



Toolbox: Journalism Training, Discrimination & Diversity

**SPEAK OUT
AGAINST
DISCRIMINATION**

**Council of Europe
campaign**



Toolbox
Journalism Training,
Discrimination & Diversity

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“Promoting intercultural dialogue is a collective responsibility but it is also down to individuals. That is the message of the Council of Europe’s “Speak out against discrimination” Campaign. And since the media and media professionals have a major role to play in combating discrimination and encouraging intercultural dialogue, the Council of Europe has sought to involve all the media industry’s players (publishers, regulators, etc) and have them debate and propose solutions for promoting a culture of tolerance and mutual understanding, bearing in mind the media’s contribution to informing the public and forming opinion.”

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Council of Europe

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Introduction



The core aim of journalism is to report on certain issue on the general public to the general public. Key to the provision of information task is the identification of sources of information, the collection and selection of information and the reflection on them for the final reporting. The core aim of journalism training is to equip future journalists with skills that enable them to carry out these tasks in a most professional way.

To do justice to the general public, the whole of population, meaning the general public with all its dimensions and diversities should ideally be equally reflected in reporting. A full and fair representation but also expression of all the components of the population will serve towards the implementation of professional principles of journalism and is the most effective way of protecting fundamental rights and implementing a real social cohesion based on intercultural dialogue and inclusiveness.

The media bears a great responsibility as it wields much power. We know that the way the media establishes common cultural references and critically observes trends and developments and influences people's perceptions and understanding of public and democratic debates. A diverse and responsible media contributes to intercultural dialogue, diversity, social cohesion in Europe with view for building inclusive and participative society in which all differences are equal.

This is why, since 1995, the Council of Europe through its various bodies (Committee of Ministers, Parliamentary Assembly, European Court of Human rights...) started to implement a normative framework in order to give a greater access of diversity to the media profession and production. In this framework, Recommendations have been addressed to the Council of Europe's member states with the view for implementing pluralism and diversity in the media. The White Paper on Intercultural Dialogue "Living together in equal dignity" gives also complementary guidelines for implementing a real inclusive society, in particular in relation with the media. The "Speak out against discrimination" Campaign of the Council of Europe, implemented between 2008 and 2010, derives its mandate from the White Paper on

Intercultural Dialogue. Since 2008, the Council of Europe started to bring together journalism trainers to devise an education toolbox as part of the “Speak out against Discrimination” Campaign.

The core aim of this set of journalism training practices is based on the principles and values of a culture of respect, mutual understanding and inclusion among journalists for the diverse societies they deliver to. The ultimate goal is to contribute to the prevention of reporting harmful stereotypes in the media, which adds to a segregated view of society, but also to give the means to journalists to allow all groups of population to be part of the media productions and thus to participate to the public and democratic debate.

This toolbox assembles practical exercises from different journalism training institutions, which are easily adaptable and transferable in terms of context and duration. The guiding principle behind was to produce a ‘user-friendly’ resource for journalism educators who want to include ‘a anti-discrimination or diversity’ dimension into their teaching.

This set of journalism training practices was drawn up in close cooperation with journalism training practitioners. A series of workshops with teachers and academics from a number of countries brought together a variety of teaching methods and examples. The content of these practices emerged from the lively discussion which started at those workshops and continued online.

The objective in the development of these exercises is the inclusion of diversity and anti-discrimination features into the existing practice, rather than developing separate and explicit modules on diversity and anti-discrimination.

Special thanks and recognition are due to the **European Union Agency for Fundamental Rights** (FRA) which kindly contributed to the compilation of the practices. In this regard effective use was made of respective areas of expertise and complementary capacities. The FRA is currently developing an online version of the toolbox.

We wish also to warmly thank those media trainers and behind them the institutions to which they belong that cooperated with us over the past months:

Jessica ALLANDE, UtopTV (Norway), **Clara ALMEIDA SANTOS**, Universidade de Coimbra (Portugal), **Eliane BAILLIF**, Centre Romand de Formation des Journalistes (Switzerland), **Fred BAKER**, Media Europa (Austria), **Carla BATISTA**, University Nova de Lisboa (Portugal), **Rares BEURAN**, Babes-Bolyai University (Romania), **Gina BONI**, Manush Foundation (Hungary), **Carlos CAMPONEZ**, Universidade de Coimbra (Portugal), **Nathalie CAPRIOLI**,

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Council of Europe

The teaching examples in this publication are offered to complement the many excellent resources which already exist. Further sections in this tool refer to some of these existing resources, as well as relevant European laws and codes. The initial draft of this tool was 'tested' at a pilot training in Coimbra (Portugal) with a new audience of journalism educators, who had not been part of the process of making or developing the activities. Based on the tested practice and the valuable feedback to it, the given content and format was developed.

Changes in technology and working practice, plus the diversification of the news industry and the audience at whom reporters will increasingly aim, gives journalism teachers more scope and impetus to introduce the notion and appreciation of 'diversity' into the curriculum. We hope this tool will prove helpful to that end.

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Dr Frederick Baker, Cambridge University, United Kingdom



Description of the practices

The guiding principle behind the development of this tool has been to produce a 'user-friendly' resource for journalism educators who want to include what we might term as 'anti-discrimination or human rights awareness' dimension into their teaching.

To that end practical exercises which are easily adaptable and transferable in terms of context and duration have been collected, and are presented here in a brief and "jargon free" manner.

The main aim is that these exercises be read, used, adapted and integrated into current teaching practice.

In addition, it was taken for granted that all teachers and academics are familiar with the media culture within which they operate and, therefore, this toolbox does not include specific information of that nature. What is included is a selection of links to relevant European codes and laws. This is to help bolster students' understanding of the importance given to human rights and anti-discrimination at European level and to provide the relevant sources of information for investigating the legal frameworks.

The bulk of the content comprises teaching examples. These have been used by tutors in a variety of situations. For the most part, they have been taught to journalism students at Universities and Colleges, but some techniques have also been applied in-service with media professionals.

In terms of size or duration of each exercise again this varies, from some which take just a few hours to conduct, to one which was spread over three weeks but obviously took even longer in the planning stages.

Each exercise is laid out in the same way:



For each teaching exercise there is a title which acts as a synopsis.



This is followed by the 'aims'. These are not exhaustive; rather than list them all we have included only those pertaining to our anti-discrimination and human rights themes.



The key questions which follow extract the main issues raised in the exercise. Clearly many others crop up, but these are dependent on the students and their input. Here we list the key ones from the lead tutor.



Teaching methods and duration then follow.



The 'context' gives any background information needed to understand the relevance of the exercise or angle taken within it.



The 'description' contains an outline of how the exercise is carried out. Some give more detail than others, though in all cases there should be enough to grasp how it was conducted. Where there is particular guidance that the tutor felt was important to mention, it has been included.



The following section about 'contacts' is there in case of questions to be addressed to the originator of the exercise.



The 'links' section contains a variety of information. Where there is academic documentation attached to the exercise, for example an assessment brief, this is included as a link. If there are resource materials which are crucial to the teaching, those are included. Where there is relevant legislation or guidance at European level, these are included. There may also be audio and video resources, in which case links are provided to the relevant websites.

All of this material is offered for free by the teaching organisations involved in making this tool.

Following the section containing examples, an appendix lists further reading and other resources on the subject, as well as the contributing organisations.



Digging further into a story in order to get a broader perspective



Aims

To get students to understand the importance of checking facts;
To encourage a greater understanding of complex social issues;
To stimulate discussion about Rights and Freedom of Association.



Key issues

Understanding of how little knowledge of a subject tends to lead to simplistic reporting.



Teaching methods

Group discussion, peer-to-peer and small working groups.

Duration

Half to full day workshop depending on group size.



Context

This exercise is taught to journalism and humanities studies in a number of schools and colleges in the Russian Federation. Because of the nature of the discussion which often ensues, it is important that these students know and trust each other. Ideally, they should have worked together on other activities prior to this one.

This specific example concerns the coverage of the Gay Pride March in Moscow in 2007. Homosexuality was decriminalised in the country 20 years ago, but homophobia is still prevalent in society and is frequently expressed in the media. Gay pride marches have been banned in Moscow as the authorities claim they are an affront to Russian people's traditional values or that the security of marchers cannot be guaranteed by the police.



Description of how it works

Students are given a few articles on the Gay Pride March in Moscow in 2007, including some biased and some more balanced pieces. All in all, the reporting concentrated on the 'controversy' of this event and cited a general lack of support for it amongst the Russian public evidenced in various opinion polls.

