MEDIANE

Media in Europe for Diversity Inclusiveness

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Thematic Encounter

*Diversity Inclusiveness
& Journalism Training*

REPORT

London – **UNITED KINGDOM**

in partnership with:

ejta European Journalism Training Association

CITY UNIVERSITY LONDON
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MEDIA animation
communication & education

INTRODUCTION

The London encounter enabled participants to share practice, research and experience to develop an overview of Diversity Inclusiveness in journalism training and media literacy. It gave an opportunity to hear about recent research in the UK, and to hear from journalism practitioners and a politician who campaigns for equality.

The main objectives were:
- To have a better understanding of diversity inclusiveness and to build tools and projects for including diversity in journalism training and in journalists' daily work;
- To encourage exchanges and share professional practice and research in the field of journalism training and media literacy in relation to diversity inclusiveness;
- To test and comment on the Mediane Box, the project's self-monitoring tool;
- To discuss and to plan future actions for including diversity in journalism training and media literacy.

Coming from all over Europe, as far afield as Malta in the south, Finland in the north, and all areas East and West, the participants were mainly:
- **Journalism trainers:** Educational staff from journalism schools and communication departments of universities, as well as researchers.
- **Media educators:** Trainers or researchers in the media literacy field, whatever their professional context: schools, cultural centres, universities, media monitoring centres, etc.
- **Media professionals:** Journalists, both writers and broadcast documentary makers, many with interest and experience in diversity matters or journalism training, or in some cases both.

Participants were welcomed by Lis Howell, Director of Broadcasting, Department of Journalism, City University London, Anne-Claire Orban de Xivry, International Project Manager, Media Animation, Anna McKane, Consultant, European Journalism Training Association and Reynald Blion, Media and Mediane programme manager, Council of Europe, who gave an overview of the project.

MEDIANE INTRODUCTION

MEDIANE – *Media in Europe for Diversity Inclusiveness* runs from 2013 to 2014, and builds on the experiences and results of the 2008 – 2010 *Speak out against discrimination!* Campaign and the joint EU/Council of Europe 2010 – 2012 *MARS – Media against Racism in Sport* programme.

MEDIANE's global objective is to advocate and stimulate inclusive and intercultural approaches to designing and producing media content that could be applied to any kind of media sector by:
- supporting European Exchanges of Media Practices (EEMP) in journalism training, editorial management and design/production
- implementing media encounters linking the various actors of the European media industry, to discuss and share professional practice and initiatives in this area
- analysing media practices to build the MEDIANE BOX on Diversity Inclusiveness; this is an instrument for the media industry to self-monitor its abilities to include diversity in its daily work and also to serve as an action-support tool in favour of inclusive, diverse and intercultural modes of media content, design and production.

More information is available at www.coe.int/mediane.

Nico Drok, Professor, Windesheim University of Applied Sciences, The Netherlands spoke about EJTA's Tartu Declaration and its Diversity Inclusiveness. Professor Drok said that journalists have to work faster than ever before, and the speed with which they have to work means that there is not enough time to reflect on the complexities of society. The difficulty is how to reflect more diversity in high-speed journalism. He said journalism needs to be redefined, changing the balance from high speed to reflection and analysis. He pointed out that of the 50 competencies in EJTA's Tartu Declaration, 10 relate in different ways to diversity inclusiveness.

Pascale Colisson Postgraduate Studies and Diversity Manager, Institut Pratique du Journalisme (IPJ) France spoke about the IPJ's experience as a Journalism School running after the French Diversity Label. IPJ Paris-Dauphine is one of 14 journalism schools in France which are recognised by the profession. Conscious of the lack of diversity in the media, IPJ was the first to begin, in 2004, a training apprenticeship open to students with bursaries to help them to get professional work. The apprenticeship lasts for two years, half at the college and half in a professional journalism office. In order to develop this policy of diversity, IPJ decided in 2012 to enlist with the Diversity Label, in reviewing all its procedures and putting a global policy in place. The Diversity Label is certified by the French standardisation system, AFNOR. The school researched by sending questionnaires to students and staff to discover their thoughts on the diversity policy and to identify problems which limit equality of chances. Based in the results of the survey, the school worked in several ways:
  - Recruitment, the battle against students' own low expectations of themselves, marking and teaching methods to guarantee equality for all, an independent complaints procedure, sensitivity to diversity, the battle against discrimination for all students and staff and special courses on stereotypes and diversity in the media.
  - In addition, the school takes part actively in study groups on diversity in the media, and works with the Observatoire de la diversité of the Conseil supérieur de l'audiovisuel (CSA, the French body which regulates broadcast media). IPJ Paris-Dauphine obtained the Diversity Label in May 2014, becoming the first journalism school, and the third higher education establishment to do so.

