

# MEDIANE

## *Media in Europe for Diversity Inclusiveness*



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**GLOBAL ANALYTICAL REPORT  
& GUIDELINES**

**MEDIA DIVERSITY INCLUSIVENESS  
WHAT IS IT ABOUT?**

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## **AN ANALYSIS OF THE OUTPUTS AND OUTCOMES RELATING TO DRAWING UP 'DIVERSITY INCLUSIVENESS' DEFINITIONS AND GUIDANCE ACROSS 9 MEDIANE ENCOUNTERS.**

### **INTRODUCTION**

When the first Mediane encounter took place in June 2013 (6-8th in Cyprus) the project team were tasked with disseminating the term 'diversity inclusiveness' (DI) to the 80 or so participants. Since that launch event we have run a further 8, and approximately 400 participants from across the European media landscape have taken part in discussions and debates about DI.

What became clear very early on in the process was the broad range of understanding this term evinced. The result was that we spent some time at the start of each encounter defining DI. Sensitivities were involved as we needed to be sympathetic to those participants who worked as diversity reporters and producers. We were keen to reassure them that this was not an attempt to nullify their *raison d'être*, but to include their work and extend it.

In addition, the fact that the Mediane team comprised partners representing different constituencies in the media field; working journalists, community media activists and trainers ranging from vocational to theoretical perspectives, meant that peoples' understanding and use of the term needed to cover a multiplicity of contexts.

The outputs which follow in this analysis demonstrate that broad range of situations and personal circumstance participants' required them to address.

### **ANALYSIS**

Debate and discussion was one of the most useful aspects of the Mediane activities, both during encounters and on the media exchanges (EEMPs). Some of that richness is captured in the formal reports issuing from them, but often the warmth of debate, the sense of growing understanding and development of relationships across various borders, is missing in a written form. For those of us who were present it was a hugely affecting aspect of the project and has been captured in the independent evaluation which took place following each event. To a certain extent it can be read into the outputs, but the resulting guidance and definitions can seem easy and straightforward and the often passionate debate taking place over several days which led to them being drawn up is lost. Nevertheless it was there and provided fertile ground for the work to take place.

Discussions came up under various headings on agendas for each encounter, as these were set by our Partner organisations and reflected specific issues and interests. So the form in which diversity inclusiveness comments came up differ markedly. (For example in Wurzburg the topic was youth and gender, so debates were framed around them, as with this recommendation: *'Make mentoring available to young people and women at workplace'*). The various constituencies served by our Partners is evident from the way in which some comments are driven by a slightly more theoretical or aspirational view of the media; *'they should be', 'the media ought to'..* Compare those with more pragmatic comments from working journalists and active media operators *'Take the background (e.g. gender, ethnic minority, etc.) into account when interviewing experts..' and a further range aimed at a constituency dealing with teaching and learning 'Analyzing media discourse with some critical thinking should be embedded in teaching. We need media literacy. Journalists are not educators, they should not be, but whenever they write an article they are educating the reader. They should expose stereotypes.'*

This reflects the different interests of our Partners who were involved in MEDIANE. but of course these distinctions were not rigid and in every encounter there was robust and creative discussion usually proceeding from the differences between participants and their various experiences.

Most encounters invited people to bring out their fears on the subject under the heading of 'limitations', which they were then invited to overcome in their suggestions. So these were very useful opportunities to raise issues sometimes generic but at other times specific to participants' home and work situations.

