



MARS – MEDIA AGAINST RACISM IN SPORT
Media, Diversity & Racism in Sport

EUROPEAN MEDIA ENCOUNTER
Journalism & Media Training & Literacy in Europe

FINAL REPORT – CROSS-CUTTING PERSPECTIVES

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MARS - Media Against Racism in Sport

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INTRODUCTION

1. *From the origins of the Mars programme...*

While the issue of diversity has always been an item on the Council of Europe's agenda, mainly through the protection and promotion of values such as human rights and democracy, it was not until the 1990s that it began to look more specifically at the position of diversity and minorities, and how they are reflected, in the media. These two aspects, namely on-screen visibility and expression in content (having a voice but also participating in the design of this content), are central to the work of the Council of Europe's Media and Information Society Division.

From these initial efforts there emerged a series of recommendations inviting governments of Council of Europe member states to introduce policies to encourage people from diverse backgrounds not only to pursue careers in the media but also to express themselves within the industry.

In 2008, European Year of Intercultural Dialogue, the publication of the White Paper for Intercultural Dialogue marked the start of a new campaign, "Speak out against discrimination", which encouraged working directly with media industry players, whether publishers, broadcasters, journalists or producers, on incorporating diversity not only in terms of physical presence and visibility but also as regards expression in media content. Starting with a series of Council of Europe activities centred on training, ethics and production, the campaign culminated in the publication of a toolbox for journalism training, including issues relating to discrimination and diversity, in a series of reports on these subjects and in cross-productions made by journalists from various European countries in a non-discriminatory, inclusive way.

At the end of the campaign in 2010 two conclusions were reached: one, that this practice of working directly with the media industry should continue, mainly under a collaborative arrangement with the European Commission and two, that although media professionals did cover diversity and discrimination issues as such, there was a need to develop some sustained thinking on how diversity could be embedded in practice.

Thus it was that the MARS programme – *Media & Anti-Racism in Sport* – was born. The decision to focus on sport made sense from both an institutional and strategic standpoint. The former because in 2009 the Enlarged Partial Agreement on Sport began to explore the link between sport and the fight against racism, with particular emphasis on the role and responsibility of the media. And the latter because it was thought that, by taking a particular type of media coverage, in this case sports coverage, attention could be given to including an anti-discrimination and diversity dimension in modes of production.

There are three strands to the MARS programme:

- Editorial management and ethics, with the aim of encouraging the inclusion of non-discrimination and expression of diversity in journalists' professional ethics.
- Cross-production by journalists from various European countries.
- Training through the development of educational and methodological tools for media literacy and/or journalism trainers.

The European encounter in Brussels comes under this third heading.

2. ... to the European Media Encounter in Brussels

To encourage exchanges and the sharing of professional practices in the field of media literacy and journalism training in relation to sports issues, non-discrimination and expression of diversity, the Council of Europe is organising a series of encounters between media literacy and journalism trainers in partnership with the Belgian association Média-Animation, encompassing the widest network of media educators in Europe.

Through a European encounter followed by a series of national events, journalism and media literacy trainers are seeking to develop and compile educational and methodological tools from the two sectors in order to allow both aspiring and working journalists to consider non-discrimination and expression of diversity as an ongoing angle of media coverage.

The European encounter took place at the Brussels *Maison des Associations Internationales* from 11 to 14 October 2011 and drew 50 or so participants from media literacy and journalism training backgrounds and various parts of Europe.

Through a combined media literacy/journalism training approach, participants took an active part in various thematic workshops (sport, media, diversity) in order to share their respective practices and experiences. In the course of these working group discussions, participants were expected to come up with outline strategies for incorporating conceptual and methodological tools used in media literacy in journalism training courses, and vice versa.

The European encounter was the first to be held on this theme so it was also a question of mapping out approaches and using the momentum generated by the event to steer the 5 national encounters that were to follow.

The various outputs are to be finalised at the national encounters being held between November 2011 and December 2012 in Italy, Finland, France, Romania and Belgium¹.

3. Media literacy and journalism training: a cross-cutting approach

Described as “experimental”, the approach chosen for this exercise is one that cuts across both media literacy and journalism training, to allow us to benefit from their respective viewpoints on diversity and non-discrimination issues. The idea is that, by using media literacy tools, we can facilitate the development of differentiated training for journalists, including by encouraging media professionals to take a critical look at their own practices. And conversely, that the tools used to train journalists can provide a boost to media literacy, which teaches members of the public to look critically at how they receive media messages; for at issue in this debate about diversity and non-discrimination is not only the role and responsibility of the media and media professionals but also our own role and responsibility, as interactive viewers, listeners and readers.

This interplay of views is doubly relevant for media literacy trainers who, at an international symposium held during the Belgian presidency of the European Union on lifelong media literacy (Brussels, 2010²), called for more attention to be given to media literacy in initial and in-service training for media professionals.

¹ Cf. attached Presentation.

² “L'éducation aux médias pour tous”, Conseil Supérieur de l'Éducation aux Médias (CSEM) de la Fédération Wallonie-Bruxelles, Belgium, www.declarationdebruxelles.be

As an introduction to this approach, the two sectors, namely media literacy and journalism training, worked on and then shared their reciprocal contributions in terms of expectations and their links with diversity and non-discrimination issues.

On the **media literacy** side, professionals agree that the definition of media literacy is a long-standing and complex issue which varies according to context and practices but that this very diversity is one of the chief strengths of the discipline. As they see it, the field of media literacy is centred around four objectives: to empower citizens in their relationship with the media, to help them gain some critical distance towards media content and practices, to foster dialogue and reflection on diversity and intercultural dialogue and, lastly, to encourage consumers to be creative, to participate and to express themselves freely in the media. The media world is understood in the wide sense, meaning that everyone is a stakeholder, from media professionals to media consumers.