After discussing the articles briefly, students are asked to investigate the story, find out more about what happened, discover interesting details, find experts to comment on the story from legal, social and other perspectives and explore experiences of similar marches in other parts of the world.

They are then asked to write a short piece, answering why is it likely (or not likely) that a Gay Pride March will happen in the Russian capital next year. Afterwards, the articles are discussed in the class.

Students came up with a number of interesting arguments, and, more importantly, felt quite engaged in the discussion. They had many questions, exchanged their findings and brought up more of their own stereotypes and bias. As the audience was more informed, some of these stereotypes were immediately challenged by the classmates. In order to ensure respectful dialogue, the discussion in the group is tactfully guided by the tutor throughout.

In the end, the group is tasked with writing about differences in tackling this story by various media and their role in covering such controversial issues.



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Links & European References

For an overview, please, refer to http://en.wikipedia.org/wiki/Moscow_Pride

For other examples, all in English:

http://www.google.com/hostednews/afp/article/ALeqM5gJsxHe-4tN_bvV0H5ayeGaj1x__A

<http://www.guardian.co.uk/world/2009/may/16/moscow-police-gay-rights>

http://www.usatoday.com/news/world/2009-05-16-russia-gay-rights_N.htm

<http://www.spiegel.de/international/world/0,1518,624286,00.html>

<http://www.gayrussia.ru/en/>

<http://www.interfax-religion.com/?act=news&div=6920>

http://rt.com/Top_News/2009-05-16/Police_disperse_gay_pride_parade.html



COUNCIL OF EUROPE

Committee of Ministers

Declaration (2007) on the **Protection and promotion of investigative journalism**

Parliamentary Assembly

Resolution 1728 (2010) on **Discrimination on the basis of sexual orientation and gender identity**

Congress of Regional and Local Authorities

Recommendation 211 (2007) **Freedom of assembly and expression for lesbians, gays, bisexuals and transgendered persons**



EUROPEAN UNION

European Council

Directive 2000/78/EC establishing a **General framework for equal treatment in employment and occupation**

Directive 2000/43/EC on **Implementing the principle of equal treatment between persons irrespective of racial or ethnic origin in education, employment and social protection**

European Parliament

Resolution P6_TA(2006)0273 on **the Increase in racist and homophobic violence in Europe**

Resolution P6_TA (2006)0018 on **Homophobia in Europe**

European Union Agency for Fundamental Rights (FRA)

Homophobia, transphobia and discrimination on grounds of sexual orientation and gender identity, Vienna, FRA, 2010

Homophobia and discrimination on ground of sexual orientation in the eu members - Part 1: Legal Analysis, Vienna, FRA, 2008

Homophobia and discrimination on ground of sexual orientation in the eu members - Part 2: The social situation, Vienna, FRA, 2008



Using 'soundscape' as a tool to heighten students' sensitivities



Aims

To encourage 'open' listening skills;
To encourage students to question their own preconceptions;
To help students recognise and avoid discriminatory reporting in their future professional careers.



Key issues

The importance of being open to new material;
Working against the hegemony of word vs. other forms of communication;
The useful contributions and limits of ambient sound;
Finding new solutions for storytelling and enhance creativity.



Teaching methods

Group discussion, working in small groups or pairs, practical workshop (if audio skills are not already in place).

Duration

Up to full day preparation, full day workshop.



Context

This exercise has been successfully used amongst groups of radio broadcasters - from students and newcomers to journalism practice, to professionals already working in radio. By encouraging participants to step away from using interviews and instead to rely on collecting sound, they are often able to see the difference between their preconceptions and what they simply reflect. It also teaches the importance of listening.



Description of how it works.

Examples of 'sounds capes' are played then. These are audio pictures, where collected sound is used to sum up a place, a situation, even a feel-

ing. There are no interviews, though there may be words (as in actuality or overhead conversation.)

Then, students are asked to record some sounds capes of their own. For example, they can be asked to 'capture the sounds of a certain part of the city in which you live' or 'create the 'sounds cape' of a group of people and how they live'. Depending on the entry level, students might need some introductory training on the recording techniques. The group is then divided into teams to conduct the recordings. Some may need to do some research to find where to go, others may just go out to record what they hear, either is fine in this exercise.

Students come back by an agreed time (after approx 2-3 hours) and the work is then listened to. In groups, a tutor would then work with these recordings to make a collage of the sound. Groups listen to each other's finished work. The kind of feedback is led by the tutor with questions such as: Did it tell the listener things which interviews might not have done? How does it differ from an interview? What comes to mind when listening back to the sounds cape? What was the process like for the students – to listen and not speak? Students are then encouraged to form conclusions for future work based on this exercise. Often, this includes better listening skills, not going out to record with preconceptions of what you will find, and being open to surprises.



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Ralf belongs to Radioworks in Germany. The group works with many radio stations and training organisations.



Links & European References

Examples of audio 'sound capes' can be found at:

<http://hoerspielbox.de/frameset.htm>



COUNCIL OF EUROPE

Committee of Ministers

Declaration (2007) on the **Protection and promotion of investigative journalism**



Using competition to heighten the profile of diversity reporting



Aims

To strengthen students' diversity reporting skills;
To bring diversity reporting into the mainstream of news by linking it with recognised professional journalists and giving the devoting attention to the subject.



Key issues

How easy is it to find and report on interesting stories covering diverse communities given the right incentive?



Teaching methods

Timed exercise, individual research.

Duration

One day.



Context

This exercise is run in the third year of students' studies at the ISCPA (Institut Supérieur de la Communication, de la Presse et de l'Audiovisuel), a journalism college in Lyon, France. It builds on students' existing journalism skills and their previous experience in reporting on diversity issues.



Description of how it works

This exercise takes place over 24 hours and gives students the experience of working to a tight deadline with a subject they have been given, as opposed to one they have devised. At the same time, it is a competition, with a winner selected in each of the media categories by a panel of judges.

The students are asked to assemble at 10 a.m. They draw lots to choose a subject (for example, the potential of public spaces to create links between cultures, intercultural management, the role of multiculturalism in Lyon's municipal policy-making, Brazil in Lyon, Senegal in Lyon...). Next, they draw

lots to choose their media category (TV, radio or the written press). They then have 24 hours to do their own research, interviews and editing. The next day they must present their report/ feature to a judging panel made up of journalists and the college management team.

There is a lot of prestige given to the competition, so the winners in each radio, TV and print category are given a heightened profile around the college. It also underlines the fact that value is placed on reporting on diversity amongst journalists.



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Links & European References



COUNCIL OF EUROPE

Committee of Ministers

Recommendation Rec(2007)2 on **Media pluralism and diversity of media content**

Declaration (2009) on the **Role of community media in promoting social cohesion and intercultural dialogue**

Declaration (2007) on the **Protection and promotion of investigative journalism**

Parliamentary Assembly

Recommendation 1277 (1995)1 on **Migrants, ethnic minorities and media**



Widening students' understanding of diverse audiences



Aims

To enhance students' experience in broadcasting to diverse audiences;
To allow them to question assumptions about audience interest or knowledge;
To work with different news editors from a wide range of backgrounds.



Key issues

The stereotypes which exist around notions of audience and media workers;
The appropriate language to use in reporting on sensitive issues.



Teaching methods

Group discussion, workshop.

Duration

Half day preparation, full day workshop.



Context

This is a strategy used across several modules of a vocational postgraduate diploma course in broadcast journalism. This is because many of the post-graduates on this course work as freelancers and have to find paid shifts on different stations which will all have differing demands for their output based on the geography, cultural background or interests of their audience. These students need to develop a flexible attitude to learning a station's 'house style'.

In addition, as the broadcasting world develops towards more niche audiences in the UK, and as the industry's understanding of the fragmentation and diversity amongst its existing audience increases, our students expect to be able to fulfil these demands.

To support this, we run some of our practical 'Newsday's' (broadcasting hourly radio news bulletins on the web across an 8 hour day) aimed at different real-life listeners, with guest news editors from a range of stations.



Description of how it works

Before any of these Newsday's – typically starting half way through the course when students have some good basic skills of journalism and news reporting already developed – students either visit the station to get a 'feel' for the area, to see the equipment and meet the station manager, or the news editor comes into the University to give a briefing on the station and its audience.

This will often raise issues which need to be addressed sensitively by the tutor with appropriate handouts or other references. For example, one community station we worked with was aimed at the local African-Caribbean population. Some of the predominantly white students expressed anxiety about use of language, specifically the term 'Black' (When was it used, what were its meanings and was it offensive?). This led to a wider discussion about ethics and politics and a close reading of advice leaflets from equal opportunities groups.