It was clear, as has been noted in earlier reports by the author, that as the project progressed there was less time needed to be spent explaining the term Diversity Inclusiveness. So we see that more 'sophisticated' discussions, which occurred as people spent longer sharing and problem-solving, cropped up more regularly in the latter encounters: *'We learned that the best way to contradict oversimplification is a focus on diversity. We live in a complex world and usually those who present a topic in a simple manner are zealots: they want to convince you of something for personal or political gain.'* / *'The true benefit of the program was that we could clearly see the importance of inclusive approach in journalism. It helped us to see through the already studied/reported and well-known aspects and points of the subject and gave us a whole new perspective, just like a new method of cognition in the social sciences'* / *'A challenge we guess is that working deliberately on media diversity inclusiveness can force one to rethink your approaches, but also possibly result in avoiding topics or interviewing people that is sometimes necessary to come to a story. Regarding the media inclusiveness, choosing our sources carefully, in other words, who could represent whom and what, was one of the challenges for sure in our discussions'.*

Definitions of what DI was (and was not) also became clearer as the project got underway. There was less of a confusion between 'diversity reporting' and 'diversity inclusiveness' with some interesting definitions offered such as: *'Giving voice to all the part of the society, assuring an equal coverage, and involving the community in the media production.'* / *'Ensure that sources reflect groups that are underrepresented in media reports'* / *'Becoming very much aware about including minority perspectives in a program without talking exclusively about minority problems.'* / *'The method of getting the hidden perspective and unknown parts of complex socio-cultural participants and a possible chance to put relevant questions after it is well-known,'* / *'More focusing on the people and not to their differences.'*

This more certain sense of the term was noticeable roughly half way through the schedule of encounters, although some participants at times struggled to apply this understanding to story selection, still focussing on stories about minority groups and their issues, most notably in the media exchanges (EEMP). There may be many reasons for this. One is certainly that some peoples' commitment is very strongly still to covering stories about 'minorities' and issues relating to them, particularly if they work in environments where human rights abuses are under-reported. Another is that their understanding of our definitions of DI aren't firmly embedded enough to mean they can 'translate' to seeing that any and every story can have DI within it. With the former explanation it may well be that people adopt a more DI approach to stories when they feel they are ready to. With the latter we suggest that the development of more concrete examples of news stories, journalists' anecdotes and other practical artefacts, lodged on the Mediane Box linked to the definitions, would help.

But what was striking in each encounter from the start of this project was the sense of commitment the majority of participants brought to the event, the desire to come up with real-life solutions to get greater diversity inclusiveness in news reporting. So the resulting list of advice for journalists is a large one.

Mostly the list is very practical and creative. Guidance on how to be more inclusive covered everything from suggestions about how to persuade editors to take a different line on a story, to including interviewees from wider range of backgrounds and supporting new journalists who brought some difference to the newsroom.

While there are some outputs (all of which can be found in the MEDIANE box) which have more grand or over-arching aims the majority are person-sized and therefore not only useful, but also possible.

Much importance was placed on self-awareness and self-knowledge; keeping oneself up to date and open to one's own prejudices, also an awareness of the difficulties most face in terms of deadlines and other time pressures and the impact that can have in terms of falling back on stereotypes.

For the most part there wasn't pessimism about the possibility for greater diversity inclusiveness in the future for news and reportage. Partly this was the impact of spending several days with people of like-minds and the sense of encouragement that brought about. But this is also a reflection of the fact that many participants felt the lack of DI in the media was down to education. The clear assumption being that if people knew more, had greater and wider experience, much of the narrow and stereotypical reporting could be addressed. Many identified specific issues: *'Lack of knowledge of minority issues and discrimination'*

This is not to say there was a lack of reality amongst participants. Many shared, in discussion, their own difficulties with bigoted co-workers or managers. The issue of working for a media following a particular party line or repeating mainstream cultural fears was aired numerous times. But the prevailing ethos in encounters was not one of despair. It was far more positive; to bring about change which was possible, in one's own practice and with others who would be open to discussion.

In all spheres of discussion across 9 encounters the key issue people brought up, was lack of knowledge; people (journalists and media users) didn't know enough, didn't understand certain issues, that better understanding and wider experiences, broader contacts lists etc would make a big difference. The emphasis was therefore on how to broaden outlooks and 'upskill' colleagues with information and examples of others' useful practice: *'Use of female experts: In Denmark, media regularly use young female experts on terrorism; In Germany, a list of female experts are handed over to editorial officers.'*

Some of the advice and guidance for increased DI assumed that journalists were all from a majority culture, which reflects some of the societies participants were from, while others worked on the premise of mixed culture newsrooms and tackled the problems they faced.