Diane Kemp, Professor, BCU School of Media and Deputy Chair, Broadcast Journalism Training Council – Possible initiatives between broadcasters and training centres for diversity inclusiveness. Professor Kemp made the following points: There is no problem focussing on diverse communities in terms of up-skilling for mainstream coverage, it is important that it's not only about diversity issues. When teaching reporting, diversity should be embedded, and not be a stand-alone module. We are culturally and socially diverse and this should be reflected in students, stories, experts and approach. Thinking about issues for journalism trainers regarding their students: there needs to be broad recruitment, support and help in finding work, and inclusive training so they have sensitivity and contact with wide range of interviewees and experts. Teaching materials should reflect the same. The BJTC requires in its guidelines that contacts book reflects the local communities. Of the 2nd years on the Birmingham City course, the Broadcast Journalism students are 60% black/mixed race, 30% Asian, 30% White, while across the whole of the 2nd year journalism students, 56% are from an ethnic minority and 44% White European.

Some of the key issues are:

  - Getting all students to succeed at university: some common problems of low income students are
      A. a low self-esteem, which we are trying to tackle with a major programme of mentoring in the first year
      B. poor grammar - we try to get them to use some online resources such as
         http://owl.english.purdue.edu/exercises

C. Some students have chaotic home lives due to economic hardship. Sometimes effective support during personal crises helps turn around poor attitudes to learning and poor self-esteem and again can lead to sharply improved academic results.

- Underpinning all of this is the need for truly engaging teaching and the use of good guest speakers, especially those from similar backgrounds who have succeeded. At Birmingham City we have a great black woman judge who does a wonderful guest lecture in Law and Public Administration.

For some students there are barriers to work experience. Many lack the "bank of mum and dad" which means they cannot afford to do unpaid work experience, which is so often the key to that crucial first job.

Examples of ways round this:
- BCU – Job Book – for students to work for paying customers who want short corporate films/websites made and populated etc.

- Southampton Solent, job opportunities/making inroads into work: student/industry partnerships. http://solentcreatives.co.uk

- Lincoln University they use an embedded approach by making the students realise that it could help their career. News editors want this approach.

Other useful pointers are to get students to enter competitions. We have an example of a student winning the MIND mental health awards one year and being shortlisted the next. Also we had the runner-up in the BJTC awards, who also won the regional and national RTS with a story from Tunisia.

WOMEN ON AIR IN THE UNITED KINGDOM

Lis Howell, Director of Broadcasting at City University London, spoke about her research and campaigning towards diversity. She said that her research showed that men were interviewed four times as often as women as authority figures on UK flagship news. The ratio of male to female experts on the news was 4:1. When it came to "vox-pops" and case studies men and women were featured equally, so it was the issue of authority that militated against women. Women themselves said they were inhibited by the news process. But that is not reason to misrepresent them. In UK society generally women are outnumbered as authority figures by men in a ratio of 2:1. So something is going sadly wrong in broadcasting. During her presentation she announced that funding was to be provided from the Guardian Edinburgh International Television Festival to carry out a survey into Black, Asian and visible ethnic minority contributors to prime time TV using the same methodology as the Expert Women surveys.

DIVERSITY INCLUSIVENESS AND JOURNALISM AND MEDIA TRAINING

Mukti Jain CAMPION, Executive producer, **Culture Wise Productions / BBC Radio & TV** Producer, United Kingdom said that as media professionals it's our job to reflect the diverse society around us and to proactively seek out the missing voices and find creatively engaging ways to bring them into the mainstream. This should be embraced as a great creative opportunity, not a chore. It is a vital underpinning for a resilient and mutually respectful society where we seek to understand those who seem different to us rather than demonise or ignore them. I call this "Widening the We".

