponsor for working materials, distribute cameras and rolls and start working
P	Approx. month	4	Weekly meetings to discuss photographic processes and results, record interviews
P	Approx. month	2	Create homepage, blog or facebook page to update and complete information, establish media collaborations, get the testimonies public
P	Approx. month	1	Jointly elaborate exposition format and opening. Show to public

* Code I = Individual work / Code P = small working group (2-3 people) / Code GR = plenary session

III. RESOURCES AND METHODOLOGIES SUGGESTIONS FOR INCLUDING DIVERSITY IN TEACHING

*Resources or lists of tips for including diversity in journalism courses.
Some suggest also a whole methodology to implement in the course
or to use with students or colleagues for improving
the diversity inclusiveness in teaching*

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING



MEDIANE *Media in Europe for Diversity Inclusiveness*

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVE / ACTION TITLE

Inclusive journalism practices in the Bachelor of Journalism, AP University College, Antwerp: thresholds and challenges.

AUTHOR(S)

Presentation of the cases: **Nadia Vissers**

Coach of the journalism practices in AP University College: **Wouter Frateur**

KEYWORDS

How to overcome resistance from the lecturers' and students' team towards inclusive journalism? Input and suggestions from Flemish media diversity experts. Two cases: news magazines for and with a diverse public. Do future journalists open up to the diverse public?

TARGET GROUPS

- Students of the third year of the Bachelor of Journalism, online and print
- Incoming students of journalism
- Staff of the journalism department

ABSTRACT

Although Antwerp is one of the most multicultural cities in the world, the Bachelor of Journalism doesn't seem to be able to attract a reasonable amount of incoming students from diverse backgrounds. Moreover, in times of severe cutbacks, diversity doesn't seem to be on the priority list of the faculty. We asked advice from some diversity experts of Flemish media about possibilities for including diversity in the Journalism programme, bottom up (starting with students and staff) instead of top down (waiting for management decisions). After this panel discussion with experts, the staff started with small journalistic projects with diverse organisations (on the social and cultural level). These projects tend to work in two ways:

- 1) students of journalism observe, work together and assimilate with people from diverse backgrounds
 - 2) youngsters and people from diverse backgrounds learn to know the Bachelor of Journalism and might get over an important threshold, so they might become interested in the courses.
- Since these cases are really practice examples, we didn't do any scientific research and we just want to include projects like these in our curriculum.

AIMS OF THE ACTION / INITIATIVE

- ✓ Lower the threshold of the Bachelor of Journalism for incoming students with a diverse background.
- ✓ Make students of Journalism aware of the necessity to work for and with diverse groups.

- ✓ Find a broad support within the staff of the Journalism department for inclusive journalism.

TIMING OF IMPLEMENTATION

January 2013 – June 2014

MATERIAL / RESOURCES

Samples of the magazines produced:

- Noord Scoort: the magazine of a multicultural football team in Antwerp
- Levanto: the yearbook of a social employment organization.



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

Training tool /Website Roms and Media

AUTHOR(S)

Vitor Tomé & Thierry Michel

KEYWORDS

Journalism training, Roma and travellers, journalistic approach self-monitoring

TARGET GROUPS

- Journalists
- Journalism students
- Roma and travellers

ABSTRACT

We organized the website Roms and Media (www.romeandmedia.com, available since June 4) which is a training resource on Journalism & Media Training and Literacy (with French, English and Portuguese versions) that includes the results of our research on the field (we developed interviews with journalists, Roma and travellers and community media teams in France and in Portugal) as well as online resources (books, videos, websites, contacts...) on minorities issues specially focused on Roma and travellers. The website was qualitatively validated with journalists, journalism trainers and journalism students in four Portuguese universities (Lusófona of Oporto, Coimbra University, University of Lisbon, University of Algarve), and with the responsive of "Associação Letras Nómadas" (a well-known Portuguese national Roma and travellers association). In the future we want to enlarge the focus to all minorities and we are obviously open to all collaborations.

AIMS OF THE ACTION / INITIATIVE

- ✓ To contribute to develop an inclusive and diverse journalism regarding minorities (focusing on Roma and travellers);
- ✓ To contribute to help journalists in their daily work improving their knowledge on diversity inclusiveness issues (a self-monitoring tool is available);
- ✓ To help journalism trainers teach diversity inclusiveness.