On the Newsday itself, the invited news editor conducts a morning meeting, setting out the key stories for their audience – often explaining their significance – and asks students for their contributions. S/he also plays a few of their own bulletins so students hear the 'house style' for writing and reading news. Reporters are allocated stories to cover, and they have to fill all the bulletins across the day. Normally, there is a brief critique of each bulletin after it goes out on the hour.

There is a final de-brief at the end of the day with the news editor.

We then conduct another de-brief the following day with the tutor asking students for their experience. This is an opportunity to reflect on the day and any lessons learnt. It is also the time to put experiences into context (for example, that many freelancers often feel unsure of house style or the 'top line' of a story on a new station and that this is nothing out of the ordinary for a working journalist to encounter).



Contact

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This was run on the postgraduate diploma in Broadcast Journalism at Birmingham City University, UK. www.mediacourse.com in the School of Media website and more details on the course may be found there. This course is accredited by the UK's professional journalism industry training group, the BJTC. (www.bjtc.org)



Links & European References

National Union of Journalists' code of conduct; <http://www.nuj.org.uk>
Media wise (journalism ethics site); www.mediawise.org.uk,
BRAP guidelines on the language of Equality; <http://www.brap.org.uk>



COUNCIL OF EUROPE

Committee of Ministers

Recommendation Rec(2007)3 on **the Remit of public service media in the information society**

Recommendation Rec(2007)2 on **Media pluralism and diversity of media content**

Recommendation R (84) 17 on **Equality between women and men in the media**

Declaration (2009) on **the Role of community media in promoting social cohesion and intercultural dialogue**

Declaration (2005) on **Freedom of expression and information in the media in the context of the fight against terrorism**



EUROPEAN UNION

European Parliament

Resolution P6_TA(2005)0135 on **Working towards a Convention on the protection of the diversity of cultural content and artistic expression**



Rethinking the news



Aims

To help students identify common misinformation;
To help students understand how news stories are constructed;
To encourage independent and critical thinking and avoid manipulation;
To promote a reflection process about producing the news.



Key issues

The stereotypes we have for people from specific communities;
The extent to which cultural and social perspectives inform peoples' opinions.



Teaching methods

Group discussion, workshop, individual analysis.

Duration

Half a day to one full day depending on the subject.



Context

This is an exercise used in some general journalism classes such as 'news gathering' and 'news editing' at the University in Istanbul, Turkey. All students taking this exercise are in the second or third year of their journalism studies. They often arrive at university having only watched and read mainstream media output. This exercise is aimed at getting students to identify how the mainstream media presents and re-presents comment and bias as 'factual'. The exercise is run every fortnight, usually following discussions about how journalists should report on controversial subjects such as homophobia (as in the exercise below), or Kurdish and Armenian issues.



Description of how it works

At the beginning of the exercise, students are given different news stories from mainstream newspapers. They are asked to look out for and underline certain trends in the texts: particular words, or their usage, perhaps an obviously prejudicial remark or association made. Afterwards, they discuss what they have underlined and try to understand how or why it has been

used, what the meaning is, whether a subtext is being used intentionally, etc. Following the discussion, students are asked to rewrite the stories they selected in their own words.

One example of this exercise concentrated on the coverage of gender and sexual orientation. Students were asked to write a news story using what they knew about a small incident in the 'Taksim' district of Istanbul where two transgender persons had a fight with two men who allegedly harassed them. Two sources were given: one newspaper and one website coverage. Both media were mainstream media, and in Turkey the general mainstream discourse about transgender persons is not 'positive'. The impression coming from those sources was that transgender persons were always likely to provoke incidents and were therefore guilty of causing the fight. On the other hand, it was very easy to see what really happened there. The news reports were detailed enough as to how it all started, how police came to the scene and arrested only the transgender persons, and how people walking around interfered, kicking or punching transgender persons etc.

During the class discussion about the assumptions made by reporters covering this story, many students were able to identify confusions of fact and commonly held prejudices including the following: that in Turkey there is a common confusion of definitions around LGBT people (transgender, transsexuals, transvestites), that some people see them as exhibiting generally criminal behaviour and that that preconception would lead to the expectation of them being guilty if there was a violent incident. Greater understanding of a controversial issue will hopefully encourage the students to both think and write differently in the future.



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Mahmut is a lecturer in Journalism and Communications at Bahçeşehir University in Istanbul. The Faculty of Communications, of which he is a member, is dedicated to educating new generations of communications professionals. Their activities include coordinating a student community newspaper which has been circulated on a weekly basis (roughly 7000 copies) since 2007, collaboration with different communities in their attempts to have their own media including a new innovation; 'mobile media': taking community media to parts of Turkey which do not have access to media.



Links & European References



COUNCIL OF EUROPE

Committee of Ministers

Declaration (2007) on the **Protection and promotion of investigative journalism**

Parliamentary Assembly

Recommendation 1768 (2006) **“The image of asylum seekers, migrants and refugees in the media”**

Recommendation 1277 (1995)¹ on **Migrants, ethnic minorities and media**

Resolution 1563 (2007) **“Combating anti-semitism in Europe”**

Congress of Regional and Local Authorities

Recommendation 211 (2007) **“Freedom of assembly and expression for lesbians, gays, bisexuals and transgendered persons”**



EUROPEAN UNION

European Parliament

Resolution P6_TA(2006)0273 on **the Increase in racist and homophobic violence in Europe: condemn of all racist and hate attack, extending to the homophobic type of offences**

Resolution P6_TA (2006)0018 on **the Condemnation of any discrimination based on the sexual orientation and the promotion of the principle of equality in the contemporary society and legal system**

European Union Agency for Fundamental Rights (FRA)

Homophobia, transphobia and discrimination on grounds of sexual orientation and gender identity, Vienna, FRA, 2010

Homophobia and discrimination on ground of sexual orientation in the eu members - Part 1: Legal Analysis, Vienna, FRA, 2008

Homophobia and discrimination on ground of sexual orientation in the eu members - Part 2: The social situation, Vienna, FRA, 2008



The adventure begins at the next corner



Aims

To allow students to explore how media stereotypes are perpetuated in the media;

To give students an understanding of their role as journalists in creating stereotypes;

To let students experience how the communication process can change information;

To promote the attitude of “one planet, one humanity”;

To have a better knowledge of a situation where you cannot rely only on description or facts, but where you also need someone to explain what has happened, to analyse the situation.



Key issues

How easy it is to lose the richness or complexity of a subject by oversimplification or by having different perspectives, biographies, and experiences.



Teaching methods

Group discussion, peer-to-peer work.

Duration

Half a day workshop depending on size of group.



Context

This exercise was developed as a way in which students could experience what it was like to have their culture and ways of life analysed. This would then impact on their own journalism when reporting about people from other cultures. It was also devised so that they would understand what happens to a story during the production process, where many people might be involved in altering the story prior to broadcast or publication. It is taught in “the Former Yugoslav Republic of Macedonia” to students of journalism and other disciplines.



Description of how it works

This role play takes the form of students reporting on people from another planet. In this example, they are extraterrestrials reporting on the inhabitants of Earth.

All students have the task of gathering information and facts about the “human beings” and the groups/cultures they belong to, the interaction among them, their relations, the problems they face, the attributes they are given, etc.

The group is divided up and their roles are defined:

Group 1 has a fact-finding mission to complete. They must complete a number of tasks:

To look for information from daily newspapers, magazines, TV, Internet and news agencies in order to compile research on relations between different groups in society.

To do this they find key words, sentences, paragraphs that give an idea or an illustration of those relationships. How they are perceived by others in society, any problems highlighted, how they cooperate, what makes them distinctive/special/unique, perceptions about themselves and perceptions about others?

They then have to compile this report and hand it to the mediators in **Group 2**. Their role as mediators is to conduct their own research from sources that Group 1 has not already used (different media, etc.) on the same issues mentioned above. They then draw conclusions based on the fact-finding mission’s report to them and their own research.

The mediators need to offer a wider perspective. They will look more broadly at different cultures on planet Earth and report this to the Board of Extraterrestrials. They are doing an ‘editing’ job as they go, leaving out some information from Group 1, but adding more of their own.

Group 3 is ‘The Board of Extraterrestrials’ and they have to produce the final report before going back to their planet and give some recommendations for “further contact”. This report can be written as an article for a newspaper with a limited word count. They have the final say on how ‘humans’ are viewed.