Szilvia SURI Chair, **Roma Press Centre, Hungary**, explained that the centre is an independent news agency and is 20 years old next year. It provides news about the Roma community and these articles get published in the mainstream media. She said that the agency now has more than 50 Roma activists all around Hungary,

sending in news which written up into stories for the mainstream media. She said that the difficulty is that when Roma people appear in the news it is mainly in relation to conflict and crime. Stories about discrimination against the Roma have totally disappeared from the news in Hungary. The agency wants to put the discrimination story back into the mainstream media. The agency faces challenges because of the financial situation in the country, and the government, which does not like critical voices. The government wants to limit the freedoms of the NGOs by cutting their financial sources. She said there was a lot of worry among NGOs, because in May Norway suspended some of its grants to Hungary. This was because of changes made by the Hungarian government to how the money was disbursed

SHOW AND TELL SESSIONS

Vitor Tomé, Editor, Reconquista, Loures, Portugal presented a new project to improve reporting about Roma in Europa. The website romeandmedia.com provides journalists and journalism students with many resources about Roma, including information about history, institutions and common stereotypes.

Paul de Theux, Director Media Animation, Brussels spoke about a journalism project based in Brussels which aims to educate the public about immigrants and migration and raise awareness of cultural diversity. Media 4 Us recruited several young writers, originally from outside the EU but who were living in Brussels. The project does not aim to be professional journalism: the goals are inclusivity and education.

Pascale Colisson, Course Director, IPJ, Paris, spoke about the way she helps students to confront the stereotypical thinking that they, indeed everyone, has. Examples include taking a story about a female politician, imagining as being about a male politician, and discussing whether the story sounds inappropriate.

Ina Krauss, freelance journalist and media trainer, Berlin introduced her training initiative to help students to «think outside the box". Students are encouraged to look for someone opposite to the most obvious source. For example, in a story about a primary school, look for a male teacher instead of a female, and in a story about language, try to begin with a source from a migrant background.

Jean Paul Vitry, media trainer, Brussels spoke about his project which lets young students take control of a journalistic project. They are asked to produce some journalism about the reality of the neighbourhood of the school. This project enabled the students to understand more about media and the journalistic process, to develop their critical analysis, and made them more aware of the diversity of their environment.

Diane Kemp, Professor at Birmingham City University, UK talked about the need to teach and support the development of 'emotional intelligence' amongst student journalists (so they become reflective in their practice and equip them to be life-long learners). She discussed the difficulties of approaching very pragmatic students with such a theoretical and 'touchy-feely' subject. The approach taken on the postgraduate course at Birmingham City University was to understand these students are strategic learners, meaning that they acquired skills and aptitudes which they saw would help them reach their goal. So 'emotional intelligence' was not taught under that title but as part of the required attitude in a dynamic newsroom. Current broadcast journalists were brought in to back up this approach and add credibility and it was embedded in practical workshop classes, so seen as part of what journalists 'do' rather than an option."

Maria Crespo Burgueno, freelance at Equal Times, Madrid introduced the interactive online global community for which she writes. She spoke and the difficulties she encounters in covering social issues, including the problem of access (for example in trying to report the treatment of immigrants in Spain's Immigration Detention Centres. Another difficulty is that people also often don't want to talk about the problems they face and in general the available statistics are unreliable.

Brigitte Besse, Director of Studies at the Bordeaux Aquitaine Institute of Journalism, France, spoke about the training resource "24h dans une rédaction": www.24hdansuneredaction.com. This project aims to help students and young journalists world-wide to practise journalism to the highest professional standard.

Giorgio Zanchini, radio journalist, Rome introduced his work on hate language in the Italian press in reports about immigration. In spite of the Carta di Roma guidelines, unacceptable language is used about migrants in many sections of the Italian media, and he hopes to draw more attention to this.

Soraia Ramos, journalism and media trainer, Lisbon, spoke about the ups and downs of her career, during which, in common with many journalists, she has had set-backs and difficulties. But she stressed the important of staying true to the highest standards of journalism.

PRACTICAL WORKSHOPS

Participants were divided into three groups, and these groups met three times, once each day, to work on journalism training practices or proposals for training initiatives.

Working groups

Group A

The participants presented a variety of experiences and initiatives including diversity, and these were discussed collectively to address how they could be even more inclusive.

Francois Borel-Hanni explained "La Chance aux Concours" (*The chance to entrance exams*) which is an initiative to help students who do not have the same opportunities to pass the entrance exams in journalism. The diverse backgrounds of journalists is a key to getting a diverse journalistic coverage. The association will be known to schools and encourage students to come up and follow courses on Saturday afternoon so they can be candidates for this type of entrance exam. And they can benefit from sponsorship. A problem is that the scheme can affect only a small number of students, and sponsorship is very limited.
➔ Is it diversity inclusiveness? Let's say that is an approach less « exclusive » but not completely inclusive. It must be extended to all schools. Suggestions to extend the scheme included doing more to raise awareness and find a solution that is not confined to Paris, organising summer schools, and promoting e-learning.