TIMING OF IMPLEMENTATION

Production time: February 2014 – early June 2014

MATERIAL / RESOURCES

Main resources used:

- Mediane Index (draft documents);
- Pestalozzi PRO Network (report on the discussion on Roma and Education);
- Interviews with Roma and travellers;
- Interviews with journalists and other media professionals;
- UMBRACO platform

Main resources available:

- Reports on the interviews with journalists and Roma and travellers as well;
- Self-monitoring tool on journalism practice;
- Good practices collected from Portuguese and French media;
- Videos, movies, links to websites and several documents are recommended or available to consultation;

COMMENTS

Our approach was also inclusive because we shared the interviews and the results as well with all the interviewees. Try to organize training activities with journalists on Roma and travellers' culture could be an interesting and important improvement for our project. The project will continue with the support of Callouts Gulbenkian Foundation. It will be based CIES/ISCTE-IUL, University of Lisbon.

ACTION / INITIATIVE DEVELOPMENT

GROUPING ¹	TIMING	INSTRUCTIONS/STEPS
I	20 m to 50m	Explore the website (Project / Activities & Media / Resources) and fill in the self-monitoring questionnaire (Main page/Activities & Media/ My journalistic approach)
P	10m to 1h	Explore the resources available (Main page/Resources) and organize a brainstorm on it starting with the reports on the interviews with journalists (Main page/Activities & Media/Reports)
GR	5 to 10 m	Website presentation and brief exploration, presenting the main conclusions of our work and organize a debate on it

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING



MEDIANE *Media in Europe for Diversity Inclusiveness*

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVE / ACTION TITLE

Reporting diversity

AUTHOR(S)

Sanem Şahin

KEYWORDS

Representation, diversity, discrimination, ethics

TARGET GROUPS

- Undergraduate journalism students (BA level)

ABSTRACT

This seminar is about how to report on different groups without discriminating against them on the grounds of gender, sexual orientation, race, age, belief and disability. It aims to encourage journalism students to think about the ethics of correctness and inclusiveness. It is based on the idea that fair, accurate and balanced reporting is crucial in promoting understanding within communities and challenging prejudices. For this seminar, students are required to read some academic articles and reports on diversity (which are listed under 'materials') and talk about them in the seminar. The two academic articles which discuss whether media should make a special effort when dealing with race, gender, culture and ethnicity are to show students the two differing arguments on this topic. The report on 'reporting diversity' is to provide them with some guidance on the topic. (Students have different reading material for the lecture on this issue). Students are also required to bring some examples from the media they find offensive and/or discriminatory towards a group and explain why they think it is and how it should have been reported. The tutor provides some examples and encourages the class to discuss the ethics of the coverage and consider consequences of such reporting.

AIMS OF THE ACTION / INITIATIVE

- ✓ To develop an understanding of ethics of correctness and inclusiveness
- ✓ To encourage students to consider the consequences of their reports on minority groups and promote responsible reporting.
- ✓ To highlight the relationship between increasing diversity and inclusiveness and democracy as well as questioning the role of journalists in this relationship.

TIMING OF IMPLEMENTATION

Ongoing

MATERIAL / RESOURCES

Reading material:

- Gordon, A., (2011) Mass media must make special efforts to deal with race, gender, culture, and ethnicity in their personnel, news advertising and entertainment functions in Gordon, A., Kittross, J. M., Merrill, J., Babcock, W. and Dorsher, M. (eds). *Controversies in Media Ethics*. 3rd ed. New York: Routledge.
- Kittross, J. M. (2011) No special efforts are required on the part of the mass media to deal 'correctly' with race, gender, sexual orientation, culture, religion, age and ethnicity. In Gordon, A., Kittross, J. M., Merrill, J., Babcock, W. and Dorsher, M. (eds). *Controversies in Media Ethics*. 3rd ed. New York: Routledge.
- 'Reporting Diversity: How journalists can contribute to community cohesion' developed by the Society of Editors and the Media Trust (2008). Accessible <http://www.societyofeditors.co.uk/userfiles/file/Reporting%20Diversity.pdf>
- Immigration coverage in the media http://www.huffingtonpost.co.uk/2013/08/07/immigration-coverage_n_3719268.html

For group discussion:

Is this racism? Is ethnic background necessary in these stories?

<http://www.dailymail.co.uk/news/article-1345084/Jail-sexual-predators-led-Asian-gang-abused-girls-young-12.html>

<http://www.telegraph.co.uk/news/uknews/crime/10057543/Asian-grooming-gang-convicted-of-appalling-acts-of-depravity-on-children.html>

<http://www.dailymail.co.uk/news/article-2173300/Paedophile-gang-guilty-targeting-young-girls-sex-offering-drugs-money-cuddly-toys.html>

COMMENTS

This seminar is part of the Ethics and International Human Rights course for the 2nd year journalism students. There is also a lecture on the topic which presents the key points that need to be considered when covering issues related to gender, sexual orientation, race, age, belief and disability. The lecture points out what the professional codes of conduct say on these issues, talks about some of the published research on them and give advice about how to report them. Seminars give students an opportunity to express their views on the topics of the lecture and show their understanding of them. In this particular seminar students are invited to comment on the material they have read, gathered and presented.