All three groups then discuss the experience; from their analysis, what types of stories were reported in the media – and what was left out and why? Were there any stereotypes that influenced the reporting? How had the findings of each group changed in the process of handing over from one to the other? Also, what lessons from this experience were useful for students’ own journalism practice?



Contact

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Marina is a lecturer at the School for Journalism and Public Relations in Skopje, "the Former Yugoslav Republic of Macedonia".



Links & European References



COUNCIL OF EUROPE

Parliamentary Assembly

Recommendation 1768 (2006) **"The image of asylum seekers, migrants and refugees in the media"**

Recommendation 1688 (2004) **"Diaspora cultures"**

Recommendation 1557 (2002) **"The legal situation of Roma in Europe"**

Recommendation 1277 (1995)¹ on **Migrants, ethnic minorities and media**

Recommendation 1275 (1995) on **the Fight against racism, xenophobia, anti-Semitism and intolerance**

Recommendation 1222 (1993) on **the Fight against racism, xenophobia and intolerance**

Recommendation 1202 (1993) on **Religious tolerance in a democratic society**

Resolution 1563 (2007) **"Combating anti-semitism in Europe"**

European Commission against Racism and Intolerance

General Policy Recommendations n° 1, 2, 3, 4, 5, 6, 7, 9.

Combating racism while respecting freedom of expression, seminar organised by the European Commission Against Racism and Intolerance, 2006



EUROPEAN UNION

European Council

Directive 2000/43/EC on **implementing the principle of equal treatment between persons irrespective of racial or ethnic origin in education, employment and social protection**

Framework Decision 2008/913/JHA on **combating certain forms and expressions of racism and xenophobia by means of criminal law**

European Union Agency for Fundamental Rights (FRA)

Antisemitism summary overview of the situation in the European Union 2001-2009, Vienna, FRA, 2010

Community cohesion at local level: addressing the needs of muslim communities, Vienna, FRA, 2010

European Union minorities and discrimination survey (EU-MIDIS) 2009 - Survey Results, Vienna, FRA, 2009

Muslims in the European Union: discrimination and islamophobia, Vienna, FRA, 2008

The situation of Roma EU citizens moving to and settling in other Member States, Vienna, FRA, 2008

Racism, xenophobia and the media: towards respect and understanding of all religions and cultures, Vienna, FRA, 2006



Widening the demographic choice in selecting people for interview



Aims

To challenge cultural assumptions;
To widen students' knowledge and experience in interviewing.



Key issues

The importance of who we select as interviewees;
How little knowledge of a subject can lead to over simplification and the reinforcement of stereotypes?



Teaching methods

Group discussion, individual assignments, and small working groups (where appropriate, as with TV).

Duration

Two days spread out to enable interviews / editing to take place.



Context

This exercise is used at initial journalism training programmes for students in Ireland at the Dublin Institute of Technology. The exercise is specifically challenging students' awareness of racial discrimination in the media and encouraging a balanced approach to selecting interviewees.



Description of how it works

This exercise starts with a feature article from *The Irish Times* 'Racial tension at the taxi rank'¹ (23/2/2010) which talks of possible racism amongst taxi drivers in Dublin.

¹ <http://www.irishtimes.com/newspaper/features/2010/0223/1224265025549.html>

The article is discussed in detail with the students, focussing on the choices made by the journalist in putting the story together in terms of sources, the background context provided, as well as the choice of elements in the feature itself – the image and language used.

Students are then asked to produce a follow-up item on the article – in the medium of their choice.

They source new information for their article – this implies interviewing a wider variety of people who would bring different angles from the original - write it up, and submit it together with a critical reflection on their work. These submissions are assessed by the tutor.

The submissions may be presented and discussed in class as part of a feedback process. The class can be asked to discuss the reasons for cultural assumptions and negative stereotypes. The class will become aware that well researched reporting may play a part in reducing negative stereotypes among society.



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Links & European References



COUNCIL OF EUROPE

Parliamentary Assembly

Recommendation 1831 (2008) **“European Muslim communities confronted with extremism”**

Recommendation 1768 (2006) **“The image of asylum seekers, migrants and refugees in the media”**

Recommendation 1688 (2004) **“Diaspora cultures”**

Recommendation 1557 (2002) **“The legal situation of Roma in Europe”**

Recommendation 1543 (2001) **“Racism and xenophobia in cyberspace”**

Recommendation 1277 (1995)¹ on **Migrants, ethnic minorities and media**

Recommendation 1275 (1995) on **the Fight against racism, xenophobia, anti-Semitism and intolerance**

Recommendation 1222 (1993) on **the Fight against racism, xenophobia and intolerance**

Resolution 1605 (2008) **“European Muslim communities confronted with extremism”**

Resolution 1563 (2007) **“Combating anti-semitism in Europe”**

Congress of Regional and Local Authorities

Recommendation 246 (2008) **“Social approach to the fight against racism at local and regional level”**

European Commission against Racism and Intolerance

General Policy Recommendations n°1, 2, 3, 4, 5, 6, 7, 9.

Combating racism while respecting freedom of expression organised by the European Commission Against Racism and Intolerance, 2006



EUROPEAN UNION

European Council

Framework Decision 2008/913/JHA on **combating certain forms and expressions of racism and xenophobia by means of criminal law**

European Parliament

Recommendation P6_TA(2007)0285 on **combating racism and xenophobia**

European Union Agency for Fundamental Rights (FRA)

Antisemitism summary overview of the situation in the European Union 2001-2009, Vienna, FRA, 2010



Discussing past or historical events as a background to the news



Aims

To familiarise students with historical facts;
To encourage students to question 'accepted wisdom' about the past;
To make links between historical events and current media reporting.



Key issues

Understanding how little knowledge of a subject tends to lead to simplistic reporting.



Teaching methods

Group discussion, peer-to-peer and small group work.

Duration

Half to full day workshop depending on group size.



Context

This exercise is taught in a number of schools and colleges in Russia to journalism students and those studying humanities. The example below concerns the Holocaust and symbols of discrimination. In Russia, there is still a strong feeling about the Second World War in which so many people were murdered and died. The Holocaust (project of destruction of the European Jews) is universally condemned and it is important to know about the different victims of Nazism, and the specific nature of the crimes.



Description of how it works

This exercise is used prior to students writing any stories concerning the Second World War and history of the 20th century. The class starts with students being shown a brown and a pink triangle. Students are asked to suggest what they think these symbols stood for. Answers are put on a flipchart and students are encouraged to engage in an open discussion to see what ideas they come up with.

It is then explained that during the war, Roma were forced to wear a brown triangle and LGBT people were forced to wear a pink triangle in concentration camps.

This is the beginning of a discussion about discrimination and the Holocaust led by the tutor. Facts are given and students are encouraged to look at how the media reports the war when it refers back to it. Questions are asked to the students about the groups targeted by the Nazis; whether they are accepted in society now, how they are represented in the media and to what extent discrimination still occur today.



Contact

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Anna is a media expert and works at the Moscow Center for the Development of Democracy and Human Rights.



Links & European References

Teaching resources from this exercise:

<http://www.wsherc.org/teaching/handouts.aspx>



COUNCIL OF EUROPE

Committee of Ministers

Recommendation Rec(2001)15 on **History teaching in twenty-first-century Europe**

Parliamentary Assembly

Recommendation 1880 (2009) **“History teaching in conflict and post-conflict areas”**

Recommendation 1283 (1996) on **History and the learning of history in Europe**

Resolution 1563 (2007) **“Combating anti-semitism in Europe”**



EUROPEAN UNION

European Parliament

Resolution 2010/C 137 E/05 **“European conscience and totalitarianism, stressing the importance of keeping memories of the past alive”**

Resolution P6_TA(2005)0018 on **Remembrance of the Holocaust, anti-Semitism and racism**

European Union Agency for Fundamental Rights (FRA)

Discover the past for the future: A study on the role of historical sites and museums in Holocaust education and human rights education in the EU, Vienna, FRA, 2010

Understanding the Holocaust through human rights education: FRA Handbook for teachers, Vienna, FRA, 2010



Embedding factual knowledge through professional practice



Aims

To get students to learn key facts pertaining to legislation or regulation;
To promote understanding of that information by students and an audience.



Key issues

To explain something to someone you have to understand it yourself first.



Teaching methods

Group discussion, small working groups and individual research, studio workshop.

Duration

Several half days teaching and assessment. Research time for students equivalent to two full days.