Diversity is a central issue here, especially where representation and visibility are concerned because media literacy is about making the “invisible visible” and exploring the reasons for differences in media treatment. Thanks to its culture of debate, moreover, media literacy fosters interculturality as it is also about encouraging people to share their opinions and compare ideas, and so question their own culture and viewpoints.

The topic of sport offers extensive scope for media literacy training. First, with its popularity among youngsters, it provides an opportunity to develop creativity and critical thinking and can even become the starting point for a process of youth empowerment through the production of alternative, civic forms of expression on sport-related issues. Second, the media treatment of sport (storytelling, forceful, impassioned language) lends itself particularly well to discourse analysis. And third, the different dimensions (economic, political, cultural, identity-related, etc.) inherent in all sports activities and their media treatment merit critical scrutiny of the kind that media literacy provides.

As to what they can bring to journalism training, media literacy trainers believe that their overarching approach to the various aspects of journalism is one that can benefit journalists, whose practices tend to be more segmented along technical and sectoral lines. Above all, it can teach media professionals to take stock of them in a way that, in the hectic atmosphere of the modern newsroom, is becoming ever rarer.

Turning now to **journalism training**, this is commonly defined as a process of learning about ways of seeking and finding information in order to gain a better understanding of society. Of primary interest to participants at the European encounter, however, were the three modes of training: initial, in-service and non-formal. It was observed that journalists came to the profession through very different routes and that it was not enough to focus on initial training alone. Also, the financial costs associated with such training were identified as a barrier to entry to journalism schools for students from socially and ethnically diverse backgrounds and, in the context of “lifelong” training programmes, the idea of a “licence” or some other certification for journalists who completed these programmes and which would serve as a form of quality control was discussed.

It was observed that in most training schemes, diversity and non-discrimination rarely formed the subject of specific courses but that they were sometimes addressed through certain methods and curricula. For journalism trainers, it was more a question of considering how diversity could be incorporated in professional practice in a pragmatic way, and not as a requirement for “politically correct” treatment. One way to achieve this would be to encourage comparison of different viewpoints through encounters between journalists from different backgrounds or contexts during training or in newsrooms.

Lastly, networked technologies were seen by journalism trainers as offering fresh opportunities not only for lifelong training but also for incorporating diversity and non-discrimination in professional practice.

PART ONE – WHAT’S THE PROBLEM?³

1. Institutional issues

Punctuating the proceedings by way of introduction or conclusion, some institutional perspectives provided a political framework for the various thoughts and activities discussed and noted by media literacy and journalism trainers.

The Minister of Culture, Broadcasting, Health and Equal Opportunities of the Wallonia-Brussels Federation (Belgium), **Fadila Laanan**, mentioned a few key issues regarding policy to promote diversity in the media in French-speaking Belgium. The barometer for equality and diversity in the broadcast media⁴, which was based on systematic analysis of the content produced and broadcast by French-speaking Belgian TV stations (news, sport, entertainment), suggested there were three broad trends where differences in media treatment were concerned:

- Although there were more or less equal numbers of men and women presenters, women suffered from a severe lack of visibility. The problem was even worse in the case of women over the age of 35. Women were less likely to be asked to appear on TV as experts or spokespersons and the majority of journalists on TV were men. Women were less likely to be interviewed and when they did speak, they were less likely to be identified than their male counterparts.
- With regard to the issue of cultural diversity on the screen, people perceived as being “non-white” were well represented in sport and entertainment. They fared less well, however, when it came to illustrating public opinion, and were rarely seen in what were considered to be lead or top roles (journalists, presenters, spokespersons or experts). It should also be noted that persons perceived as being “non-white” were mainly asked to appear in connection with subjects that specifically concerned them, such as immigration, integration, etc. and so were less well represented on issues of a more general nature.
- People with visible disabilities featured only marginally and appeared mainly in pieces focusing specifically on disability.

This barometer⁵, which was used to produce indicators, covered only the broadcast media and to supplement it, a study on the French-speaking press had been carried out⁶; a further study on diversity among journalism staff in French-speaking Belgium was also under way. It was part of a broader programme being implemented by the Wallonia-Brussels Federation which likewise aimed to encourage the spread of good practice, the holding of round tables (within the professional journalists’ association) and the gradual inclusion of training modules in journalism courses.

Irena Guidikova, head of the Council of Europe’s Cultural Policy, Diversity and Dialogue Division, situated the MARS programme in the wider context of the Council’s work on diversity, integration and equality. She pointed out that managing diversity had been on the Council’s agenda for several decades and that the issues of interculturality, intercomprehension and integration were addressed more especially from a human rights perspective. In 2008, these efforts had led to the publication of the *White*

³ Reference to the documentary “Sports et homosexualités, c’est quoi le problème?”, Michel Royer, Canal Plus, 2010

⁴ *Baromètre Diversité Égalité 2011*, Conseil Supérieur de l’Audiovisuel, Brussels, 2011

⁵ For information on the diversity barometer of the Wallonia-Brussels Federation CSA, see <http://www.ajp.be/telechargements/Rapportfinalfr3001.pdf>.

⁶ For information on the study on the French-speaking press in Belgium, see <http://www.ajp.be/diversite/telechargements/diversiteAJP2011.pdf>

Paper on Intercultural Dialogue, the fruit of a broad consultation with parliamentarians, local authorities, non-governmental organisations, the media, etc. across the 47 member states. There was already a genuine shared understanding of the issues involved in dealing with the integration of communities. One of these related *inter alia* to the social and mental segregation between majority and minority cultures. The dominant society made too little effort in terms of its receptiveness to the benefits of diversity. Benefits that were seldom recognised in political debate, especially at national level, but which were already widely appreciated by businesses on the economic front.