GROUPING	TIMING	INSTRUCTIONS/STEPS
I	Pre-seminar	Read and comment on the material provided.
I	Pre-seminar	Search for stories that you find offensive or discriminatory based on gender, sexual orientation, race, age, belief and disability in the news media
GR	Seminar (15 minutes)	Discuss ideas raised in the articles and report
I	Seminar (15-20 minutes)	Students present the news articles they found from the media
GR	Seminar (10-15 minutes)	Discuss the example provided by the tutor: sex groomers Should their ethnic background be mentioned or not?



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

**"Forget your first source/professional/specialist"
"Have a look from the opposite side"**

AUTHOR(S)

Ina Krauß

KEYWORDS

Practical training to open the mind for other experts/experiences, ^[isp]to think outside the box

TARGET GROUPS

- Journalists, colleagues
- Media volunteers
- Editors

ABSTRACT

The research training will help to change our routines in daily research work. To cover stories in a different way, journalists may think outside the box.

First step: Forget your first source/professional/specialist and regard it from the opposite side. Find exactly the opposite from what you are looking for, e.g. when you're researching a story about primary school, than search for male teacher instead of a female teacher as usual. If you cover a story about learning languages in kindergarten, have a look at people who are teaching with migrant background.

The result would be: we will find experts for our stories we would have never expected.

- * Inclusion of more gender diversity
- * Inclusion of more generations and other points of view
- * Inclusion of minority groups
- * Alternative of several operating experiences

To map a diverse society, we don't always need the same experts and the undifferentiated point of view. When we integrate a wider spectrum of expert into our research, we then cover more diversity instead of monotony. And so we report a wide variety of skills in all society groups.

AIMS OF THE ACTION / INITIATIVE

- To establish another method of research,
- To identify other experts/protagonists (more faces, females, migrants, ^[isp] generations, professionals),
- To publish/report diverse stories in other new context (more than gender diversity)

TIMING OF IMPLEMENTATION

At all times

MATERIAL / RESOURCES

Example reports on DVD, Audio, Online

For exercises: paper, flipchart, board

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
GR	20 min	Overview for the panel
P	45 min	Practical exercises in small groups
GR	20 min	Resume



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

**INCUSIVENESS DIVERSITY
IN PROXIMITY JOURNALISM**

AUTHOR(S)

Regina Gouveia

KEYWORDS

Local/regional press; reports; inclusiveness diversity; critical analysis; rewriting.

TARGET GROUPS

- Students
- Directors/journalists of local/regional press

ABSTRACT

Analysis of local/regional newspaper pages (section of «Society») and rewriting of reports by students, under professor's supervision. Professor, students and journalists/directors of local/regional press meeting - analysis and qualitative assessment of the students' work done by students; debate and collective reflection about the social role that local/regional press has and should have.

AIMS OF THE ACTION / INITIATIVE

- ✓ Develop in students and in directors/journalists the consciousness of local/regional press importance in its social context, focusing on diversity inclusiveness.
- ✓ Develop in students the ability of critical analysis of informative content, from the perspective of diversity inclusiveness.
- ✓ Practise research and writing skills (in students).

TIMING OF IMPLEMENTATION

Five lessons or more, with outdoor practical work (in each scholar year).

MATERIAL / RESOURCES

Local/regional newspapers.

Analysis grid – diversity inclusiveness barometer.

Computers and software for editing/pagination.

COMMENTS

The activities must be carried out in interaction with directors/journalists of local/regional press.

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
GR	Lesson 1	Interactive lesson: approach focused on the social role of the media and local/regional press, based on the theories of Silence Spiral, Agenda-Setting and Framing.
GR P	Lesson 2	Interactive lesson: explanation of the lesson contents and objectives; clarification of doubts. Practical work: critical analysis of section «Society» of one or several local newspapers/regional - what are the themes explored (agenda)? Who cares about and who respect the themes/subjects? Who are the protagonists and the sources that appear in each report? To what extent does the newspaper(s) play its/their social role? How could/should contemplate more and/or better «inclusiveness diversity», addressing the same topics?
GR	Lesson 3	Interactive lesson: exhibition of critical analysis results by each group; collective discussion/reflection on them.
P	(Outdoor)	Practical work: gathering information; rewriting of reports.
P	Lesson 4	Practical work with tutoring: verification and correction of students' reports; (re)composition of the section pages.
GR	Lesson 5 (...)	Meeting (s) with directors/journalists to presentation, analysis and assessment of the students work; collective reflection about the social role of local/regional press in the perspective of inclusive journalism/proximity journalism.