Generally speaking, discussions and suggestions which arose from them fell roughly under three headings; personal, political and managerial. Personal was by far the largest. Typical of the kind of guidance and reflection was: *'be aware of Own cultural / social background and networks', 'Oneself can be the biggest limit', 'Lack of confidence / Fear of failing / Prejudices', 'deficit on knowledge on some themes'*

The sorts of political comment most commonly raised reflected the diverse situations participants worked in: *'Market-oriented media are not focused on minorities', 'Politicisation of media: some media organisations run certain political agenda against certain groups of community in society, e.g. far-right politics', 'Self-censorship of some media when it comes to covering far rights groups', 'The tendency of sensationalising/commercialisation of the news'.*

While the more managerial comments centred around issues of jobs and status : *'Lack of newsroom diversity in terms of employment', 'Lack of support from and engagement of media managers and owners to develop policies to tackle diversity and inclusiveness in the newsroom and news content', 'Guidelines adopted in newsrooms are often neglected'.*

This concentration on the personal aspect of development, of journalists' own ability to solve the problem of greater diversity inclusiveness in their reporting was echoed in the experience of many who took part in the media exchange programme (EEMP). Perhaps inevitably as this was about two peoples' experience of working together across a variety of borders and divides, they reflected on how they addressed issues and overcame them to produce some journalistic work. They acknowledged the importance of the experience: *'The more important thing was the work and the richness of the discussions we had during the working process,'* and the lessons for their own practice: *'choosing our sources carefully, in other words, who could represent whom and what, was one of*

*the challenges for sure in our discussions' / 'So I have to admit that my biggest challenge was to overcome my own prejudices that link sport with bigotry'.*

## **CONCLUSION**

There are a great number of practical, relevant outputs which have come from the Mediane project so far. Most easy to demonstrate is the solid advice and guidance to fellow journalists and news-editors as well as media educators and trainers. There are many pages worth of these and they will be made accessible via the Mediane Box, though a short summary of key advice for strengthening DI is included below as Appendix 1.

These suggestions have the advantage of being drawn up by their peers, which gives them greater credibility than those suggested by well-meaning think-tanks or similar.

It would however be useful to be able to work on these definitions and advice to gain a standardisation to their expression, while respecting the intended peculiarities, in order to make them more 'user-friendly'.

Another possible development would be to gather journalistic examples of stories and news reports to flesh out the various definitions of Diversity Inclusiveness. This would help to address the deficit in understanding mentioned earlier when participants applied the definitions to selecting stories.

A further development could be in quantifying the lasting nature of the change participants underwent during these exchanges and encounters, for which further research would be necessary. However, in conclusion, it is possible to say that if one subscribes to the theory of the importance of 'game-changers', whereby motivated individuals can shift the culture they work in, the full impact of Mediane is yet to be seen.

## **Appendix 1 - 'A short summary of guidelines for strengthening DI'**

Broaden your network of contacts to include representatives from all communities - This is applicable in newsrooms, for picking up broader range of stories and to ensure experts from those communities are not kept solely for diversity stories

In classrooms, to have different perspectives taught and expose students to people they might not otherwise meet  
Be aware of your own cultural and social networks and the impact that has on your (news) judgment.

Link with other like-minded colleagues to gain support for promoting different stories and angles.

Double check information isn't based on stereotyping when covering sensitive stories.

Community and 'minority' media groups are good sources of stories and offer fresh voices.

Encourage a broader range of people into the newsroom / classroom: mentoring them will often help them to flourish.

Encourage change in the sphere you work in; one person can often make a big difference.

Require students to have a DI approach to stories while they're training.

Offer different experts from the norm on mainstream stories, both in newsrooms and classrooms.

Challenge assumptions when you hear them.

Include different media formats in order to give voice to a wider and more diverse audience; the internet and social media generally is easier for people to access.