The intercultural approach proposed in the White Paper was not new in the sense that the term “interculturality” was already widely used in numerous countries. This was the first time, however, that efforts had been made to construct a model using the various components of this approach. Without going into all the details, there were two key elements to this cultural approach: media discourse and public discourse. For developing a collective understanding based around common values and sharing a plural identity were difficult in a society where diversity was not reflected in the media, either in the topics covered or in terms of individual expression, or even within the journalistic profession itself. Diversity and its benefits must be supported by the media as much as by political leaders, who should speak out in favour of diversity. It was important, moreover, to encourage and promote ongoing public debate about diversity and the challenges and difficulties that it posed. The media had a key role here, in that they could encourage better communication in society. They could only do this, however, if they were conscious of this key role and of their social responsibilities, which was why it was vital to build a framework for reflection and create tools for raising awareness about what it meant to be a journalist in a multicultural society.

Massimo Serpieri from the European Commission’s Directorate-General for Justice spoke about the efforts to include the non-discrimination dimension in the various communications and actions of the European Commission. The idea was to have a political dialogue with member states not only in order to share good practice but also to try to embed as far as possible the principles of non-discrimination in their political priorities and actions. Other support and research activities were being conducted with NGOs and the two sides of industry. Their latest communication campaign centred on diversity and non-discrimination was aimed at educating and informing people about their rights in cases where they were discriminated against (legislation, available remedies, etc.).

The annual “*Together against discrimination!*” competition aimed to make journalists more aware of their role in this area. It made it clear, indeed, that it was one of the tasks of the media to provide this added value: non-discrimination was not merely a political issue but a cultural one as well. And at a time of economic crisis, when stereotypes, racism and violence were on the rise, the media’s role in providing accurate information and informing public opinion was all the more vital. Hence, too, the importance of journalistic training.

As far as sport was concerned, a political commitment had recently been made in this area through a communication on sport which looked at the issue of social inclusion. There was also a concern to encourage co-operation between the media and sports organisations in promoting high-quality, socially inclusive sport.

In his closing address, **Matteo Zacchetti**, head of the media literacy programme in the European Commission’s Directorate-General for Education, gave an overview of the various media literacy measures instigated by his organisation. He began by pointing out that media literacy had been defined here as the ability to access the media, to understand and critically evaluate the media and to create communications, and was considered an important skill at every age. It was also intrinsically related to citizenship, freedom, human rights and democracy.

An initial communication had been adopted in 2007, one of whose policy objectives was to increase awareness raising and the promotion of media literacy across Europe. This communication had been followed by a European Commission recommendation to member states, one of the main features of which was an invitation to initiate a debate on the possible inclusion of media literacy in school curricula, since the situation varied widely from one country to the next. Another recommendation was likewise directed at the media industries, which were seen as having an active part to play in promoting media literacy.

Secondly, the realisation that there were no criteria for assessing levels of media literacy had prompted research into these criteria and levels of assessment.

In terms of future action, it was planned to continue working on assessment criteria, including by launching an evaluation exercise in Europe in co-operation with member states, national and regional authorities and to work with the various member state representatives on integrating media literacy in schools. One of the targets of the Europe 2020 Strategy, furthermore, was to reduce school drop-out rates. Media literacy and film education but also sport could help generate fresh momentum in schools in terms of motivation, integration, learning methods, etc.

2. Background issues

Developing journalism training schemes that borrow from media literacy programmes, and vice versa, in order to achieve greater diversity in journalism, in particular sports journalism, brings its share of questions and considerations, which were discussed at length in the various workshops at the European Encounter in Brussels.

Whilst we cannot cover all of them, we will try to identify these issues and use them as a framework for reflection on implementing training.

Diversity, identity and inclusion

Described as “complex”, the notion of diversity relates to numerous aspects such as gender, age, ethnicity, social class, sexual orientation, faith, disability, etc. Rather than seeing these criteria as mutually conflicting, or trying to categorise them, it was deemed preferable to adopt a positive, inclusive approach. Diversity, moreover, was recognised by participants as being one of the great strengths of our society, but one whose benefits and potential contribution to a more cohesive society were still not sufficiently appreciated by public opinion.

It was also noted that no one could be identified by any one of these criteria in isolation and that identity was a multifaceted construct. In media coverage, the notion of identity was central. The media co-constructed various models of society with which individuals were invited to identify. Sports media in particular provided fertile ground for identity formation, playing on the mechanisms of identity construction, both individual and collective. The fact that sports journalism possessed this special quality made it all the more important to examine the issues of diversity and discrimination inherent in media productions of this kind.

The issue of discrimination in the media was itself complex and participants made a number of observations. The media visibility of certain groups of people, for instance, was measured more in terms of quality than quantity, despite the approach frequently adopted by media organisations where recruitment tended to be guided by numbers. The representativeness of journalists on editorial boards raised the question of access to initial training and systems designed to facilitate access to the profession

through appropriate preparation for college admission and which were based on social criteria rather than ability were liable to remain fragile. Lastly, a vicious circle could be observed whereby the fact that certain groups were poorly represented in the media meant that members of these groups tended to rule themselves out of a career in journalism.

To conclude, it was observed that if inclusiveness was to become a habit, all media literacy and journalism training schemes needed to have a diversity-based approach built into their DNA, rather than as an add-on specialised module. For diversity in the media was not merely about presence and visibility: it must also be reflected in media content.

The relevance of sport

Although the idea is to encourage the development of innovative methods of production whatever the media sector, the starting point provided by the diversity and non-discrimination approach applied to sport did nevertheless generate extensive discussion about sports journalism as a genre, which was judged to be special for several reasons.

The first had to do with its cultural legitimacy. It was observed that little cultural value was attached to sport, at least in an educational context, in either media literacy or journalism training. At the same time, however, sport was considered to be something universal and popular and hence of considerable media interest. This perceived contradiction strengthened the case for using the media coverage of sport as an object of study in media literacy and journalism training.