POSSIBLE VARIATION

The same activities can be developed in relation to section «Sport» or another one.

The final activity can be deployed in several meetings – one per newspaper.



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

Selection of aspects concerned by inclusive journalism

AUTHOR(S)

Pekka Huolman - HAAGA-HELIA University of Applied Sciences, Helsinki/ Finland

KEYWORDS

Inclusive journalism

TARGET GROUPS

- Journalism students
- Practising journalists

ABSTRACT

- The use of full name for everybody (there is a tendency to use only the first name for children, aged and disabled people, immigrants etc).
- How to portray different people: concentrating on the difference between people?
- Journalists' bias: only exceptional individuals count?
- Everybody is worth a song? There only are poor angles...
- Avoiding stereotyping
- Finding interviewees: networking, networking, and networking
- Venturing on the margins
- Listening
- Choosing an expert for interview: positive discrimination.
- A different person as an expert: to show or not to show the difference (e.g. disability)?
- The journalist's attitude towards the difference: a trait or a drawback?
-

- How to approach and encounter people from different backgrounds: overcoming cultural differences etc.
- How to overcome one's own biases: daring to ask questions for example about disability/sexual orientation.
- Assessing the reliability of informants: e.g. people with addictions
- Language and editing quotations: to highlight or not to highlight the deviations from standard usage? (e.g. immigrants; "the revenge of the journalist"...))
- Overcoming cultural/ individual barriers: photographing in Moslem world, fear of authorities.
- Recruitment: a journalist does not need legs to write!
- Recruitment: a journalist needs a command of language to write? (medium?)
- The Regional Newspaper of the Year Contest: an attempt to analyse and categorise the contents of contestants, spotting possible biases

AIMS OF THE ACTION / INITIATIVE

- ✓ To increase consciousness of the minefields of non-inclusive journalistic practices



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

Basic Training for Junior International Journalists

AUTHOR(S)

Bill Hinchberger

KEYWORDS

International correspondents, freelancers, training

TARGET GROUPS

- Freelance international correspondents
- selected local freelance journalists

ABSTRACT

To develop a training programme that would encompass modules in news judgment, newswriting, journalism ethics, interview techniques, finding sources, investigative reporting, using social media, feature writing, etc.

To develop a specific module on diversity, drawing on examples of media coverage of issues such as Roma immigration, the headscarf controversy in France, the debate over criminalisation-decriminalisation of prostitution in many countries, the kebab murder case in Germany, etc.

To develop multimedia educational materials for use by the trainers.

To develop a list of potential funders and partners to implement the training program in various countries

AIMS OF THE ACTION / INITIATIVE

- ✓ Strengthen international reporting
- ✓ Provide new skills to junior international journalists
- ✓ Include a diversity component

TIMING OF IMPLEMENTATION

Ongoing

MATERIAL / RESOURCES

Under development

COMMENTS

To include :

- Interaction between local and foreigner journalists
- Get out of comfort zone
- Fieldwork reporting on relevant topics/issues
- Elements of emotional intelligence and flexibility
- Guest speakers of different backgrounds
- Seek sources of financial aid to include people who cannot otherwise offered to participate
- Newsroom setting.



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

Raising awareness of complexity of society

AUTHOR(S)

Agnė Kairiūnaitė

KEYWORDS

Diversity Inclusiveness, Journalism students training ideas

TARGET GROUPS

- Journalism students

ABSTRACT

As a former journalism student, visiting lecturer and a practising journalist I have noticed that the studies at journalism school are based more on teaching communication and journalism techniques rather than expanding students' awareness of diversity of society in general. For implementing an inclusive viewpoint and increasing diversity inclusiveness in media production I would suggest at first to raise students' awareness of how complex and diverse society is by giving classes of sociology and anthropology, arranging discussions with representatives of different social class/gender/sexual orientation/ethnicity/nationality/religion, arranging seminars with professional journalists and producers who implement diversity in their daily work as well as with authorities for young people who share inclusive ideas in their personal life/professional activities.

AIMS OF THE ACTION / INITIATIVE

- ✓ To increase the understanding of the complexity of society in general;
- ✓ To build the understanding of the responsibility to implement an inclusive approach in media production.

