

MEDIANE

Media in Europe for Diversity Inclusiveness



February 2014

**MEDIANE BOX
on Media Diversity
Inclusiveness**

***JOURNALISM TRAINERS
SELF-MONITORING
INDICATORS***

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Funded
by the European Union
and the Council of Europe



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Implemented
by the Council of Europe

The self-monitoring tool for journalism trainers is organized under three main themes:

1. Preparation of teaching/training material
2. In-class practices
3. Journalists' development and feedback

The proposed themes are the result of online consultation (two online surveys with potential users) between May 2013 and January 2014 and consultation with the Mediane partners.

PREPARATION OF TEACHING MATERIAL

1. *When you prepare material for teaching do you include different points of view?*

Never
Rarely
Sometimes
Often
Always

2. *Do you choose teaching material that challenge the opinions held by the majority?*

Never
Rarely
Sometimes
Often
Always

3. *Do you think your own opinions and perspective might influence the way in which you approach different topics in your teaching?*

Yes
No
To an extent

4. *How important is it to address trainees' biases towards specific groups when teaching journalism?*

Very important
Important
Somehow important
Not very important
Not important at all

5. *Do you think the training courses you teach support journalists in tackling their personal biases?*

Yes
No
To some extent

6. Should the training material include heavy mass of texts on diversity inclusiveness of journalism?

Yes

No

7. Do you think that diversity inclusiveness in journalism should be taught in separated courses devoted on the issue?

Yes

No

8. Which do you think comes closest to defining diversity inclusiveness in journalism?

- a) Ethnic minorities being given equal space as the majority in the media.
- b) The strive to incorporate perspectives of people from various backgrounds (in terms of race, ethnicity, gender, age, sexuality, etc.).
- c) Different minorities given opportunities to develop their own media.

9. If you have any personal bias towards specific groups, do you think the material you teach will help you overcome it when you teach?

Yes

No

To some extent

10. Do you know where to seek advice for further integrating diversity in your teaching?

Yes

No

11. As a trainer, would you benefit from having access to more material that support diversity inclusiveness in journalism?

Yes

No

To an extent

12. Would you benefit as a professional from learning more about diversity inclusiveness in journalism in regards to: (choose as many responses as you like)

Gender

Ethnicity

Sexuality

Religion

Disability

Class

Age

13. Which of the below are issues for you to further address as a professional in advancing diversity inclusiveness:

- Personal biases and own viewpoints
- Skills in engaging with students of different backgrounds
- Range of selected teaching material
- Managing equality among trainees/students in the classroom?

IN-CLASS PRACTICES

1. Do you think in-class practices play a role in training students on diversity inclusiveness in journalism?

- Never
- Rarely
- Sometimes
- Often
- Always

2. Do you feel that the training/teaching material you use help your students understand the different angles of a story?

- Yes
- No
- To an extent

3. Do you feel that trainees are given opportunities to understand media stereotypes through their training?

- Yes
- No
- To an extent

4. Are students encouraged to consult diverse sources when they prepare stories in class?

- Yes
- No
- To an extent

5. Do you ask students to reflect on issues of diversity when they take:

- (a) Courses associated with diversity/minorities representation - Yes ____ No____
- (b) Courses on ethics - Yes ____ No____
- (c) All different courses in your curriculum - Yes ____ No____

6. Do you discuss with trainees strategies to reach sources that might not belong to a group they are familiar with?

- Yes
- No

7. Do you adopt different exercises in class (e.g. role playing) in considering the perspective of different groups/individuals involved in a story?

Yes

No

8. Do you compare and contrast different perspective in stories during training?

Yes

No

9. Do you discuss with trainees the challenges presented to their work by time constraints?

Yes

No

10. Do you discuss with trainees the challenges organizational structures and hierarchies might present to their work?

Yes

No

11. Should trainees be made to recognize their own biases and lack of empathy if they cover specific groups?

Yes

No

To an extent

12. Do you consider issues associated with diversity when you engage with trainees/students of different backgrounds?

All the time

Sometimes

Rarely

Never

JOURNALISTS' DEVELOPMENT AND FEEDBACK

1. Do trainees need to be empathetic to understand the importance of diversity inclusiveness in journalism?

Yes

No

2. Do you think it is necessary as a trainer to teach the importance and difference between empathy, fairness and respect?

Yes

No

3. Is it important for you to understand what kind of practices your trainees will adopt after finishing the course?

Yes

No

4. Would feedback from trainees be useful in understanding how to address issues of diversity inclusiveness?

Yes

No

5. Do you have a system of feedback from trainees in place to help you evaluate your teaching practices?

Yes

No

6. Is self-awareness more important than understanding what diversity inclusiveness in journalism means?

Yes

No

MEDIA & DIVERSITY INCLUSIVENESS – WHAT IS THE PROBLEM?

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

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

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

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

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

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

Some key figures about the problem!

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

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

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

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

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

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

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

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

... Something to add?