Secondly, it appeared there were very few initial or in-service training courses in Europe specialising in sports journalism. Participants identified two main routes into sports journalism: the former-athlete route and journalism courses with a special focus on sport. With learning through contact with colleagues being the principal form of training. In the newsroom itself, moreover, sports journalism was seen as being a microcosm in comparison with other journalistic fields.

Thirdly, because sport was generally seen as being about facts, the role of sports journalism in shaping our perception of the world was rarely examined. Sports writers or journalists were themselves not particularly aware of their growing influence in society when they covered this or that sporting event in a particular manner. Prior to introducing any kind of training in sports journalism, therefore, one useful exercise would be to sensitise such persons to their role as co-constructors of meaning about and in society, and hence to the fact that, like other journalists, they had social responsibilities.

The last point to emerge was that the wide audience enjoyed by sports journalism and its predominantly positive approach provided a good opportunity to tackle issues relating to diversity and its inclusion in media production practices. Major sporting events in particular were identified as being valuable opportunities for inclusive media coverage. More broadly, too, collaboration between the media and sports organisations would pave the way for an even more comprehensive approach to diversity, at the heart of practices and attitudes.

Voluntarism, economic incentives or compulsion?

In the course of the discussions, the question of what might motivate media organisations to encourage the sort of journalism that incorporated diversity in its production practices prompted many to talk about their own personal experience in this area. More specifically, the cases cited tended to evoke the “social responsibility v. economic benefits” argument.

Most of the public service media organisations had incorporated the issue of diversity in their lists of terms and conditions. For some, the requirement to ensure diversity was seen in terms of promotion/communication while for others, it was more deeply embedded in production practices. In the case of private media organisations, the inclusion of diversity in media production had occurred in tandem with changes in their audiences, themselves now more diverse. Such organisations were therefore keen to promote diversity, at least in terms of visibility.

Incentives were continuing to drive changes in attitudes and practice when it came to incorporating diversity in production methods. In Europe, various systems are being introduced to encourage the inclusion of diversity in media practice. In France, for example, the France Télévision group had set up a standing committee on diversity to introduce indicators for monitoring diversity within the group and its programmes and to help it promote diversity both on TV and within the company. In the UK, the Creative Diversity Network (CDN), an association of the country's leading broadcasters and independent production companies, was working to improve the representation of various minorities in television, both on and off screen. The focus was on sharing skills, resources and models of good practice. Recently, the network had introduced a "diversity pledge", a public commitment by independent production companies and broadcasters to take measurable steps to improve diversity in the industry.

The idea of regulating the inclusion of diversity in media practice elicited a mixed response. Without wishing to jeopardise press freedom, some participants did nevertheless suggest organising all the necessary resources to ensure that journalists and the media acted in a socially responsible way, whereas for others, any arrangement that sought to police journalists' activities in this regard was unthinkable. One point, on which everyone agreed, however, was that no regulation of any type could detract from the importance of training.

Media diversity

Relations between the mass media and local media were another focal point for debate, with reference being made, for example, to the possibility of using the complementarities between these two modes of media production to counter the emergence of "ghetto media". The expertise and close contacts which local media had in particular regions or groups could be harnessed in a partnership with mass media organisations. Particularly in the field of sport because local media tended to cover a wider range of sports, and usually had a different angle from that used to report on major sporting events. Attention was accordingly drawn to the wisdom of including, and even supporting, local journalists in training programmes and professional exchanges or in media literacy projects, whilst respecting the distinctive features of their methods and practice.

Lastly, repeated mention was made of the growing influence of networked technologies in access to individual or collective expression. With the advent of these technologies, journalists have lost their monopoly over information and are no longer the sole prescribers. These days, anyone can become their own publisher and express their point of view. From a media literacy standpoint, this opportunity calls for the development of a range of technical and social but also information and critical thinking skills. Accordingly, many of the teaching ideas suggested are aimed at empowering young people, minority groups and local communities to enable them to express themselves and exchange views.

Use of stereotypes

Often in discussions about tackling discrimination, we hear about the need to combat stereotypes. One point to emerge from the European Media Encounter, however, was that media stories operate on the basis of stereotypes. The latter are a constituent part of the story and essential for understanding how

we live together in society. What is required, then, is to widen the range of stereotypes and to stand back and think about how we use them in our stories, rather than seeking to banish them altogether. This is a challenge for media literacy and journalism training alike.

More broadly, including diversity in media content calls for rhetorical skills. Taking facts and weaving them into a story involves finding the right balance of words and brings with it the issue of what constitutes the information value even though, as the media literacy trainers pointed out, rhetoric is part of a broader media discourse made up of contexts, images and choices.

PART TWO – TEACHING IDEAS FOR INTERVENTION STRATEGIES

In keeping with the main goal of the encounter and in addition to the various challenges and guidelines mentioned above as regards reflecting diversity in the media, the participants looked at the study, presentation and development of methodological and educational tools for media literacy and journalism training in order to allow aspiring and/or working journalists to consider non-discrimination and expression of diversity as an ongoing angle of media coverage.

Through sharing experience and practice, they came up with numerous ideas for teaching activities, in some cases simply mentioning them and in others going into greater detail. After some general comments on training provision of this kind, we will endeavour to provide a general overview of these ideas.

1. Preliminary points

Some mention needs to be made of the challenges involved in the training schemes themselves. These challenges, some of which are preconditions and others - points to watch for, have to do with incorporating training modules on the inclusion of diversity in the media in initial and in-service training programmes for journalists.

The first challenge mentioned was **accessibility**. Both financially and methodologically, training schemes should be made accessible to all aspiring and/or working journalists.

From an organisational point of view, **flexibility** was considered an essential requirement for in-service training for professional journalists. A programme to provide training on including diversity in journalistic practice, for example, could be offered in the form of “packs”, to be completed gradually through modules delivered by a trainer, encounter sessions or e-learning.

Thirdly, it seems that introducing in-service diversity training is easier if there is a **firmly embedded commitment to diversity** within the media organisation concerned. Senior managers and decision-makers in media organisations should therefore be targeted separately when seeking to raise awareness about diversity.