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
GR		To give classes of sociology and anthropology for journalism students in order to raise the understanding of complexity of society in general;

GR, P		To arrange discussions with representatives of different social class/gender/sexual orientation/ethnicity/nationality/religion etc.
GR, P		To arrange thematic seminars with well-known leaders, authorities for young people who share inclusive ideas in their personal life/professional activities;
P		To arrange meetings with practising journalists/media producers who are implementing an inclusive approach in designing and producing media content;
I, P		To arrange practical training sessions for students and debates afterwards to discuss the production with media professionals.



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

Cultural awareness training for journalists

AUTHOR(S)

Laura Toma

KEYWORDS

Cultural intelligence, intercultural communication, intercultural encounters, cultural sensitivity

TARGET GROUPS

- Reporters
- Editors

ABSTRACT

Intercultural training programmes can increase journalists' knowledge of culture, cultural differences, and issues to be faced when interaction in other cultures occurs. Journalists can increase the complexity of their thinking, taking multiple points of view into account and multiple arguments related to the same issue. They can increase their understanding of people from other cultures and look at issues from the point of view of the others. 'Cultural awareness training' for journalists is focused on the development of practical, global skills. The effective global journalists' skills and competencies add value to diversity inclusiveness. The result is improved confidence and competence in writing about people from different cultural backgrounds.

AIMS OF THE ACTION / INITIATIVE

- ✓ Cultural awareness and understanding of the impact of cultural differences;
- ✓ Understanding the need for learning tools and techniques that help achieve cultural competence;
- ✓ Enhancing behavioural flexibility, non-judgementalism, cultural empathy, low ethnocentrism;
- ✓ A deep understanding of the cultural challenges facing diverse communities;
- ✓ Providing practical tools to reduce cross-cultural misunderstanding.

TIMING OF IMPLEMENTATION

Periodic one-day cultural awareness training courses / one-year programme

MATERIAL / RESOURCES

Culter John 2005, Cross Cultural Training, Aldershot, Gower Publishing Ltd

Fowler S and Mumford M, 1995, Intercultural Sourcebook – Intercultural Training, London, Nicholas Brealey Publishing

COMMENTS

The programme can be followed by Country and Region Specific Cultural Awareness Training

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
		Understand culture and cultural differences
		Move beyond stereotypes
		Develop cultural self-awareness
		Identify cultural influences on the way in which people think and act
		Recognize and overcome barriers to cross-cultural communication Leverage cultural diversity

POSSIBLE VARIATION

- Steps are sequential – address each before tackling the next
- Not all steps will be relevant to every learning event
- Each step may need to be split into smaller more manageable chunks

Methodologies:

- Case studies
- Checklists
- Critical incidents
- Out of class exercises
- Quizzes
- Readings and lectures
- Role-play/simulations
- Small group exercises

**IV. IDEAS AND INITIATIVES FOR RAISING AWARENESS
ABOUT THE LACK OF DIVERSITY INCLUSIVENESS IN MEDIA
AND/OR IN THE ORGANIZATION OF THE JOURNALISM SCHOOLS**

*To make all the society, but specifically the
journalism trainers,
the management of schools, the journalist colleagues,
or the media management, aware about the right of any citizen
to be included in the media and about the benefits
of the inclusion of diversity in the media.*



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

**RADAR - Training of journalists and journalism students,
linking citizens to the challenges of globalization
and visibility of global issues**

AUTHOR(S)

Sandra OLIVEIRA, NGDO / Monte LDO / ISU NGDO - 4Change – engaging communities

KEYWORDS

Global issues, diversity, inclusion of social thematic, training for students of communication and journalists – how to address social and inequality issues? How to put these issues on the agenda?

TARGET GROUPS

- Journalism students
- Other communication students (publicity, PR, media, design)
- journalists

ABSTRACT

Project RADAR – communication and development aims at contributing for journalist and students of media training, at the same time promoting the linking of citizens to the global social challenges, inequalities and public policies.

TIMING OF IMPLEMENTATION

- Guide for inclusion of global and social issues (Portuguese version) - publishing and public presentation on 20th June 2014
- Training programme design until 15th September 2014
- 4 Training courses – September/November 2014

MATERIAL / RESOURCES

Website - <http://projectoradar.com/>

Guide - Guide for inclusion of global and social issues (Portuguese version) – ready 15th June 2014

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
P or GR	45 min	<p>5 minutes presentation of the "Guide for inclusion of global and social issues"</p> <p>20 minutes groups or individual analyses of the strategies being used on PT project for training media</p> <p>15 minutes Plenary/group discussion of strategies for inclusion of social and inequalities thematic</p> <p>5 minutes wrap up</p>