Consult with local journalists 'on the ground' to verify national stories.

To avoid simply reporting diversity, ask whether the story has a wider universal interest.

Ensure you set a story in context; what's the big picture?

Are 'minority' interests asked to speak for themselves?

Don't exclude certain voices because of a difference in language, there's always a way round it.

## **Appendix 2 - Extracted advices and definitions from 9 encounters & some of the reports of participants to European Exchanges of Media Practices**

Bring issues from diversity reporting into the mainstream to a wider audience; the stories, approaches, contacts/speakers, into the everyday.

Showing the different angle

Be open for fresh angles outside of the 'norm'.

Diversity = way of including the 'invisible' voices / including the whole audience.

Not talk about / let people speak with their own voice

Remember who you're reporting on and to.

Making strange - Inserting an unexpected element into a normal situation or disrupting an expectation

Informing by 'stealth': Inserting a short 'diversity' piece into a longer piece that is ostensibly on another, more mainstream, topic.

Making it strange and forcing a moment of reflection

Not being apologetic about any of the above!

Seeing people in an ordinary way, not problematised.

Stereotypes of how people seen - break away from them.

Not lecturing to an audience!

Be aware of making assumptions about the Audience, usually they reflect your own background.

Give Minorities a chance to set the topics themselves

Treat the subject in a way that can be acceptable by the Chief Editor or presenting your idea in a flexible way to obtain a foundation to develop it; find a clever approach to the subjects so that they can be accepted; Tell the editor that: an inclusive approach to a subject can increase the audience

'Making strange': Inserting an unexpected element into a normal situation; or disrupting an expectation. For instance, having a person with disability presenting the weather, or a (macho) man advocating against Violence Against Women - it breaks the familiar, making it strange and forcing a moment of reflection

Get informed about the real situation and keep updated with knowledge: Read (reports, books, etc.) and continue studying to know what new things are being released about the subjects

Talk to experts, politicians, and leaders in order to find solutions and make proposals

Become economically independent

Specialise in one theme

Build and / or join journalists unions

Build long-term relationships with women, minority communities in order to make them trust in your work and approach; have a better/richer access when you need to cover their issues

Use Internet and Social media to keep in contact and show that your interest for the minority group issues is real - improve your access and deepen your approach

If you are involved, find always the other side!

To raise consciousness (ex: gender consciousness) - it is necessary (that the CoE) invest money in training courses and education

Money should not be a shortcut because there is some research showing that the inclusive approach increases the audience

Start questioning yourself, your work process, your prejudices, and your way to approach the subjects

Find allies in the media company

Use alternative media

Crowd funding and access to the web can overcome financial limits

Establishing a network through lobbying and contacting multipliers through personal contacts and relations

Connections and relations between mainstream and community media

Media education specifically for people from minorities offered by public TV/radio

Scientific/statistical monitoring of public radio/TV

Change in high-level managers

1st step is visibility of diversity to change viewing habits; 2nd step is to get to real inclusiveness

Promote and establish community media

Avoiding racism

Peer feedback about the inclusiveness of stories

Database of interviewees / Database of journalists

Getting people more involved on a local level

Diversity in School curricula in high schools and journalism courses

Database to improve it by upgrading and talking about it

Database of sanctions/rewards

Education Diversity Journalism/Communication

Launch database on television on European / National level

More integration programmes at kindergarten level/primary level

Peer support in the form of feedback from colleagues at weekly meetings

(More) Partnership and less competition

Best practices and ways to improve women representation

Journalists and media organisations should make use of social media which helps identifying/highlighting discrimination. Because mistakes get noticed much more quickly on twitter. Content can be enhanced when readers interact and ask questions to the journalist.

Journalists should apply the same standards when writing online or using twitter. WAN-IFRA has developed best practices guidelines on content moderation while the Belgian press council has developed guidelines on moderating forums.