Jean-Paul Vitry described working on media production in a primary school in Belgium. The problem is that children do not see themselves in the media, nor do they have the opportunity to speak to the media. He creates a newscast that allows them to take the position of journalists. It is easy to produce.
➔ Is it diversity inclusiveness? This is a very inclusive practice. The idea is not that all children become journalists, but they develop behaviours to express themselves and, for example, have experience of talking to a reporter. They can be interviewed. This demystifies the trade of journalists, making it more accessible for a variety of groups.

Brigitte Besse explained a training activity about "angles". Journalism students choose a report from a newscast and "remake" it in an inclusive way.

Pascale Colisson reported on her Analysis Grid about representation. She uses a grid of analysis of media messages on representations with journalism students. One problem is the issue of gender: the portrayal of women in the media. There is particular resistance to this exercise from male students.

Sylvia Sammut introduced her project "Rooted". She works with people who come from disadvantaged families. She lets the students (up to 13) write about issues in which they are interested like environment, bullying, self-esteem. But because they have difficulties in expressing themselves in written language, she suggests they draw "comics" and they produce amazing stories. Now they are confident and they want to participate in other forms of media production (pictures, drama, films). Questions about this project included "Who's the audience? How to expand the audience? It's the community of the schools.

Nita Wiggins discussed The English Journal a project at ESJ in Paris. Students are on a Master's course and they come from 13 countries, and are aged from 25 to 47. She asks them to have diversity in all news. Every page/view of this journal has to have diversity, different viewpoints of different people. One wrote two stories about Facebook, another about families in Algeria, students from Vietnam wrote about LGBT. Sometimes they wrote about their country but they are free to choose the topics.
➔ Is it diversity inclusiveness? There was a suggestion that the « journalists » perhaps didn't go out of the comfort zone.

The group drew up guidelines about diversity inclusiveness:
- On the spot training – going out into the field and meeting people
- Going from « theoretical exercises » to practical reports
- Democratization of Journalism Schools: making them less expensive, and therefore improving accessibility
- Getting a wider network of trainers: with societies, civil organizations and journalists (link between journalists/trainers) and creating an active network of concerned/aware people
- Considering the ethical basis (values)
- Linking this to practical/technical courses
- Critical analysis
- Working on the awareness of the social role/responsibility as journalism trainer
- To avoid going from one stereotype to the opposite stereotype – that is, finding a balance
- To probe (giving voices to minorities)
- How to face the resistance of right wing newspapers?
- To have an active strategy
- To offer strategical projects and not only to preach
- Requirement of Diversity Inclusiveness projects/strategies for Journalism schools to be part of networks (EJTA)
- Dissemination of resources/projects and support of international organizations (COE, EU)
- Promoting mobility/exchange of students and trainers in journalism schools, bringing them out of their comfort zone
- Promoting peer-review methodologies and promoting anybody (audiences) review
- Open journalism schools doors to civil organizations as resources (invite them to participate to courses)
- Promoting courses in newsrooms setting rather than auditorium, classes
- Setting measurable expectations?
- To include also media/journalists in diversity (journalists' support to social/community media) and to bring this back to the media mainstream.

Group B

Zeljko Blace from Croatia presented his project, which is part of an exchange with **Juliet Bucknell** from the UK. Juliet is a transgender woman who blogs about her experiences for *the Guardian* and also writes for the *New Statesman*, and is interested in sports activism. He writes from the Trans and the queer perspective. They want to do a diversity guide on LGBTIQ. Possible outcomes include research, new content which looks at sport in a non-stereotypical way, and good practice guidelines.

Kate Shanahan from Dublin gave examples of best practice in relation to training students in a multi-media context, for example by allowing them time to go in-depth on stories, investigating issues which mainstream journalists ignore or gloss over. Her students did really interesting multi media reports on young asylum seekers who had become involved in sport in the communities in which the hostels where they live are based. It showed how they were involved in training local young people, and gave a different perspective on the asylum seeker experience.