POSSIBLE VARIATION

Either group work or plenary presentation

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING



MEDIANE *Media in Europe for Diversity Inclusiveness*

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVE / ACTION TITLE

Community, social journalism

AUTHOR(S)

Szilvia Suri - Roma Press Centre

KEYWORDS

Roma people, disadvantaged families, Roma communities, social journalism

TARGET GROUPS

- public opinion
- decision makers
- Roma communities and other minorities (disabled people, women, etc.)
- Journalists

ABSTRACT

The Roma in the media are shown as faceless people, communities, they can express their own opinion on subjects very rarely. The news almost exclusively addresses Roma as problems, conflicts, crimes. The news about the discrimination on the everyday basis has completely disappeared, few articles have been published about school segregation, or discrimination in the field of employment or health. We want to put into the mainstream media the problem of racial discrimination, segregation and the exclusion of Roma. We would like to influence the strong anti-Roma political and social discourse in the mainstream media by fact-finding news and to create a volunteers' network. The RPC intends to address these problems and improve the local Roma communities' representation by coherent mobilizing elements built upon the local communities: Improvement of the lobby power, social representation and communications of the local Roma organizations. Due to the judicial and police data, strict regulation and the change of the law became tools to punish poor people. Several reports confirmed that mainly Roma families, who are living in deep poverty, are punished by the authorities the most. Roma Press Centre (RPC) and the partners of RPC (HCLU, CFCF, Helsinki Committee) get several news and stories about this phenomenon: for example, while poor people collect twigs or wood in the forest during winter time, the police arrest them and take them into prison for weeks. Or if they use their bike it is 100% sure, that they will be punished. Our aim is to draw attention to the public opinion and the decision makers that there is neither financial nor social-economic sense of separate poor families. We want to show that deep poverty is not a criminal case, rather a social issue. We would like also to create a community journalism and to develop a network with volunteers "journalists". We keep watching the most affected settlements and we collect the information and stories in a database. Tools of the campaign:

- Network of volunteers "journalists", activists.
- A common database about the punishments (cases, the amount of the punishment, the regions): we have 50 volunteers in 100 villages

- Infographics - cost effectiveness analyses: which is the more expensive? How much does it cost to take people into the prison?
- Watch-dog activity: reports on the most absurd cases, published in the mainstream media
- Prize for the most absurd local law makers: "The Golden Asshole Prize"
- Collecting details of good practice

AIMS OF THE ACTION / INITIATIVE

- ✓ Decision makers
- ✓ Journalists
- ✓ Public opinion and Roma communities

TIMING OF IMPLEMENTATION

2013-2015

1 or 2 years to set up the volunteer network.

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
I – P – GR P/GR	10 minutes	Presentation

POSSIBLE VARIATION

- Every minority group
- On other scale/aim

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING



MEDIANE *Media in Europe for Diversity Inclusiveness*

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVE / ACTION TITLE

Gender specific questions in journalistic interviews

AUTHOR(S)

Inger K. Larsen, DMJX, Denmark

KEYWORDS

Interview, media, gender, stereotypes, interview technique

TARGET GROUPS

- Journalist educators
- Journalists and editors
- Journalist Students

ABSTRACT

INSPIRATION for the project: In an interview with our Danish (female) Prime Minister she expressed surprise over the questions she is sometimes asked in interviews, and descriptions of herself she reads in papers and magazines. Her surprise was about the gender-specific questions and descriptions e.g. she felt that there was a lot more focus on her looks and her being a mother, compared to her male colleagues. A radio journalist once collected different questions female politicians received from journalists during elections, and then used them on male politicians. They were surprised what type of questions their female colleagues had to answer. Having this as a point of departure. I will collect examples on interviews and descriptions, where there are gender specific questions which, in my opinion, don't add value to the context of the interview. This research and material will be used as background for interviews with on the one side journalists and editors, and on the other side those being interviewed politicians, celebrities and others. The goal is to make video interviews with the representatives from both groups (the media – the people) and distribute that material for journalist educators. The topics can be politics, sport, entertainment

AIMS OF THE ACTION / INITIATIVE

- ✓ To make journalists and editors aware of the stereotypes often expressed in specific questions in media interviews
- ✓ To make journalist educators raise the topic in their education

TIMING OF IMPLEMENTATION

- ✓ Autumn 2014: Collect examples on interview questions to men and women in the media
- ✓ Spring 2015: Interview with politicians, celebrities, high positioned business leaders, editors