Fourthly, in the case of on-line training or training that relies on networked media, it is important to provide target groups with the skills that will allow them to **participate in virtual communities**. The teaching methods used in media literacy may be of particular use here.

Lastly, it should be noted that the task of **defining diversity** was identified as a starting point for any training provision in this area.

2. Areas of action

Numerous examples and ideas were shared during the encounter, mainly in the form of teaching ideas. On closer inspection, it will be seen that these proposals reflect five main areas of action, four of them related to training and the fifth to regulation.

The first involves **raising awareness** among the target groups, whoever they may be. The aim is to inform them about a positive and inclusive approach and get them interested. This awareness raising was seen as being an essential first step towards introducing training and changing practices (in the case of journalists) and attitudes (in the case of the public at large).

The second area of action is about fostering contact through **encounters** or immersion. Exchange programmes, partnerships, visits to schools/colleges, open newsrooms, networks, etc. are some of the suggestions made for encouraging contact with other groups of people, other professional practices and other viewpoints.

The third group covers all teaching activities relating to **analysis**. Decoding, comparison, observation, monitoring and evaluation are methods used to develop an understanding of, and to determine one's own position in relation to, the messages transmitted by the media. The process of constructing/deconstructing/reconstructing these messages was mentioned as an analytical approach that provides an opportunity to focus on the role of media stories in shaping reality. In addition, analysis, which is a common tool in media literacy, facilitates the formation of critical judgments, and even self-evaluation of one's own media practices.

Production activities make up the fourth group, with numerous suggestions for practical and creative work based around diversity issues. The preferred method here is "learning by doing" and the suggestions may include technical aspects with a view to encouraging or improving forms of media expression, whether professional or "citizen", individual or collective.

Less closely connected to training, the proposals concerning **regulation** form the fifth and last area of action and are essentially various standard-setting strategies that could be introduced to encourage the expression of diversity in the media. Although some participants saw them as an encroachment on press freedom whilst for others, they were important safeguards, these mechanisms, through the tensions that they engender, do at least raise some interesting questions, not least about the reasoning behind them.

In short, these five strategic areas of action are perhaps best viewed as being on a continuum, with a philosophical approach to diversity at one end and a more prescriptive approach at the other. Falling somewhere in the middle are a number of teaching ideas for a pragmatic approach to delivering diversity.

3. Target groups

Within these different areas of action, the teaching ideas are sub-divided according to their target group, namely journalists, journalism students, the general public and minority communities:

- The term "journalists" refers to everyone with a role in media organisations (journalists proper, technicians, managers, presenters, reporters, journalists' unions, etc.) and who might be called upon to take part in an in-service training programme. There still remains the question of freelance journalists, however, and how to include this rather more elusive category in training provision.
- "Journalism students" refers to individuals undergoing initial training in journalism with a view to making a career out of it.
- "General public" is a much more mixed group because it includes audiences, schools (pupils and teachers), civil society, local communities, etc.
- Lastly, "minority communities" refers to groups of people who are not represented, or under-represented, in the media and liable to suffer discrimination.

To complete this picture of potential target groups, it should be noted that athletes themselves were rarely mentioned as stakeholders in the kind of training proposed. Also, political decision-makers and political organisations were viewed less as a target group and more as having a support role in relation to the training (or regulatory) mechanisms in question.

4. From a conspectus of ideas...

The table in Appendix 1 shows the 40 or so suggestions made by media literacy and journalism trainers. They are presented according to the target group considered at the European Media Encounter but the details could be adapted to fit other groups as well.

5. ...to course outlines

The idea is to take these various ideas and use them to build a fuller and more detailed picture of the training, including the goals, methods of implementation, anticipated outcomes, content and constraints.

There was neither the time nor the opportunity to do this at the European encounter in Brussels. The potential for creating material for both media literacy and journalism training, however, is something that could be explored further at the national encounters and during cross-visits under the MARS programme.

CONCLUSIONS AND PROSPECTS

As the first European encounter to be held under the MARS programme with the focus on training, the Brussels event served mainly to delineate the different areas in which media literacy and journalism training operate and interact with regard to diversity and non-discrimination. The task now is to continue the discussions and build on the ideas for course outlines put forward at this initial gathering.

Before presenting the various resources made available under the MARS Programme to follow up this work, it is worth noting a few questions which remained unanswered in Brussels.

Some questions

In addition to the various factors identified during the discussions⁷, a number of questions were raised which, it was felt, had received insufficient attention and needed to be explored further:

- What tools might be used for teacher training? How to introduce such training where diversity and non-discrimination issues are concerned?
- Might it be possible to introduce mentoring arrangements and if so, how?
- When dealing with diversity and non-discrimination, could some use be made of intergenerational ties? If so, for which purposes and how?
- How much room for manoeuvre is there in terms of journalists' control or influence over discriminatory material produced abroad?
- As regards local and regional media, do these present different or new challenges when it comes to including diversity and non-discrimination in sports media coverage? What do their journalistic staff typically look like (career path, access to in-service training, etc.)?
- What could be done to include freelance journalists in diversity and non-discrimination training strategies?
- How to sensitise independent production companies to these issues?
- On the receiving end, who are these target groups that consume (and produce) sports news? How are they divided up among the different media? What are the different contexts in which information is received?

And resources

A number of resources have been made available under the MARS programme to build on the work done at the European Media Encounter in Brussels.

⁷ These factors are listed in the first part of the present report.

1. National encounters

Every European country has its own history as regards both the media and the inclusion of the various groups that make up its population. The recent or distant history of immigration in some European countries and/or emigration in others, and their inclusion in the social, economic and cultural dynamics, means that each country possesses certain distinctive features. Likewise, the development of the media, the type of training, access to media productions and professions, or even the regulatory system in place in the media sector or sport, vary considerably from one European country to another.