Discussions focused mainly on diversity and addressed some gender aspects. The groups shared and addressed the followings:

- The responsibility of journalists to accurate and ethical reporting
- Sharing of an example of coverage of a sportsman convicted with cocaine and the fact that it was impossible to talk about anything else about him despite the fact that he is a great sportsman
- Guidelines adopted in newsrooms are often neglected
- Nationality are often mentioned while there is no need to do so
- It is more important to get the mind-set of journalist right rather than adopt guidelines. This must be done early during their education.
- Need to educate the readers on the fact that there are ethical rules professionals must comply with.
- Sharing example of German Award on diversity: Muslim women talking about headscarf
- It is important to continue doing "unpopular" stories. In Denmark, intense reporting on low participation in elections has encouraged people to vote. There is a need to find positive stories.
- The impact of the image of power changing towards women: Angela Merkel, Helle Thorning-Schmidtprime (DK), Christine Lagarde (FMI). All these women are differently seen in the media. Merkel always wear male-like suits. The others are very feminine.
- A few media houses offer childcare to journalists in media house although it helps. But this service is offered to female journalists rather than male. In Germany, only 2 % of German men take responsibility for their children when working.
- Use of female experts: In Denmark, media regularly use young female experts on terrorism; In Germany, a list of female experts are handed over to editorial officers.
- The Global Media Monitoring Project (GMMP) helps to highlight the place of women in the news ([whomakesthenews.com](http://whomakesthenews.com))
- A bad example was illustrated when the cartoonist portrays two female politicians as pole dancers.

Diversity reporting can be part of inclusiveness, but if it is just closed in itself, it could be exclusive.

Diversity does not mean equality.

Diversity should be looked at as a value and not as something that is missing.

The reason for having to highlight an issue may be a result of the need to discuss it for the first time. Sometimes you need to highlight problems or issues and this is part of inclusive reporting, but not a definition of it.

It refers to who reports, to how the subjects are reported and which perspectives are included.

Ten years ago nobody spoke about diversity, but now it has come to mean "minority".

Inclusiveness would be about the training of journalists and the composition of newsrooms so that it would not be us "white people, journalists doing that"....and it would be looking at the whole sense of inclusiveness. However, diversity in newsrooms does not necessarily mean diversity inclusiveness in the media. Moreover, having diverse people in the newsrooms is not enough. The different ways of talking about diversity are important, for example, not speaking only about fasting and traditions, like the killing of sheep, when mentioning Muslims.

Talking about diversity should mean talking about cross-cutting issues to avoid stereotyping. Diversity should be treated in relation to other topics.

Diversity reporting very often tries to engage the audience on an emotional level. In this way people do not reflect on why people are diverse and excluded. Questions of power and cultural hegemony are involved here.

Diversity is about power. Within the media it's about the language we use. We should be wary of documents which say "you should not say this or that". Generally, all these documents are aimed at showing that we deal with these things in an integrative way. This cannot be the point.

Sometimes we seem to be running the risk of standardizing/neutralizing diversity. Are we going to have "sanitized" news? Do we start eliminating things from reporting? Where is the limit there? It is always about the language and the relation of power that you can establish with the usage of that language. Analyzing media discourse with some critical thinking should be embedded in teaching. We need media literacy. Journalists are not educators, they should not be, but whenever they write an article they are educating the reader. They should expose stereotypes.

People should be empowered to take the floor and say something themselves, about themselves and for themselves. More should be done to empower people. People that need to be empowered are not at university. In this project we need to organize something with informal networks and informal courses.

Relating to the main outcomes of the workshops about "What is Diversity Inclusiveness about?" three main topics were chosen for reflecting on how to include diversity in journalism training and media literacy with concrete action plans :

- ***Reflecting on our own biases / to be aware of them. Looking to us.***

What kind of methods for creating self-awareness of yourself: the PRO & CON of yourself? The biases are internal and external of the journalist: bias of audience, bias of employer. A kind of way to do it would be to submit to being analyzed by others for understanding who we are. Some ideas are suggested: role play (Against the flow – Debate technique, putting yourself in the shoes of people that you report), meet, put the same fact in different stories, problem-based learning (to be involved in the discussion, in the points of view). In terms of training, it was suggested to create a handbook for journalist training with these techniques and to multiply little simulation for developing "little" skills. A trainer should take care of the audience of his training for bringing examples, training situations that are relevant for them.