MATERIAL / RESOURCES

Time to plan the process

COMMENTS

It could be an international project with more collaborators



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE JOURNALISM TRAINING

INITIATIVE / ACTION TITLE

Gender Training for Media Professionals: Quality through Diversity (The G-Factor)

AUTHOR(S)

Angelika Knop, author of this abstract

The League of Women Journalists, working committees on gender and GMMP

(G-Factor <https://www.journalistinnen.de/gender-137.html>, main authors:

Birgitta M. Schulte and Elke Amberg, info@BirgittaM-Schulte.de, info@elke-amberg.de)

The World Association of Christian Communication (WACC) and the International Federation of Journalists (IFJ) (Learning Resource Kit for Gender-Ethical Journalism and Media House Policy, <http://whomakesthenews.org/journalism-kit>)

KEYWORDS

Gender clichés, gender-ethical journalism, gender training, learning resource kit, media house policy, global media monitoring project, sample story analysis, guidelines for reporting on relevant topics

TARGET GROUPS

- ✓ journalism teachers and coaches
- ✓ students and journalists in training
- ✓ professional journalists

ABSTRACT

The original „G-Factor“ was an explorative project of The League of Women Journalists with its core phase running from 2002 to 2006. Its goals were: develop gender training, train the trainers, and persuade journalism training institutions of the necessity and the benefits of gender training. Workshops and extensive research lead to the collection of statistical data and best practice examples providing a basis for gender training. These are still taking place, although not nearly as often and widespread as hoped for. Gender is still a marginalised topic in journalism and its training institutions. Most of the time it's regarded solely as a women's issue and not as a professional task to ensure better reporting. One of the main problems is the lack of men interested in and capable of providing gender training (the problem of turning „gentlemen into gendermen“). Another problem was the dwindling funds due to a change in government. The League of Women Journalists is also actively participating in the Global Media Monitoring Project, a worldwide survey of news media conducted every five years. Its results show just how marginalised women remain in the news. In 2010, the GMMP revealed that women make up only 24% of the people heard, read about or seen in the news. The next survey is due in 2015 – maybe a chance to revive „G-Factor“.

AIMS OF THE ACTION / INITIATIVE

- address stereotypes and biases in journalism
- make gender training an integral part of journalism studies and further education
- develop and establish gender-ethical reporting guidelines

TIMING OF IMPLEMENTATION

Beginning in 2014, gaining strength in 2015 when the new GMMP will be conducted, most powerful when the GMMP results will be published.

POSSIBLE VARIATION

Recently the gender issue regained strength in Germany due to a widespread debate on quotas, e.g. a new association "ProQuote" was founded fighting for a minimum of 30% women at all management levels in the media. There also has been a movement against sexism in everyday life on Twitter, called #aufschrei – the German equivalent to #shoutingback. The movement was partly incited by a young female journalist reporting on how a German politician insulted her by sexual comments. The League of Women Journalists could use this power to rethink and enforce its promotion of gender training. The results of GMMP 2015 could provide the background and arguments. The toolkit of best practice examples would have to be updated or taken from other sources, e.g. the Mediane Box. An already existing and very useful tool for training is the "Learning Resource Kit for Gender-Ethical Journalism and Media House Policy" by WACC which also organizes the GMMP. The kit provides case studies and guidelines on gender-ethical reporting ready to be used in the classroom. The international examples might also be used as an inspiration to find national ones.



MEDIANE

Media in Europe for Diversity Inclusiveness

A 2013-2014

EU / CoE

JOINT INITIATIVE

INITIATIVES / ACTIONS FOR INCLUSIVE TRAINING JOURNALISM

INITIATIVE / ACTION TITLE

**Neue Deutsche Medienmacher,
Network Morgen /Radio Lora München**

Author(s)

Graf Cosima Irina & Justyna Weber (Co-Author) and Different Migrant organizations

Keywords

Intercultural Welcoming Society, Migrant, Culture enricher, Welcoming culture, Minorities, Cultural Diversity, Potential, Integration, Intercultural dialogue, Inclusiveness, People of Colour (POC), fight for the minds, new citizens, cool

TARGET GROUPS

- Migrants
- Journalists
- Media

ABSTRACT

Morgen (translated tomorrow) is a project of Munich migrant organizations for the inclusion of migrants in the welcoming society. It is a dynamic and interactive networking website sponsored by the German government. The idea is to offer better networking opportunities between the migrant initiatives. The objective of Neue Deutsche Medienmacher is to build a network of professional migrant journalists and train journalism educators in the matter of diversity and inclusion. We also created a new programme in the radio Lora "München ist bunt. Munich is diverse" where we talk about minorities and their problems and offer them a voice in the media, so to have an inclusive approach to media production.