Justyna Weber from Germany reported on the platform Morgen and explained how in Germany there is not enough diversity in newsrooms and how difficult it is for people from minorities to gain employment in newsrooms. She gave the best practice example of compiling a database of people from minority groups who could be spokespeople. She also gave the example of compiling a glossary of words that should and should not be used in relation to minorities.

Georgiou Zanchini reported on the experiences in Italy where Italians were not prepared for the huge issues around diversity. He illustrated the problems around the use of language. His trade union has published guidelines but he would like to know about how other countries have dealt with this and examples of best practice. He explained that part of the problem is that some of the language is now mainstream e.g. the use of the term 'clandestino' (which roughly translates as "illegal". The National Order of Journalists produced the 'Carta Di Roma' in 2008 which outlined words that should not be used but the difficulty is that there are few sanctions. The right wing press use deliberately provocative terms, and usually with impunity. However, journalists themselves are also against the idea of censorship. The right wing press has made political use of immigration and in general the press has been lazy. One description is that it's frozen in time, always the same images, always talking about crime. If you do a word cloud from the TV news about migrants the main words used are clandestino and security. A headline from the daily paper of the northern league was "Stop the invasion" referring to migration, and another was "We need to kill the invaders to protect ourselves". In another example, *La Stampa* did a story about a rape carried out by Roma which turned out to be completely false.

Silja Raunio from Finland explained about a public broadcasting company project where their journalists do training in schools modelled on the BBC's School Report. It's aimed mainly at the 12 to 16 age group, the students do TV and radio packages and these are put up on the broadcaster's website. The point was made that research has shown that if young people don't engage in news and media, they don't volunteer, they don't engage in active citizenship.

Philine von Düszeln described the Oranienplatz selfie, a photographic exhibition where refugee activists who had occupied the square in Berlin have been given cameras and will document their lives. This will then be a major exhibition with photos and video interviews. With refugees there has been lots of reporting about them, but not many reports from them about themselves.

Soraia Ramos explained that in Portugal, though there is acceptance of gay rights, there is an unwillingness to report on positive stories in the gay community. The example given was a positive story about the impact of gay tourism on the economy which was spiked.

Laura Cini, a film-maker from Italy spoke about the use of mockumentary and gave the example of how her mockumentary '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. She also spoke about her next project which will use the same style to examine prisoners' lives.

Annelies Van Santen has been working on citizens TV in the Netherlands which allows citizens to be trained so that they can do their own reports. Her TV station also works with asylum seekers, giving them training so that they can do their own reports. She highlighted the issue of language problems in terms of journalists from minorities getting work. She reported that sports reporting is particularly full of stereotypes of women.

Marie Wennersten from Sweden has a project called "mobile drama", where people will tell a story about a key moment in their life, then they will be given the mobile number of a stranger who will exclusively hear their story. She hopes to include in this project newly-arrived migrants living in Sweden.

Andreea Mogos works with students on visual and media literacy, she does word tests with them, they get a word or term and must immediately say what words spring to mind. Then the results are analysed and this allows them to examine how their views may be stereotypical or biased.

Ginte Zulyte spoke about the need for a tool that helps analyse film language and the idea of stereotypes in film. There was a discussion about the Bechdel Test, named after the American cartoonist Alison Bechdel, who suggested a test analysing how women are portrayed in film. It proposes that unless a film portrays two women talking about something other than men, it should "fail" the test. See bechdeltest.com. There was also discussion about how we should consider not just the film narrative but also the language of film itself, e.g. the shots used, the perspective, the 'gaze', which makes up the subconscious impact of the images. An example given was the FIFA World Cup promo video, which uses glamorous women, rather than footballers, to illustrate Brazil as hosting the Football World Cup. The experience from Finland was that though school teachers were interested in media, they did not examine stereotypes as they felt that would be too ideological.

General issues which were raised in the discussion included: do you have to be integrated, how integrated do you have to be for groups who do not want to be part of the mainstream? What is assimilation? Some groups may want to keep part of their own culture.

Group C

The group made points under several headings:

- <u>The Content of Journalism Training</u>
   Encourage the students to question the range and types of questions they ask to different interviewees and groups of interviewees and to question their preconceptions. Apply this to all topic areas – sport, politics, business etc.

   Students tend to stay in their comfort zone. Support them to taste a way of working outside the comfort zone.

   Encourage journalism students to check their levels of ethnocentrism. Introduce exercises which help them to identify their assumptions and preconceptions and to challenge them. Encourage and develop self-awareness.