- ***Thinking about teaching methods for inclusive journalism - Looking to media/journalism.***

What actions can be done to make journalism more inclusive considering both journalism students and professional journalists? The facilitator suggested focusing on ideas and challenges relating to training of professional journalists on diversity. Various ideas and experiences were presented and discussed:

*Examples of programs on diversity in journalism in France with a focus on Islam to make journalists better understand Islam*

*Proposal to embed diversity reporting in more general contents*

*One of the way of involving journalism in diversity is to involve journalists in research  
Using a university to put the civil sector and journalism in contact with each other.  
Belgian example of 'Cherchez la femme' which is the case of women under-represented  
Among the challenges the fact that not always young journalists are more open...  
Another experience is on teaching gender representation in media through an exercise on  
stereotypes*

- ***Developing ways of changing the organization of a school for diversity inclusiveness  
Journalism training – Looking to management level.***

What actions can be done to change the organization of journalism training, so that journalists can be more attentive to diversity inclusiveness? Various issues are highlighted:

*The importance of cultural differences which have to be addressed in a journalism course,  
The role of media education in journalism: journalists have to reach a high level of media education,  
so media literacy should be embedded in courses,  
The levels of bias in the media: the reality is that newspapers think they are doing everything right.  
They're not aware of their own biases. How do you make them aware of their biases?  
The idea of a social media campaign. But how can a social media campaign be included in the  
organization of a training course?*

Some believe that Universities and Schools of Journalism are not the issue. The problem lies with some mainstream media outlets. However, others are not so sure that journalists all over Europe are actually trained to be aware of cultural differences in their societies. The group drew up guidelines about diversity inclusiveness:

Two working groups have brainstormed and come up with an inventory list on diversity inclusiveness guidelines:

- Make mentoring available to young people and women at workplace
- Leaders (in unions, newsrooms or media companies) should take responsibility by participating in meetings, trainings and conferences on diversity inclusiveness issues so that these issues are less marginalised and are part of the organisations' priorities and agenda
- Young people mentoring older people, e.g. on social media
- The role of press councils and their structures. For example, press council's decision on issues related to gender, minority rights, refugee, immigrants, etc. How do press councils make the decision? Who sits in its decision-making body?
- Encourage people from different backgrounds to stand for decision-making positions (in unions, media companies, etc.)
- Raise awareness of the correct (or non-discriminatory) use of wording/terminology among journalists
- Investigate the composition of newsroom staff (to achieve a balanced representation in terms of age, gender, ethnic background, etc.)
- Train journalists to be more open-minded
- Find new ways of engaging journalists in trade unionism to strengthen solidarity and the ethics of the profession (to act as a collective entity)
- (unions) support networks for different networks of journalists, e.g. freelancers and journalism graduates or young journalists
- Organise informal 'meetings' or social events providing a networking opportunity for journalists from different backgrounds discuss issues that matter to the profession, e.g. ethics, working conditions, best practices, etc.
- Avoid stereotypes and ethnic profiling in media report
- Take the background (e.g. gender, ethnic minority, etc.) into account when interviewing experts
- Extra trainings are needed for journalists covering specific issues such as far right politics, ethnic minority, migrants, etc.
- Journalism courses should include ethics as a compulsory element
- Journalists need to understand their audience
- Journalists' unions should support newcomers to the industry and journalism graduates

- Create special committees to respond to all journalists' needs
- Unions to develop policies and innovative ways to support media practices to sustain diversity inclusiveness

### **Conclusions & Recommendations**

The Encounter identified the following challenges that need to be address at different levels:

- Media misrepresentation or stigmatisation of certain groups of people in society, e.g. women, ethnic minority, disabled people, young people, etc.
- Segregation of different communities and different media. The voice of minority groups can only be heard through their own media / community media. There is no mainstreaming in the media on these issues.
- The language barrier between communities and journalists.
- The integration of journalists with a minority background into mainstream media and their assignments
- Politicisation of media: some media organisations run certain political agenda against certain groups of community in society, e.g. far-right politics
- Self-censorship of some media when it comes to covering far rights groups
- Lack of knowledge of minority issues and discrimination
- The tendency of sensationalising/commercialisation of the news
- Lack of newsroom diversity in terms of employment
- Lack of support from and engagement of media managers and owners to develop policies to tackle diversity and inclusiveness in the newsroom and news content
- Journalism education emphasises too much on practical skills rather than ethics
- Lack of training provided for journalists on diversity
- Media organisations need to:
  - Consider the recruitment of staff from different backgrounds and how this can also have an impact on the way local news is reported*
  - Avoid marginalising minority groups*
  - Include diversity in any type of content*
  - Fact checking and languages used ( the question of illegal immigrant ), including diversity in any type of content*
- Journalists need to:
  - Beware of the correct (or non-discriminatory) use of wording/terminology*
  - Be trained on issues related to diversity and inclusiveness , e.g. far-right politics, ethnic minorities, gender issues, etc.*
  - Avoid stereotypes and ethnic profiling in media report*
  - Take into account the background (e.g. gender, ethnic minority, etc.) when interviewing experts*
  - Understand the audience and represent the audience*
  - Journalists should bear in mind diversity and inclusiveness in everyday reporting*
- Journalism trainers and educators:
  - Journalism courses should include ethics as a compulsory element*
  - Training for journalists students and trainers on diversity issues*
- Journalists' unions need to
  - Create special committees to respond to all journalists' needs*
  - Look at the profession from the inside and how it reflects the population*
  - Develop policies and think of innovative ways to support media practices to sustain diversity inclusiveness*
  - Talk to media owners about the issue*

*Unions to develop policies and innovative ways to support media practices to sustain diversity inclusiveness*

*Journalists' unions should support newcomers to the industry and journalism graduates*

*Organise informal 'meetings' or social events providing a networking opportunity for journalists from different backgrounds discuss issues matter to the profession, e.g. ethics, working conditions, best practices, etc.*

*Develop detailed guidelines (including terminology) on covering specific issues, e.g. race, migrants, etc.*

Experiences with diversity inclusiveness (issues, examples) in employment:

- Accountable interview process can (should) guarantee diversity in selection process
- Monitor gender equality
- General economic employment conditions of journalists are a barrier to diversity inclusiveness - how to promote gender equality principles in employment if contracts are not even being renewed?
- Self-reflection process about power dynamics in a local (community) radio where most paid staff was local and male and volunteers were migrant; output: policy paper.

Training:

- Importance of media literacy training for the audience/media consumers; modules of critical media consumption
- MARS training modules (for ex. media "subjects" are asked to rate the coverage produced about them)

Monitor gender and disability:

- Education systems tend to favour people from middle-class background; need to support/finance training of journalist with migrant or working-class backgrounds (example TAZ Foundation in Berlin)

Production:

- Carta di Roma: deontological code for journalists on reporting about migration and refugees (developed with UNHCR and with binding value) (Italy)
- Projects with local associations/foundations for producing diverse, inclusive content and training (Italy)
- Example of web documentary focusing on female senior citizens 60 – 95, issue was "growing old in France"
- Cross-production between different cultural/language communities focusing on shared topics and interests (Holland)
- Using one's own migrant background as an opportunity for topics and angles based on inclusiveness
- Issues in Cyprus media: lack of diversity, culture of exclusion, state control. New web community multilingual radio program gives a space to excluded voices.
- Ethnic graphic research: identify groups' needs and demands what they want from the media - chart interests and topics to be included in media.

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 strategic 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.

## 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?*