AIMS OF THE ACTION / INITIATIVE

- ✓ Bicultural Crossmedial Journalist training
- ✓ Diversity
- ✓ Inclusion of migrants within News Room

TIMING OF IMPLEMENTATION

December 2015

Kick-off event for the New Media Makers end of May 2014. We are also currently planning future activities.

Planning to establish a successful PR-campaign.

MATERIAL / RESOURCES

Website of the Network Morgen

COMMENTS

There was also created a network called the "Vielfaltfinder". It is kind of the database to find new faces, diverse perspectives and expertise. This is a free Online Research tool for Journalists and Institutions concerning Integration and Migration themes.

ACTION / INITIATIVE DEVELOPMENT

GROUPING*	TIMING	INSTRUCTIONS/STEPS
GR	09.05.2014	Presentation of the new multimedia Website of the Network MORGEN presenting the associations with interviews, portraits and activities – MORGEN is online, a new meeting point for people coming from different cultures and countries to Munich.
GR	26.05.2014	Plenary session: Kick-off event in Munich of the New Media Makers
P	26.07.2014	Presentation of the new broadcasting radio programme "München ist bunt" in Radio Lora presenting several migrant organizations of the Network and reflecting cultural diversity of Germany.
I	2015	Translating the Website into different languages: multilingualism
P	01.2015	International Exchange with other communities and stimulating European cooperation and arrange common international programmes and projects.

POSSIBLE VARIATION

The Network Morgen is going to expand looking for partners and institutions bringing the expertise and new ideas.

MEDIA & DIVERSITY INCLUSIVENESS – WHAT IS THE PROBLEM?

Today, in Europe, too many people are not very visible; in fact some remain invisible, on screen!

Even worse, when these same groups appear in the media, they are confined to very specific roles and consigned to limited topics. Thus, as different groups are barely visible, they are being denied their voice in the democratic debate!

This is why the joint European Union (EU)/Council of Europe (CoE) MEDIANE – *Media in Europe for Diversity Inclusiveness* - programme has chosen to focus on the media's abilities and capacities to include diversities of today's European societies in the production process as well as in the design of media content, in particular of news that contributes to inform the public opinion.

Building upon various recommendations of the CoE bodies on media pluralism and diversity expression, the achievements of the 2008-2010 antidiscrimination campaign and its joint EU/CoE programme MARS – *Media Against Racism in Sport*, MEDIANE aims at considering diversity and non-discrimination as on-going angles of media coverage. Through this approach, MEDIANE wants to encourage truly inclusive modes of media content design and production.

To do so, MEDIANE offers the media and their professionals (journalism students and trainers, journalists, media managers, etc.) the opportunity of committing themselves to sharing professional practices, either during European or thematic encounters or on one-to-one basis, through European Exchanges MEDIANE activity. Beyond this sharing of experiences, these professionals will be invited to build a Media Index on diversity inclusiveness. This index shall be a tool, for the media and media professionals, to monitor their capacities to include diversity in the design and production of media content. It is also intended to serve as a decision making tool in favour of truly inclusive and intercultural modes of media content design and production.

Through the sources they use, the subjects they select and the treatment they choose, the media influence the agenda (what to think about) and public perception (how to think) of contemporary debates. This is why the Council of Europe considers truly inclusive information - where people can participate as witnesses, players, producers etc. – as crucial for democratic participation and social cohesion.

Some key figures about the problem!

In Europe, only a quarter of news items feature women, even though they account for over half of the European population (GMMP, 2010)

Immigrants represent around 10% of the EU population (*Eurostat, 2011*); they appear for less than 5% of the main actors in the news (*Ter Wal, 2004*)

Lesbian, Gay, Bisexual and Transgender (LGBT) people account for roughly 6% of the population of the United Kingdom but are represented as less than 1% on screen

Still in the UK, 20% of the population is disabled, but they are less than 1% to be represented on British TV (*CDN 2009-10 Progress Report*)

In Belgium (CSA, 2012), persons with disabilities still appear in secondary roles and only as subjects in relation to disability

Still in Belgium, women and ethnic minorities appear mostly in secondary roles or as extras in the information (CSA 2012, AJPB 2011), rarely as an expert or a spokesperson

In France (CSA, 2008), while ethnic minorities account for 19% of actors in all TV news, they are represented more heavily in sports and music stories, than in political, social and economic news: more than a third, compared with less than 10%.

In Europe generally (Ter Wal, 2004), these minorities appear less than 5% in political coverage, with women (GMMP 2010) account for less than 5% of actors in the economic or scientific news

... Something to add?