   Set some journalism exercises and classes around geo-location. Help them to work out which parts of the city or area (or country) they are missing. Establish training and working assessments which explore the people and stories in the gaps. Encourage reflection on the extent of coverage in the mainstream media.

   Question and analyse the actual language you are using -encourage students to debate and discuss their use of language, labels and terminology and to think more widely about the impact of the use of certain terms and language. Set exercises which highlight the use of any belittling or infantilising language (like giving elderly people their first name only) and help the students to identify and re-think this use of language.

   Support and encourage journalism students to explore wider and more people-friendly ways of questioning the status quo and the way stories are currently angled. Put it across in a way that is fun and amusing or turn the stereotype on its head to make a point. You can use media to make people laugh, think and question.

Use drama - surprise people and make them question stereotypes.

Encourage journalism students to expand their contact books with women experts and spokespeople and to think outside the box. Create working groups of students to explore new interviewees and to share them.

Journalism lecturers: support your women students (and all less confident students from whatever backgrounds) to be more confident in answering questions, coming forward to lead groups etc. Give them the chance to speak and flourish.

On images and messages within text - add context as much as possible. Don't accept stereotypes and encourage students to question these.

Active learning: do role plays or envisioning exercises. Get journalism students to think and feel inside the skin and experience of other people - people outside their own backgrounds and experiences.

Try to link the theory to practical and actual exercises. Don't just present "Diversity Reporting" as a subject inside a box which doesn't run through all their studies.

Support and encourage your students to get to know NGOs and vice versa. Support the NGOs to check the journalistic outputs to make sure they are not misrepresented.

Encourage students to stimulate debate and listen to other people whose experiences might be different from their own rather than imposing their own assumptions and ideas.

Target Groups and Widening Participation

Lower the threshold for people to engage in the study and use of journalism, and introduce journalism to disadvantaged and non-traditional groups for their own use. Offer opportunities for those disempowered groups to use media themselves and familiarise themselves with it so that they can give their experiences and points of view.

It's not only about training students, it's about working with the groups and people external to the training organisation. By getting to know each other, it broadens everyone's range of experiences and terms of reference.

Structures

Make organisations more inclusive, both students and staff (change from the inside to make an impact externally)

Find broad support in journalism departments for inclusive journalism teaching. Challenge the total academisation of journalism. This can often restrict those from disadvantaged backgrounds.

Insist that journalism training centres and universities offering journalism courses recruit tutors and lecturers from diverse backgrounds, and try to get this embedded in recruitment procedures. Think about a quota or a 'cascade model'.

MEDIANE BOX ON MEDIA DIVERSITY INCLUSIVENESS: AN INTRODUCTION

Dr Myria Georgiou, Mediane Box consultant, Associate Professor, Department of Media and Communication, London School of Economics spoke about the Mediane Box. The Mediane box aims to advance media professionals' capabilities to self-monitor and enhance diversity inclusiveness. It encourages them to recognise diversity as an asset for developing successful business models, and support action through specific recommendations. It is an action-oriented tool, which focuses on the needs of media managers, journalists and trainers. It includes tangible and relevant indicators for self-monitoring, and a searchable glossary of issues and reference guide. The reference guide includes a mapping of codes of practice and style books, reports on media and diversity, and charters and indices in different areas of media practice, with summaries and hyperlinks to the reports. The Box is an interactive tool of self-monitoring and action, which has been tested, revised, and will be finalised later in the month. It can be found at www.coe.int/mediane/index

TESTING MEDIANE BOX ON MEDIA DIVERSITY INCLUSIVENESS

Participants, in three groups, tested the online version of the Box, including its self-monitoring tool and its reference guide on media and diversity.

The main points raised are as follows:
- On the whole participants found the box interesting and challenging, and that it raised useful points.
- There was a suggestion that the fact-based questions at the beginning should be explained (for example – we wish to know something about the mix of people who complete this questionnaire....with perhaps a disclaimer that this material would not be disseminated or used in any other way).
- There was some discussion about whether there was a "correct" answer – are some of the answers viewed as "correct"?
- Perhaps it needs to be clearer that the results are based on the "best" answers according to the majority of research and writing on the subject.
- Could there be a choice as to whether to be scored or not? Participants pointed out that the preamble suggests that it is qualitative assessment, when in fact it becomes a quantitative assessment. (RB explained in the plenary session which followed that there had been much discussion about that, and it had been decided to keep the principle of scoring.)
- There were queries about some terminology: whether minority meant just an ethnic group, and therefore was this appropriate, and similarly whether the term "underprivileged" was the best word.
- Some participants wondered whether there was a specific progression in the questions, and if not, would it be better to put all the questions which call for a single answer first, then those which call for two answers, and so on. This might be clearer.
- Some suggested points which could be included:
    The notion of responsibility
    How to facilitate this tool as a starting point for discussion?
    Perhaps order keywords by alphabetical organisation, not under other terms
    There were some technical glitches, including a slight confusion about whether you could submit modules separately. RB and MG promised to look into these.