That is why the Brussels encounter is being followed up with five national seminars between November 2011 and December 2012 in Italy, France, Romania, Finland and Belgium⁸. The idea is to bring together media literacy and journalism trainers from these countries to build a better national understanding of the issues involved in media, diversity and sport.

These events will also provide an opportunity to explore in greater depth the various ideas to be used in media literacy and journalism training through the development of more detailed provision.

2. European exchanges of professional practice

Intended as an opportunity to gain exposure to other types of professional practice and to widen one's network of contacts, the European exchanges of professional practice are aimed at all media professionals, established or aspiring, and media educators.

Through these exchanges, they will get the chance to host a colleague from an organisation in the European media sector (training centres, media, regulatory or self-regulatory bodies, trade unions, media literacy organisations, etc.) and to be hosted in turn by this same colleague, enabling them to discuss their professional practices and create a common output together (training exercises, media reports, case studies, etc.).

3. On-line tools

On the MARS programme website (www.coe.int/mars), various resources are available: training packages, productions, information documents, reports and forms. Participants in the MARS programme encounters can also access an intranet version, based on exchanges of documents and information on experience.

To **conclude**, by combining these two fields, namely media literacy and journalism training, the MARS programme has sought to pull together different viewpoints and perspectives in order to implement training that will facilitate the inclusion of diversity and non-discrimination in the professional practices of media literacy and journalism trainers. The "working groups" format provided extensive opportunities to share experience and good practice from media, sport and diversity angles, and produced pointers for educational activities that could be incorporated in media literacy or journalism training, without, however, totally separating the two. These achievements demonstrate not only the value of this approach, in which the participant is invited to step back from their own training practices, but also the potential for forging synergies and partnerships.

⁸ To see the dates of and/or enrol for these encounters, see the MARS website: www.coe.it/mars

APPENDICES

- Appendix 1 – Conspectus of pedagogical ideas
- Appendix 2 – Agenda MARS European Encounter Brussels, October 2011
- Appendix 3 – List of participants MARS European Encounter Brussels, 11. – 14. October 2011
- Appendix 4 – MARS programme Planning
- Appendix 5 – Training Unit Model

➤ Appendix 1 – Conspectus of pedagogical ideas

Areas of action	Teaching ideas	Target groups
Awareness raising	Provide information on codes of conduct, codes of ethics, charters	General public
	Launch campaigns on diversity	General public
	Raise awareness about journalism	General public Minority communities
	Issue invitations to media “open days”	General public Minority communities
	Role play focusing on diversity, “someone else’s shoes” exercises	Journalists
	Encourage debate on diversity within newsrooms	Journalists
Encounters/immersion	Classroom visits by journalists	Journalism students General public
	Exchange programme for journalists	Journalists
	Presence of diversity in newsrooms	Journalists
	Set up a diversity network	Journalists
	Encourage field reports	Journalists
	Partnership between athletes and journalists to provide coverage of sporting events	Journalists
	Bring students into newsrooms and involve them in editorial decisions	Journalists Journalism students
	Placements in media industries and exchange programmes	Journalism students
	Bring students into newsrooms and involve them in editorial decisions	Journalism students
	Hold a seminar on diversity to coincide with a sporting event	Journalists General public
	Organise an international film festival with encounter workshops	General public
	Partnerships between journalism schools and “social cohesion” neighbourhoods	Journalism students

Analysis	Provide media literacy training	Journalists Journalism students
	Module on the role/influence of sports journalism in our society	Journalists
	Construction/deconstruction of media messages (power of language, headlines, images)	Journalists Journalism students
	"Agenda setting" activity	Journalism students
	"Monitoring" the media	Journalism students
	Analysis of cases involving infringements of press freedom (creation of a common code of ethics)	Journalism students
	Re-write controversial headlines in a clear and concise manner	Journalism students
	Analysis of films about diversity	Journalism students
	Module on stereotypes (their function, etc.)	Journalism students
	Analysis of the various types of sport in the media (the position of women, the economic angle, etc.)	Journalism students General public
	Evaluate commercials (reinforcement of stereotypes, connotations, etc.)	Journalism students General public
	Analyse one's own productions (feedback on practices)	Journalists
	Production	Teach the skills needed for self-expression
One, Two, Tweet		Journalism students
Collective production of short films illustrating the conflicts that exist in a particular community and find a solution to these conflicts		Journalism students
Exercises in which participants describe themselves and learn the value of diversity within the group		Journalism students
Investigation and report on multiculturalism		Journalism students
Humour and stereotypes		Journalism students
Transpose the main characters from productions (Smurfs, Batman, etc.) to other cultural contexts		Journalism students General public

	Parody videos or commercials by exaggerating the stereotypes featured	General public
	Give young people a voice in the media, e.g. by including them in editorial teams	General public
	Collective production involving young people and children	General public Journalists
	Training in new technologies (techniques and practices)	General public Minority communities
	Involve groups that suffer discrimination, drawing on their expertise	Minority communities
	Give airtime to associations, groups, etc.	Minority communities Journalists
Regulation	Implementation of codes of conduct on diversity	Journalists
	Appoint editorial board members from a more diverse pool	Journalists
	Implementation of quotas	Journalists

MARS – MEDIA AGAINST RACISM IN SPORT

Media, Diversity & Racism in Sport

EUROPEAN MEDIA ENCOUNTER

Journalism & Media Training & Literacy in Europe

DRAFT AGENDA

11. – 14. OCTOBER 11

Maison des Associations Internationales

Washingtonstraat 40
1050 Brussels, Belgium
Tel.: + 32 2 640 18 08

www.mai.org

Tram/Bus stop Bailli or Vleurgat station



12.30 pm **Welcome Lunch**

2.15 pm **Media, Diversity & Racism in Sport**

Plenary session

Fadila Laanan, Minister, *Ministry of Culture, Audiovisual, Health & Equal opportunity*, French Community Government, Belgium