Context

The exercise is used on a professionally accredited course for postgraduate broadcast journalism students in the UK. It is based on the idea that you have to properly understand something in order to explain it to another person. It was devised for assessment purposes, as a means to ensure that students learned important factual information. Rather than just repeat it in essay format, they were required to conduct a 'two-way' on it (where a specialist reporter will be interviewed for their expert knowledge by another journalist) in a 'live' situation. This is conducted half way through the course when students already know how to carry out a 'Two-way', so they can concentrate on the information rather than the format.



Description of how it works

Students are given a brief which requires them to prepare three different 'Two-ways' on various subjects. In order to carry out the 'Two-way' they will have to find out the information, by looking it up in the appropriate journal or website.

They also need to speak to experts or practitioners in that field to get their points of view and also record a clip. They then need to put this information into an order which would be understandable and interesting to the average listener. This usually means they have to practice telling it to someone and students tend to pair up in practice sessions to try this out.

They also have to conduct the 'Two-way' in three to four minutes, so they have to select key points to make, rather than go slavishly through the whole lot. Students are also not allowed to script this. They can make notes, but the information has to be in their heads, rather than on paper.

On the day of the assessment students are told which of the three subjects they will be examined on.

At an agreed time they have to arrive at the radio studio, hand over their notes /research on all 3 subjects and then carry out their specified 'Two-way' in a 'live' situation.

Because students have had to speak to experts and carry out research in order to tell the 'listener' about it, they have tended to go deeper into the subject and make it 'theirs'. This has been aided by the fact that they see the relevance of the exercise; they can see other journalists doing this for real on radio and TV in the UK and beyond.

Extracted task from the assessment brief as an example:

"Local government leaders have published their manifesto to rebalance democracy. The proposals from the Local Government Association include giving councillors the power to propose national legislation and giving local people more control over which services are provided in their areas. Your 'Two way' should give your listener some background to the debate about the future shape of our democracy and the context in which the LGA proposals are being put forward; reflect local opinion on the issues and explain to the audience what the changes might mean to them."



Contact

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Diane is course director of the postgraduate diploma in broadcast journalism at Birmingham City University, UK. The course is accredited by the BJTC (Broadcast Journalism Training Council).



Links & European References

BCU website: www.mediacourses.com

BJTC site: www.bjtc.org.uk



COUNCIL OF EUROPE

Parliamentary Assembly

Resolution 1577 (2007) towards **Decriminalisation of defamation**



EUROPEAN UNION

European Union Agency for Fundamental Rights (FRA)

A Diversity Toolkit for factual programmes in public service television,
Vienna, FRA, 2008



Addressing the portrayal of persons with disabilities within the media



Aims

To develop awareness of the portrayal of persons with disabilities in the media;
To promote understanding of persons with disabilities amongst media workers;
To support the integration of journalists with disabilities in the workplace.



Key issues

The stereotypes we hold about persons with disabilities and the media, in particular their ability to work in that profession.



Teaching methods

Group discussion, practical workshop, small working groups, industrial placement, mentoring and pairing.

Duration

Three weeks.



Context

This is a project which took place in Serbia as a partnership between the Novi Sad School of Journalism and some of the TV stations. While the situation of persons with disabilities in Serbia has become more publicised, there is still a lack of understanding and acceptance. This project worked on dissolving personal and public misconceptions of disability; personally between journalism students and media professionals and publically through the airing of TV reports on the subject.



Description of how it works

The course took place across three weeks and started with the pairing up of 20 journalism and production students. 10 of them were persons with disabilities and were paired with 10 others who were not persons with dis-

abilities. Between them they worked on a number of tasks. These were conducted jointly with both students taking an even share of the roles. The tasks themselves were divided into 'modules' and are listed below. The final goal was to produce a number of TV documentary features to be broadcast by local TV stations about the everyday experience of students with disabilities.

Topics they were going to cover were agreed between all project participants.

1. Module one – Discussions and preparations – All students jointly participate and agree on what they will do.
2. Module two – Topic Research – Researching the topic using previous media coverage, local and national legislation, etc.
3. Module three – Making synopses of the films to be made.
4. Module four – Recording. Working in small mixed groups, students without disabilities spend the whole day at Novi Sad University, coffee bars, in the street, at theatres, cinemas, etc. in the role of a student with disability (in wheel chairs, with ear plugs and forbidden to speak). Their actions were continuously recorded. Students were working independently from tutors; however workshop leaders/mentors were around at key times to support and guide.
5. Module five – Video tape editing and post production.
6. Module six – Broadcast.



Contact

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Links & European References

Example of a completed TV report: <http://www.youtube.com/watch?v=Nm0cpcAnn7g>



COUNCIL OF EUROPE

Committee of Ministers

Recommendation Rec(2009)6 on **Ageing and disability in the 21st century: sustainable frameworks to enable greater quality of life in an inclusive society**

Recommendation Rec(2006)5 on **the Action Plan to promote the rights and full participation of people with disabilities in society: improving the quality of life of people with disabilities in Europe 2006-2015**

Parliamentary Assembly

Recommendation 1854 (2009) **“Access to rights for people with disabilities and their full and active participation in society”**

Recommendation 1592 (2003) towards **Full social inclusion of people with disabilities**

Recommendation 1185 (1992) on **Rehabilitation policies for the disabled**

Resolution 1642 (2009) **“Access to rights for people with disabilities and their full and active participation in society”**



EUROPEAN UNION

European Council

Resolution 2008/C 75/01 on **the Situation of persons with disabilities in the European Union** (strengthen effort to combat discrimination based on disability)

Resolution 2003/C 175/01 on **Promoting the employment and social integration of people with disabilities**

Resolution 2003/C 39/03 **“Accessibility – Improving the access of people with disabilities to the knowledge based society”**

European Parliament

Decision 1672/2006/EC establishing a **Community Programme for employment and social solidarity**

European Union Agency for Fundamental Rights (FRA)

The right to political participation of persons with mental health problems and persons with intellectual disabilities, Vienna, FRA, 2010

by the tutor; was the reporter right or wrong when refusing to disclose this sensitive information to the state? What would you do in a similar situation? Why would you make that choice?

Close attention is paid to students' reflections on ways of making decisions about each case. An important aspect is to encourage all students to speak out and see how many different individual decisions there are within one group.

Students are then tasked with finding out about existing regulation pertaining to this subject. They are asked what rights are enshrined in terms of media freedom versus restrictions on coverage.

Students are then led in a discussion about the hierarchy of these competing obligations.



Contact

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Anna is a media expert and works at the Moscow Center for the Development of Democracy and Human Rights.



Links & European References



COUNCIL OF EUROPE

Committee of Ministers

Declaration (2007) on the **Protection and promotion of investigative journalism**

Parliamentary Assembly

Recommendation 1215 (1993) on **the Ethics of journalism**

Resolution 1003 (1993) on **the Ethics of journalism**



EUROPEAN UNION

European Council

Decision 2006/515/EC on **the Conclusion of the convention on the protection and promotion of the diversity of cultural expressions**

European Union Agency for Fundamental Rights (FRA)

Equal Voices: The right to offend and the right not to be offended, Vienna, FRA, 2008



Supporting group work through 'problem solving'



Aims

To gain greater understanding of the needs and values of other people;
To recognise the usefulness of co-operation.



Key issues

How openness and sharing help us in finding solutions



Teaching methods

Group discussion, peer-to-peer work.

Duration

An hour (depending on group size).



Context

This is a short, useful exercise which can help build trust in groups prior to a team exercise or, as in this example which has been used amongst journalism students in Skopje, to promote a greater understanding of diversity. It has many other applications.



Description of how it works

At the beginning, students are given the outline of the exercise. They are advised that they should think carefully about how they respond, so that they do not reveal anything which might make them feel uncomfortable later.

Each participant in the exercise responds to the following 2 questions posed by the trainer: (1) what is it that makes you different from the people around you? (2) Can you identify some weaknesses that you have, that you would like advice on how to deal with?

All participants will answer these questions without putting their names on paper. All answers will be collected in a fish bowl. Participants are then asked to put their hands in the "lucky dip" and take a piece of paper.

Each of them will explain in front of the whole group how he/she would deal with the weaknesses stated, bearing in mind what has also been written about the personality involved.

This promotes the sense that your own 'weakness' may not be perceived as such by others, or that others may have a solution to something you find intractable.