MEDIA DIVERSITY INCLUSIVENESS AND GENDER ISSUES – A European perspective

Mary Honeyball, UK member, European Parliament said:

Women as decision makers in the media: Women in the media are quite present in general, with variations according to countries, but they are seriously under-represented in decision-making in this sector as in most others:

in 2000, women made up 9.3% of the top management positions in the telecommunications industry in the EU and European Economic Area and only 3% of the people in decision-making positions in journalism. To tackle this problem, in Austria, for example, the law amendment for the Austrian Broadcast and Television Company includes 45% women as a goal at all levels of decision-making with exception of members of bodies and councils.

Women as media professionals and experts: Gender equality means an equal visibility of both men and women in all spheres of public life. The obstacles women face in the media profession are similar to those they encounter in the labour market more generally: discrimination at the stage of recruitment, a pay gap averaging 18% in the EU, more precarious conditions of employment and the existence a glass ceiling. Among media professionals, some figures also show that women are often valued for their looks, being far more likely to be presenters than reporters, especially when they are young: women represent 79% of presenters up to the age of 34. Their presence drops to just 7% in the 50-64 age-bracket. Underrepresented as reporters, especially in newspapers, they are more often assigned to local news as well as to social issues, health and education. It might reasonably be expected that media content would be equally made by men and women as they address a public composed by men and women. But women make up only 19% of experts and 18% of spokespersons in the news. A Luxembourg study about fair portrayal of men and women in the media in 2005 showed that in 2005 only 23% of the people in the national TV News were women, under the European average of 30 to 35% of female participants in TV programmes.

The image and visibility of women given by the media in general: The media in general continue to depict public life as a male domain and even insignificant factors may contribute to strengthening or perpetuating traditional gender stereotypes and stereotyped attitudes. Today's social changes make it evident that the traditional role model associated with women is no longer appropriate and realistic as real life is showing more and more active women playing a lead role in society. This evolution should be more appropriately reflected in the media.

<u>**All this calls for an in-depth study of the public image of women generated by the media, including advertising.**</u>

In relation to the content of news items, the persistence of journalistic routine - among other factors - makes women relatively invisible in the news media, as shown in the Global Media Monitoring Project, which highlighted a slight rise in the number of female subjects in the news since 2005 (from 21% to 24%). The survey shows that women are almost as often "popular opinion sources" as men, but this is not the case when "expert sources" are taken into account. According to the GMMP, news made by female journalists, in general, challenges gender stereotypes more often than those of male journalists. The European Union does not score well in relation to women's voices in the media. For example, in Europe women are central to a news story only 10% of the time, a figure that has not changed since 2000 and is half the US rate.

This low representation of women goes beyond the news: only 32% of main TV characters are female; and women athletes only secure between 2-9% of television airtime devoted to sport. Recent German research has mirrored this analysis: In 2008, 23 different types of media were analysed (print newspapers and magazines, TV news, TV magazines) over six months focusing on top women in German politics, the economy and sciences. When this research was started in 2008, Germany had had a woman chancellor, Angela Merkel, for three years. The cabinet was formed of 8 men and 6 women (42.8%). The chancellor always gets the highest media attention, no matter whether female or male. Nonetheless, except for Angela Merkel, all women ministers ranked lowest in media coverage. It was only due to the position of chancellor that the average percentage of top female politicians in print and TV news grew from 18% to 20%.

PUBLICITY ABOUT THE ENCOUNTER

The Journalism Department at City University London hosted the encounter free of charge, for which we were extremely grateful. Student reporters from the department, under the guidance of an experienced tutor, tweeted throughout the encounter, and also set up and ran a live blog. This included stories and interviews with all the key people about their own areas of expertise, and about what they learned during the three days.