Irena Guidikova, Head of Division *Cultural Policy, Diversity & Dialogue*, Council of Europe

Massimo Serpieri, Unit D4 Anti-discrimination, DG Justice, European Commission

Facilitators **Reynald Blion**, *Media & Diversity and Mars Programme* Manager, Council of Europe

Patrick Verniers, Director, *Media Animation*, Belgium

2.45 pm **Media, Diversity & Racism in Sport – Journalism & Media Training & Literacy in Europe**

Introduction & Presentation

Plenary session

Reynald Blion, *Media & Diversity and Mars Programme* Manager, Council of Europe

Patrick Verniers, Director, *Media Animation*, Belgium

3.00 pm **Media, Diversity & Racism in Sport – Journalism & Media Training & Literacy in Europe**

Round Table

Plenary session

Etienne Bonamy, former Chief Editor, *L'Equipe* (France)

Sonia Parayre, deputy executive Secretary, *EPAS*, Council of Europe

Sukhraj Sohal, Executive in *BBC* sport, Director, *Tenmonkeys Sport & Media Consultancy*, (United Kingdom)

Facilitators **Lida-Aglaia Aslanidou**, *City University London*, United Kingdom

Ibrar Khan, *BBC*, United Kingdom

4.15 pm *Coffee Break*

4.30 pm **Media, Diversity & Racism in Sport – Journalism & Media Training & Literacy in Europe**

Working groups

Group 1 - Journalism & perceptions of journalism, the media, sport and diversity (Practices and challenges)

Facilitator **Thierry Guilbert**, *IPJ*, France

Group 2 - Media literacy and perceptions of media literacy, the media, sport and diversity (Practices and challenges)

Facilitator **Patrick Verniers**, *Média Animation*, Belgium

- 5.45 pm **Media, Diversity & Racism in Sport – Journalism & Media Training & Literacy in Europe**
Reports of the working groups
Plenary session
Sharing of perceptions of each professional sector and presentation of the challenges
Facilitators **Reynald Blion**, *Media & Diversity* and *Mars Programme Manager*,
Council of Europe
Patrick Verniers, Director, *Media Animation*, Belgium
- 6.15 pm **End of the day**

WEDNESDAY, 12TH OCTOBER, 2011

- 9.00 am **Media, Diversity & Racism in Sport – From Media Literacy to Journalism Training in Europe**
Welcoming
- 9.15 am **Media, Diversity & Racism in Sport – From Media Literacy to Journalism Training in Europe**
Plenary session
Facilitators **Reynald Blion**, *Media & Diversity* and *Mars Programme Manager*,
Council of Europe
Patrick Verniers, Director, *Media Animation*, Belgium
- 9.30 am **Media, Diversity & Racism in Sport – From Media Literacy to Journalism Training in Europe**
Working groups
Analysis of the existing and presented tools (methodology, content, strengths and weaknesses) of media literacy and of their potential added value to journalism training.
Exchanges built around the three themes:
- Group 1 – SPORT
Facilitator **Alessandro Soriani**, *Zaffiria*, Italy
- Group 2 – MEDIA
Facilitator **Marguerite Cros**, *CLEMI*, France
- Group 3 – DIVERSITY & NON DISCRIMINATION
Facilitator **Suzanne Krucsay**, Austria
- (Coffee break at mid-term)*
- 1.00 pm *Lunch*
- 2.30 pm **Media, Diversity & Racism in Sport – From Media Literacy to Journalism Training in Europe**
Working groups
First steps for building inclusion strategies of conceptual and methodological and of synopsis, to be finalised later, of modules and/or exercises structured around the three themes:

Group 1 – SPORT

Facilitator **Alessandro Soriani**, *Zaffiria*, Italy

Group 2 – MEDIA

Facilitator **Marguerite Cros**, *CLEMI*, France

Group 3 – DIVERSITY & NON DISCRIMINATION

Facilitator **Suzanne Krucsay**, Austria

(Coffee break at mid-term)

5.30 pm ***Media, Diversity & Racism in Sport – From Media Literacy to Journalism Training in Europe***

Reports of the working groups

Plenary session

Sharing of working group results

Facilitators **Reynald Blion**, *Media & Diversity* and *Mars Programme Manager*,
Council of Europe

Patrick Verniers, Director, *Media Animation*, Belgium

6.00 pm **End of the day**

7.30 pm **Dinner**



Jaloa Brasserie

Place Sainte Catherine 5/7
1000 Brussels

www.brasseriejaloa.com

THURSDAY, 13TH OCTOBER, 2011

9.30 am ***Media, Diversity & Racism in Sport – Synthesis of the 1st working group session***
Plenary session

Facilitators **Reynald Blion**, *Media & Diversity* and *Mars Programme Manager*,
Council of Europe

Patrick Verniers, Director, *Media Animation*, Belgium

9.45 am **Media, Diversity & Racism in Sport – From Journalism Training to Media Literacy in Europe**

Working groups

Analysis of the existing and presented tools (methodology, content, strengths and weaknesses) of journalism training and of their potential added value to journalism training. Exchanges built around the three themes:

Group 1 – SPORT

Facilitators **Fabien Wille**, Lille University, France
Regina Gouveia, I.P.G, Portugal

Group 2 – MEDIA

Facilitators **Alexander Vojvoda**, Radio FRO, Austria
Sue Caro, BBC, United Kingdom

Group 3 – DIVERSITY & NON DISCRIMINATION

Facilitators **Mihaela Danga**, CIJ, Romania
Mahmut Cinar, Bahçesehir University, Turkey

(Coffee break at mid-term)

1.00 pm Lunch

2.30 pm **Media, Diversity & Racism in Sport – From Journalism Training to Media Literacy in Europe**

Working groups

Finalisation of inclusion strategies of conceptual and methodological tools and of synopsis, to be finalised later, of modules and/or exercises structured around the three themes:

Group 1 – SPORT

Facilitators **Fabien Wille**, Lille University, France
Regina Gouveia, I.P.G, Portugal

Group 2 – MEDIA

Facilitators **Alexander Vojvoda**, Radio FRO, Austria
Sue Caro, BBC, United Kingdom

Group 3 – DIVERSITY & NON DISCRIMINATION

Facilitators **Mihaela Danga**, CIJ, Romania
Mahmut Cinar, Bahçesehir University, Turkey

(Coffee break at mid-term)

5.30 pm **Media, Diversity & Racism in Sport – From Journalism Training to Media Literacy in Europe**

Reports of the working groups

Plenary session

Sharing of working group results

Facilitators **Reynald Blion**, Media & Diversity and Mars Programme Manager, Council of Europe
Patrick Verniers, Director, Media Animation, Belgium

6.00 pm **End of the day & Free evening**

9.30 am **Media, Diversity & Racism in Sport – Journalism & Media Training & Literacy in Europe**

Presentation of inclusion strategies and synopsis

Plenary session

Presentation by each working group of the results of its works in relation to the three themes:

Group 1 – SPORT

Group 2 – MEDIA

Group 3 – DIVERSITY & NON DISCRIMINATION

Comments **Michel Lecomte**, Editor in chief sport Radio-TV, *RTBF*, Belgium

Facilitators **Reynald Blion**, *Media & Diversity* and *Mars* Programme Manager, Council of Europe
Patrick Verniers, Director, *Media Animation*, Belgium

11.00 am **Coffee Break**

11.30 am **Media, Diversity & Racism in Sport – Journalism & Media Training & Literacy in Europe – The next steps**

Plenary session

The next 5 national encounters – to deepen the proposals and to build modules and exercises

The Media Work Exchanges – Another MARS action to follow the exchanges and to deepen and finalize synopsis of exercises and modules

The MARS intranet website – A tool for following the work

The *European Journalists for Diversity* Face book Page – A network of exchanges and of work

Facilitator **Reynald Blion**, *Media & Diversity* and *Mars* Programme Manager, Council of Europe

12.00 **Media, Diversity, Racism in Sport - Journalism & Media Training & Literacy in Europe - Conclusions**

Plenary session

Matteo Zacchetti, Deputy Head of Unit *Media Programme and Media Literacy*, DG Education and Culture, European Union Commission

Patrick Verniers, Director, *Media Animation*

Reynald Blion, *Media & Diversity* and *Mars* Programme Manager, Council of Europe

1.00 pm **Closing Lunch**

2.30 pm **Departure of participants**

**MARS – MEDIA AGAINST RACISM IN SPORT
MARS – MEDIA & ANTI-RACISME DANS LE SPORT**

**EUROPEAN MEDIA ENCOUNTER
RENCONTRES MEDIATIQUES EUROPEENNES**

*Journalism & Media Training & Literacy in Europe
Formation & Education au Journalisme & aux Media en Europe*

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MARS – Media against racism in sport

Timetable, Action Plan and Budget 2011-2012

MARS – Media against racism in sport																										
Timetable, Action Plan and Budget 2011-2012																										
Action	Resp.	Outputs	2011												2012											
			J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
COORDINATION																										
<i>CoE global coordination</i>	CoE																									
<i>Coordination meeting 1</i>	CoE	Meeting Report		15. - 16. 02	1 report not online																					
<i>Coordination meeting 2</i>	CoE	Meeting Report						30.06 - 01.07	1 report not online																	
<i>Coordination meeting 3</i>	CoE	Meeting Report														15. - 17. 02										
<i>Coordination meeting 4</i>	CoE	Meeting Report																						?		

INFORMATION and DATA																		
MARS Website & Database	CoE + AV	1 Website					Preparation											
Consultation on Offers, Resources and Tools	CoE + MH	Offers of collaboration, Tools and Resources online																
Website Updating Publishing Activities Database dev.	CoE	20 NL 1 DB																
CROSSING PROFESSIONAL PRACTICES																		
Cross-visits JTML	CoE	46 Cross visits																
		23 training tools published (exercises, modules, pedagogical tracks...)																
Cross-visits EMED	CoE	44 Cross visits																
		22 case studies																

MARS Training Resources

Journalism & Media Training and Literacy

Name of the author:

Institution:

E-mail address :

Telephone:

Date:

Theme

.....

Title of unit

.....

Type of exercise or module

(Select the appropriate one(s))

- Journalism training exercises
- Media literacy exercises
- Journalism training modules
- Media literacy modules
- Exercise or modules mixing journalism training and media literacy tools and resources.

Target audience

-
-
-
-
-
-

Overall aims of the unit

-
-
-
-
-
-

FORMAT

Format should be limited to 10 pages (around 15 000 characters) for any written product and/or to a 3 to 12 minutes format for any audiovisual product, if any

Abstract (with rationale)

(100 to 150 words):

.....

.....

.....

.....

.....

Time

- Whole unit
- Activity1
- Activity 2
- Activity 3
- Activity 4

Tips to trainers on the overall unit

-
-



Title of activity

Activity Number

Specific objectives

(What are the specific learning outcomes? What will the students/participants learn and/or what will they be able to do and/or what attitudes you expect to change as a result of doing this activity? List expected outcomes regarding their knowledge, skills, and attitudes

- to
 - to
 - to
 -
-

Time ___ minutes

Resources

-
 -
 -
-

Practical arrangements

.....
.....

Grouping

___ individual; ___ pair work; ___ group work; ___ whole group

Instructions – Worksheets

1.
 2.
 3.
 4.
-

Tips to trainers

-
-

(Please add more pages as necessary for each activity⁹)

Bibliography

-
-

Annexes

(if needed)

(Pre-reading, texts and references, resources, answer sheets, etc)

⁹ In case of training unit made of several activities, writers can duplicate this page to present each activity of the unit.