Contact

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Links & European References



EUROPEAN UNION

European Council

Decision 2006/515/EC on **the Conclusion of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions**

European Parliament

Resolution P6_TA(2005)0228 on **the Protection of minorities and anti-discrimination policies in an enlarged Europe**



Developing appropriate language around disabilities



Aims

- To develop self-reflection about persons with disabilities;
- To develop a richer knowledge of appropriate language;
- To promote understanding of 'difference';
- To find positive description about people who are very different to you.



Key issues

- The stereotypes we have about persons with disabilities;
- How we address those issues in language;
- How little we know about the situation of persons with disabilities.



Teaching methods

Individual written work, practical exercise, group discussion.

Duration

Up to half a day, depending on numbers of students in the group.

Context

This exercise has been implemented as a session within a diversity course for journalists and media workers.



Description of how it works

The students start by watching a TV portrait of a journalist (alternatively another profession) with a visible disability. After watching the film, the teacher tells the students that they will become speechwriters for this person and that they are obliged to individually write a speech for her/his first day of taking office. Time for writing up to a one A4 page for this speech is 20 minutes. (The writing session can also run as partner work if preferred.)

Each student presents first her/his speech as she/he would do it in the real situation. Then each student describes why she/he used certain adjectives, nouns and terms for portraying this person.

Then follows a discussion about the speeches.

Usually during this exercise many students feel 'blocked' by the images they have seen and cannot find the usual words of welcome to a new boss. Students also often say they find the idea of having a person with a disability as their manager to be a shock. All the above clearly needs careful handling from the tutor as many stereotypes and sensitivities are exposed. Nevertheless, the process of awareness begins during the session and is often referred back to in successive classes.

Please note that the profession of the person in the film is not important. It could be any other than journalism. In this exercise the focus is finding appropriate terms or language to describe someone different from ourselves.



Contact

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Pari is an equal opportunity officer at the North German Radio and a diversity trainer. She has initiated the "Juliane-Bartel-Prize" for gender equality in the media. The film she uses for this exercise is about a successful female journalist. The Film is a ZDF production and was nominated for the Juliane-Bartel-Prize 2006.



Links & European References



COUNCIL OF EUROPE

Committee of Ministers

Recommendation Rec(2009)6 on **Ageing and disability in the 21st century: sustainable frameworks to enable greater quality of life in an inclusive society**

Recommendation Rec(2006)5 on **the Action Plan to promote the rights and full participation of people with disabilities in society: improving the quality of life of people with disabilities in Europe 2006-2015**

Parliamentary Assembly

Recommendation 1854 (2009) **"Access to rights for people with disabilities and their full and active participation in society"**

Recommendation 1592 (2003) towards **Full social inclusion of people with disabilities**

Recommendation 1589 (2003) **"Freedom of expression in the media in Europe"**

Recommendation 1185 (1992) on **Rehabilitation policies for the disabled**

Resolution 1642 (2009) **“Access to rights for people with disabilities and their full and active participation in society”**



EUROPEAN UNION

European Union Agency for Fundamental Rights (FRA)

The right to political participation of persons with mental health problems and persons with intellectual disabilities, Vienna, FRA, 2010



Using interviews to explore diversity



Aims

- To give students a deeper understanding of diversity;
- To develop an understanding of and respect for diversity;
- To reflect on one's own definition of minority and majority.



Key issues

- How to do journalistic research for informants, analysing some "superficial" methods;
- The stereotypes we have for people from specific communities;
- The extent to which cultural and social perspectives inform peoples' opinions;
- Stimulation of field work.



Teaching methods

- Individual tutorial, practical exercise, group discussion.

Duration

- Half day for preparation and recording, half day for playbacks.



Context

- This exercise is used with undergraduate journalism students in a University in Russia. The students are in their second to final year of their studies, and so they have already acquired basic journalism skills.



Description of how it works

- The tutor will set a task that each student should interview two people, asking each the same set of questions. These questions should be drawn up by the students, possibly in collaboration with the tutor. The interviewees are selected by the tutor. One interviewee is from the selected majority community; the other is from one of the minority groups. The tutor will choose these having knowledge of particular sensitivities about the subject for interview, or a particular issue in the news which needs exploring.

Students will individually go and conduct the interviews and bring each 'pair' back for the class to hear. Group discussion of the interview, after listening to or watching it, usually lasts for around one and a half hours.

Typically, all of the students are impressed by the differences or similarities in the points of view of each interviewee. The tutor will ask them to compare what has been said and get students to use their own backgrounds, common sense and journalistic training to try and understand the complexity which is being conveyed. There are often conflicts within the discussion and the tutor needs to be ready to keep it safe for all students and remind them that both interviews have validity. Usually the interviewer interjects to uphold both sides as the student was involved in the original recording.

The session typically results in students being more receptive to opposing views on the same subject and better understanding that there is more than one way of looking at any subject.

The tutor will usually draw final conclusions from this and set up a similar exercise for the following session.



Contact

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Andrei is a lecturer at Moscow State University.



Links & European References



COUNCIL OF EUROPE

Committee of Ministers

Recommendation Rec(2007)2 on **Media pluralism and diversity of media content**

Recommendation R (99) 1 on **Measures to promote media pluralism**

Declaration (2009) on **the Role of community media in promoting social cohesion and intercultural dialogue**



EUROPEAN UNION

European Parliament

Resolution P6_TA(2008)0459 on **Concentration and pluralism in the media in the European Union**

European Union Agency for Fundamental Rights (FRA)

Community cohesion at local level: addressing the needs of muslim communities, Vienna, FRA, 2010

Experience of discrimination, social marginalisation and violence among Muslim and non-Muslim youth, Vienna, FRA, 2010

Racism and cultural diversity in the mass media, Vienna, EUMC (FRA), 2010

European Union minorities and discrimination survey (EU-MIDIS) 2009 - Survey Results, Vienna, FRA, 2009

Muslims in the European Union: discrimination and islamophobia, Vienna, FRA, 2008

The situation of Roma EU citizens moving to and settling in other Member States, Vienna, FRA, 2008

Racism, xenophobia and the media: towards respect and understanding of all religions and cultures, Vienna, FRA, 2006



Cross border journalism training



Aims

To create cross border links between journalists;
To deepen awareness and understanding of other cultures and their journalism practice.



Key issues

How quickly you can find common ground when you have to work to a deadline with someone you do not know;
How you can learn new skills and information as well as find new stories when you share different perspectives.



Teaching methods

Timed exercises, peer-to-peer work, and group discussion.

Duration

Various, see below.



Context

These 3 exercises were used in different geographical locations and include different sectors of the media. They all involved pairing journalists, or student journalists, with colleagues from another country to work together.



Description of how it works

Example 1 – 43 students of five different nationalities (Egypt, Lebanon, Morocco, Belgium, and France) produced a magazine. The work was done in 10 days in Cairo under real editing conditions (student journalists were guided by trainers and chief editors, and an editorial conference was held to select stories and angles; this was followed by reporting and interviews, on-site photography, rewriting, editing and layout design). The magazine was published.

Example 2 – Five journalists of different nationalities (Algeria, Egypt, Gabon, Cameroon, Benin) attended a one-month training course in Paris covering

techniques such as reporting, interviewing, commentary, live TV news presenting, news bulletins and on-the-spot reporting.

Example 3 – Seven journalists of different nationalities (Cameroon, Benin, Democratic Republic of Congo, Haiti, Yemen, Algeria) attended a one-month training course in Paris on the essentials of journalism (news gathering, checking and handling, the main journalistic styles, preparation of articles, professional standards, reviewing breaches of professional standards, day-to-day editorial practices including individual and group correction, visits to Paris media companies and exchanges with journalists and editors).

While these exercises involved different media sectors and countries, they were all run in the same way. The students were treated as professionals and were expected to act as working journalists, respecting deadlines and accuracy. They were also paired, or grouped, to work across their international borders. They would all therefore have to learn quickly to accommodate each other's differences, in order to work towards a common goal to produce the magazine, to get the report broadcast, etc.

Much emphasis was placed on creating a 'team spirit' and establishing professional networks outside the students' usual circle. Students were also required and encouraged to exchange information about journalistic practices, as well as the problems encountered by reporters in carrying out their profession in the countries involved.



Contact

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Veronique is at Clemi (Center for liaison between teaching and information media) in Paris. The Clemi is part of the French Ministry of Education. It was created in 1983 with the mission of "promoting especially by means of training activities, the multiple uses of news media in teaching with the aim of encouraging a better understanding of the world by pupils while simultaneously developing critical understanding." (Decree of April 1993).