It was clear from tweets from people outside the encounter, that others were reading and watching with interest what was going on in London

The twitter feed can be found here **#mediane_uk**

And the blog can be found her **https://medianeuk.wordpress.com**

The students also provided good quality still pictures which have been made available to the Council of Europe.

RESPONSES FROM PARTICIPANTS

Participants were invited to complete an online or paper evaluation. The feedback was overwhelmingly positive, with 93 per cent saying they were satisfied with the organisation, of which 68 per cent were very satisfied. An even higher percentage, 96 per cent, were satisfied with the content, and of these 57 per cent were very satisfied. A total of 86 per cent agreed that they had learned new ways of implementing an inclusive approach, of which 39 per cent agreed strongly. A total of 93 per cent agreed on the advantages of exchanges views, of which 79 per cent strongly agreed.

APPENDIX

AGENDA
detailed Agenda available online

WEDNESDAY 11 JUNE 2014

1.00 pm   *Participants arrive & Welcoming Refreshment*

1.30 pm   **WELCOMING SESSION**

2.30 pm   **JOURNALISM TRAINING AND DIVERSITY INCLUSIVENESS** – Panel discussion

3.30 pm   *Coffee break*

4.00 pm   **MEDIANE APPROACH ON MEDIA DIVERSITY INCLUSIVENESS –** Overview on European training practices – Based on presentation and discussion of participants practices and experiences, these three working groups aim at sharing professional practices in the field of journalism training and at analysing actual practices in terms of diversity inclusiveness

5.30 pm   **WOMEN ON AIR IN THE UNITED KINGDOM –** From research to campaigning towards diversity inclusiveness in journalism training

6.00 pm   *End of the day*

7.30 pm   *Dinner*

THURSDAY 12 JUNE 2014

9.00 am   **DIVERSITY INCLUSIVENESS & JOURNALISM AND MEDIA TRAINING** – *Ideas and Expectations from Media Content Producers*

9.30 am   **SHOW AND TELL SESSION I -** Presentation of projects or research with concrete and operational conclusions in the field of journalism training and diversity inclusiveness. Each show and tell session will have to deliver concrete guidelines for inclusive journalism training.

10.30 am   *Coffee break*

11.00 am   **PRACTICAL WORKSHOPS** - *Exchanges and projects for inclusive journalism training*
Three small groups will be asked to work on participants' journalism training practices and/or the proposals on journalism training built during the Florence 1st thematic encounter on journalism training with the view for making them inclusive with regards to diversity or for summarising their inclusive approach to be disseminated to other European colleagues.

12.30 pm   *Lunch*

1.30 pm   **SHOW AND TELL SESSION II -** Presentation of projects or research with concrete and operational conclusions in the field of journalism training and diversity inclusiveness

2.30 pm   **MEDIANE BOX ON MEDIA DIVERSITY INCLUSIVENESS -** *Introduction*

3.00 pm   **TESTING MEDIANE BOX** *ON MEDIA DIVERSITY INCLUSIVENESS* **–** Participants test the online version of the Box, including its self-monitoring tool and its reference guide to practice on media & diversity.

4.00 pm   *Coffee break*

4.30 pm   **TESTING MEDIANE BOX** *ON MEDIA DIVERSITY INCLUSIVENESS* - Feedback from participants on the MEDIANE BOX

5.30 pm   **MEDIA DIVERSITY INCLUSIVENESS AND GENDER ISSUES –** A European perspective

6.15 pm   *End of the day*

Free evening

FRIDAY 13 JUNE 2014

9.00 am   **INTRODUCTION**

9.15 am   **SHOW AND TELL SESSION – PART 3 -** Presentation of projects or research with concrete and operational conclusions in the field of journalism training and diversity inclusiveness. Each show and tell session will have to deliver concrete guidelines for inclusive journalism training.

10.15 am   **PRACTICAL WORKSHOPS** – *How Journalism Training Could Be Inclusive?*
Based on the exchanges of the previous workshops and show and tell sessions, participants are invited to build concrete operational guidelines / recommendations / recipes for including diversity in all journalism training process.

11.45 am   **TOWARDS INCLUSIVE JOURNALISM TRAINING** – Conclusions of the practical workshops and building of common guidelines on inclusive journalism training

12.30 am   **GLOBAL CONCLUSIONS AND NEXT STEPS**

1.00 pm   *Participants departure*

LIST OF PARTICIPANTS

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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.

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?

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.