Links & European References



COUNCIL OF EUROPE

Committee of Ministers

Recommendation Rec(2007)2 on **Media pluralism and diversity of media content**

Recommendation R (99) 1 on **Measures to promote media pluralism**

Declaration (2009) on the **Role of community media in promoting social cohesion and intercultural dialogue**



EUROPEAN UNION

European Parliament

Resolution P6_TA(2008)0459 on **Concentration and pluralism in the media in the European Union**

European Union Agency for Fundamental Rights (FRA)

Community cohesion at local level: addressing the needs of muslim communities, Vienna, FRA, 2010

Experience of discrimination, social marginalisation and violence among Muslim and non-Muslim youth, Vienna, FRA, 2010

Racism and cultural diversity in the mass media, Vienna, FRA, 2010

European Union minorities and discrimination survey (EU-MIDIS) 2009 - Survey Results, Vienna, FRA, 2009

Muslims in the European Union: discrimination and islamophobia, Vienna, FRA, 2008

The situation of Roma EU citizens moving to and settling in other Member States, Vienna, FRA, 2008

Racism, xenophobia and the media: towards respect and understanding of all religions and cultures, Vienna, FRA, 2006



MISTAKE

Using a 'vox' pop' to highlight stereotyping



Aims

To create awareness of possible racist, or other, stereotyping; Misconception and prejudice are not always where we think they could hide.



Key issues

How many assumptions do we hold about other peoples' views?
How easy is it to re-create these assumptions through our editing of audio / video?



Teaching methods

Small group work, full class discussion.

Duration

Half to full day workshop depending on group size.



Context

This has been used amongst newcomers to radio or professionals of some years standing already working in news in Germany. It can be used as a 'stand alone' exercise to raise awareness, or can be incorporated into a longer series of classes which allow for further exercises or for this experience to be used as a reference in other similar discussions with the same group.



Description of how it works

Students are given a topic or task, for example to find out about a profession which tends to only recruit amongst certain sectors of the population. Students are then divided into small groups or pairs and asked to record answers to one question. These answers can come from members of the public. Each question is asking how people would feel if they were from a given community and were turned down for a job in that profession. Their answers are recorded and brought back to the class again.

One concrete example of this has been the following:

'Let's look at High Tech computing as the profession. One group should ask how people would feel if they were overlooked for a job in this if they were from the UK or France. Another group would ask the same question but supposing the person overlooked was from India or Asia. A third group does the same but with someone from Iran or Afghanistan.'

When students play back their answers they have a number of statements which demonstrate stereotypes and generalisations. The stereotypes associated with people from different countries or communities and also differences between how those groups of people are viewed are discussed.

This then prompts discussion about where those attitudes come from, which is carefully led by the tutor. The bonus is always on the useful nature of the discussion; to inform and support rather than to punish.

This exercise is usually followed up by students going to interview people from the communities chosen in the vox pops, to ask them how they would feel if they were overlooked for the job. Again those recordings are then shared within the group.



Contact

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Ralf belongs to Radioworks in Germany. The group works with many radio stations and training organisations.



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Recommendation 1831 (2008) **"European Muslim communities confronted with extremism"**

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Recommendation 1557 (2002) **"The legal situation of Roma in Europe"**

Recommendation 1543 (2001) **"Racism and xenophobia in cyberspace"**

Recommendation 1277 (1995)¹ on **Migrants, ethnic minorities and media**

Recommendation 1275 (1995) on **the Fight against racism, xenophobia, anti-Semitism and intolerance**

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Directive 97/80/EC on **the Burden of proof in cases of discrimination based on sex**

Directive 86/378/EEC on **the Implementation of the principle of equal treatment for men and women in occupational social security schemes**

Directive 79/207/ECC on **the Progressive implementation of the principle of equal treatment for men and women in matters of social security**

Directive 76/207/EEC on **the Progressive implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions in matters of social security**

Decision 2000/750/EC establishing **a Community action programme - 2001 to 2006 - to combat direct or indirect discrimination**

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Directive 2006/54/EC on **the Implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast)**

Directive 2002/73/EC amending Council Directive 76/207/EEC on **the Implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions**

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The Impact of the racial equality directive - views of trade unions and employers in the european union, Vienna, FRA, 2010



Training students to be reflective journalists



Aims

To encourage self-reflection by the student in their journalistic work and attitudes;
To equip them with a language and ability to express those reflections;
To encourage a flexible approach to continual learning;
To discover their own various identities.



Key issues

How difficult it is to be self critical and the importance of continually being so.



Teaching methods

Group discussion, individual learning journal, tutorials.

Duration

Half day class, individual tutorial time (as needed), hand in date for assessment to coincide with practical module running alongside; therefore overall duration can vary.



Context

This is a module (120 hours of learning, mostly done independently) called 'Reflection on Practice' in a Masters programme of a vocational/practical course teaching Broadcast Journalism to international students. Its main aim was to make the link for students between working in a dynamic industry (with new technology and work practices) and the need to constantly review their abilities and skills and identify when they need more training, or challenge their outdated attitudes, to stay employable. The module's aim is to give students an understanding of 'reflective thinking' and develop self-critical faculties, to be able to critique their productions and decision making, and identify solutions for their future.

It has served to introduce some formal self-reflection teaching and established the expectation for students that they will have to continually evolve as journalists.



Description of how it works

The module is introduced in a single lecture. Links are made to the dynamic nature of the broadcast journalism industry and the need for life-long learning and flexibility in order to stay employable, thus setting the tone of 'self-reflection' as a career tool.

Individually, students assess and list their strengths and weaknesses as journalists. Then, in pairs they add more to each other's list of strengths (not weaknesses). (This module is applied half way through the course so students know each other's abilities well.) The tutor may anecdotally discuss their own experiences of identifying problems with work and then solutions to overcome or avoid them, which personalises it, but doesn't involve students having to 'open up' in the public forum. This assessment acts as a starting point for students to identify areas which need more support or can help explain why some problems arise in their work (late with deadlines because of slow decision-making, etc).

Tutor will also make links between sessions when group has criticized broadcast TV or radio reports; identifying good and bad points, with the difficulties in being critical of one's own work. (This can be done through discussion and as an exercise with examples of student's or tutor's work.)

Some basic education theory is discussed in order to underpin the understanding of how we learn; the importance of 'emotional intelligence' and 'action learning', both of which fit a journalist's skill set.

Students are 'set' the task of keeping a learning journal or log book through their next practical exercise. They can then link decisions, feelings, and events to a concrete task. For example with a student who is always late with deadlines; where is the time being lost and why? This enables some unpicking of the problem and identifying of solutions.

Assessment set, writing a reflective evaluation to be handed in after a practice-based assessment deadline. The depth and quality of the reflection are less of an issue than the fact that a process has been started.



Contact

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Links & European References



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Committee of Ministers

Recommendation R (97) 20 on **Hate speech**

Declaration (2009) on **the Role of community media in promoting social cohesion and intercultural dialogue**

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Declaration (2005) on **Freedom of expression and information in the media in the context of the fight against terrorism**

Parliamentary Assembly

Recommendation 1805 (2007) **“Blasphemy, religious insults and hate speech against persons on grounds of their religion”**

Recommendation 1789 (2007) **“Professional education and training of journalists”**



EUROPEAN UNION

European Council

Conclusions 2010/C 135/03 on **Competences supporting lifelong learning and the ‘new skills for new jobs’ initiative**

European Parliament

Resolution 2010/C 45 E/06 on **Delivering lifelong learning for knowledge, creativity and innovation - implementation of the “Education and Training 2010” work programme**



Immersion in another culture



Aims

To get students to experience, and reflect on, living outside their own culture.



Key issues

What it is like to be considered an 'outsider';
How this experience impacts on journalism and news selection.



Teaching methods

Group discussion, individual research, community placement, tutorial.

Duration

Several days' preparation, a week 'in situ', time for writing the assessment.
All this is spread across a number of months.



Context

This exercise is conducted with students in their second year of study at a journalism college in Lyon, France. They already have basic reporting skills and are used to working to deadlines and doing 'daily news'.



Description of how it works

Students are informed as soon as they begin their second year (in early October), that in June they will be spending a week of "immersion" in a community.

By mid-December, they must have completed enough research to satisfy their tutors that their project can go ahead. They do this by producing the following: a project outline, including what they understand by the word 'community', their story idea, the form of media they intend to use, an initial description of how they are preparing for their immersion and the broadcaster or publisher at whom they are aiming the finished piece.

The 'immersion' is carried out in June and on their return, they have to reflect on their experience. This reflection has to cover a number of issues; their choice of subject and how justified it was, how they prepared for the expe-

rience (through reading, Contact and research) and how they found their period of immersion (including what problems they faced).

They also have to present their journalistic report.

The final submission is then viewed by a panel consisting of teachers from the college, journalists from outside the college and the college management team.

The whole exercise puts great emphasis on students' ability to do appropriate research, to be resilient – both in living for a week in a different setting and in selling the story to a chief editor, to show empathy and curiosity as well as develop networks amongst a wider cross section of the public.



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Recommendation R (97) 20 on **Hate speech**

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Recommendation 1805 (2007) **"Blasphemy, religious insults and hate speech against persons on grounds of their religion"**

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Recommendation 1277 (1995)1 on **Migrants, ethnic minorities and media**



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European Parliament

Resolution 2010/C 45 E/06 on **Delivering lifelong learning for knowledge, creativity and innovation - implementation of the Education and Training 2010 work programme**

Contributing organisations



Agenda Interculturel (Belgium) – L'Agenda Interculturel is a monthly magazine published by CBAI – Centre bruxellois d'action interculturelle. This publication focuses on intercultural issues and policies including the areas of combating discrimination, social cohesion, urban planning for diverse communities, as well as preventing stereotypes.



Babes-Bolyai University (Romania) – The Babes-Bolyai University from Cluj-Napoca is a public higher education institution of research and permanent training. It functions according to the existing legislation and to its own Charta.



Bahçeşehir University Faculty of Communication (Turkey) – consists of Cinema and Television, Advertising, Public Relations, Visual Communication Design, Photography and Video and Journalism departments. The structure of classes is designed based on both theoretical and practice driven courses.



Birmingham City University (United Kingdom) – Birmingham City University is a large, multi-cultural university with 23,000 students which is committed to continual improvement, and offers an innovative and practical approach to teaching.



Centre for Independent Journalism (Romania) – The Center for Independent Journalism is a non-governmental, non-profit organisation, offering courses and specialised training for journalists and media organisations. CIJ is a project of the Independent Journalism Foundation, New York, which operates similar centers in Bratislava and Budapest.

Centre de Formation et de Perfectionnement des Journalistes (France) – The CFPJ was founded in 1946 to training students for a career in journalism. From 1969 on, the Centre started running further education courses for journalists. For 60 years, the CFJ has trained over 2.000 journalists who are for the most part still working in all the major French newspapers, television and radio stations.



Centre Romand de Formation des Journalistes (Switzerland)

– Born in 1965 on the willingness of publishers and journalists in western Switzerland, the Romand Training of Journalists Center (CRFJ) provides job training for careers in journalism in the field of print and broadcast media.



Chance aux Concours – “La Chance aux concours” is primarily a 6-month training free of charge and open to granted students who aim at accessing to schools of journalism. This initiative comes from a group of young journalists graduated in 2004 from the “Centre de Formation au Journalisme (CFJ)” in France.

Chisinau School of Advanced Journalism (Moldova) – offers a journalism course for university graduates from the Republic of Moldova, including Transnistria and Gagauz Yeri regions.



Dublin Institute of Technology (Ireland) – The mission of the Institute of Technology Tallaght is to be the centre of higher education and knowledge creation within South Dublin County and its environs, to broaden participation in higher education in the region, to be recognised as a leader in supporting research and commercial innovation, and to assist in the advancement of the economic, social and cultural life of the region.



European Journalism Training Association

– The European Journalism Training Association (EJTA) which was established in Brussels in 1990, groups 60 Journalism centres, schools and universities from 24 countries across Europe. They work together to improve journalism education in Europe, enabling members to collaborate on exchanges and teaching and research projects.



ISCPA – the Media Institute (France) – ISCPA is a non-profit run French journalism school based in Paris and Lyon. It offers degrees in journalism and communication ranging from 3 to 5 years duration. In order to get a degree in journalism students have to write a dissertation at the end of their studies.



CITY UNIVERSITY LONDON

City University London (United Kingdom)

– Founded in 1894 as the Northampton Institute on its present site and awarded full university status in 1966, the University has special links with the City of London and plays an active role in the business and professional life of the capital. The professional links are reflected in the teaching and research staff. In addition to their high academic standing, many have professional qualifications and wide experience.

Ludwig Boltzmann Institute für Menschenrechte (Austria) – The Ludwig Boltzmann Institute of Human Rights (BIM) was established in 1992 as independent research centre with the aim of contributing to the scientific discourse of human rights at the national, European and global level. Human rights constitute the only universally recognized value system of our contemporary world and an essential element of democracy.



Magyar TV (Hungary) – is Hungary's national public-service television. The station currently broadcasts on two channels: **m1**, a terrestrial program, and **m2**, transmitted over satellite. It is also a member of the European Broadcasting Union.



Manush Foundation (Hungary) – The Budapest-based Manush Foundation has created a nine-month - one academic year – pilot project, which is designed to educate the socially disadvantaged youth especially Roma and their teachers as well.



Media Diversity Institute (United Kingdom) – The Media Diversity Institute (MDI) works internationally to encourage and facilitate responsible media coverage of diversity. It aims to prevent the media from intentionally or unintentionally spreading prejudice, intolerance and hatred which can lead to social tensions, disputes and violent conflict.

Media Institute for Diversity (Romania) – The Media Institute for Diversity is a media project, which runs under the auspices of the Association of Journalists in Romania, and has been initiated by a group of journalists who write in Romanian language, languages of national minorities or asylum seekers and refugees who live in Romania, and which is meant to promote an innovative approach of diversity in Romania.



Moscow State University (Russia) – Moscow State University (MSU) is one of the leading centres of Russian science and culture. The university gained status of Russian self-administered (autonomous) higher educational institution in 1992.

Moscow Centre for Democracy and Human Rights (Russia) – The Centre for the Development of Democracy and Human Rights is a non governmental public-policy research and advocacy organization. The Centre's mission is to support the development of democratic institutions and sustainable mechanisms of human-rights protection in Russia.

NOVOŠADSKA
NOVINARSKA
ŠKOLA

Novi Sad School of Journalism (Serbia) – The Novi Sad School of Journalism is a non-governmental organisation based in Serbia. The NSSJ is up-to-date a regional centre for education and information.



Radio FRO (Austria) – Radio FRO 105, 0 MHz is a free, non-commercial radio station that works according to the open access concept and has been broadcasting since September 1998. Roughly 400 programming providers turn out over 100 radio shows a month. Areas of emphasis are informational and public service programs by NGOs and local initiatives, diverse language shows, a cultural and educational channel, broadcasts for young people as well as senior citizens and a variety of music programming.



Radio CORAX (Germany) – Free Internet Radio Station Streaming Broadcast Channel.



School for Journalism and Public Relations ("the Former Yugoslav Republic of Macedonia) – The School of Journalism and Public Relations is the first and only institution in "the Former Yugoslav Republic of Macedonia" that provides education to journalism and public relations specialists, successfully combining theory and practice.



UtropTV (Norway) – Utrop is Norway's first and only multicultural newspaper which is published every 14 days.



Universidade de Coimbra (Portugal) – The Department of Communication of the Faculty of Humanities of the University of Coimbra offers three cycles of studies in Journalism and Communication. It is also responsible for the production of content for the web television of the University.



Vytautas Magnus University (Lithuania) – Vytautas Magnus University is a exceptional university in Kaunas, Lithuania with speciality in media studies and a strong emphasis in Masters and Doctoral studies.

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Recommendation Rec(2006)5 on **the Action Plan to promote the rights and full participation of people with disabilities in society: improving the quality of life of people with disabilities in Europe 2006-2015**

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Resolution 1605 (2008) **“European Muslim communities confronted with extremism”**

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Resolution 1003 (1993) on **the Ethics of journalism**

Congress of Regional and Local Authorities

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IN THE 47 COUNCIL OF EUROPE MEMBER STATES **DISCRIMINATION IS A CRIME**

**YOU MAY BE THE NEXT VICTIM OR THE NEXT WITNESS, SO
SPEAK OUT AGAINST DISCRIMINATION !**

This is the main message of the Council of Europe's anti-discrimination campaign, which primarily targets media industry professionals and has three main objectives:

1. to train media professionals on how to treat news relating to discrimination and intercultural dialogue;
2. to help people with a minority background to make their voices heard by facilitating their access to media professions and productions;
3. to inform public opinion about policies that combat discrimination.

The campaign, which focuses on the role of the media in a multicultural Europe, derives its mandate from the Council of Europe's White Paper on Intercultural Dialogue "Living together as equals in dignity".

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