

Bildungszentrum BürgerMedien (ed.) / Inter.Media project



Intercultural Media Training in Europe

Handbook for community media trainers and editors

Bildungszentrum BürgerMedien (ed.):

Intercultural Media Training in Europe

Handbook for community media trainers and editors

Online version for CD-ROM and web presentation
available in English, German, Hungarian and Turkish

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Foreword and statements

Inter.Media – Building bridges



The European approach to a multicultural society is currently a prominent topic in the media. In the context of various events, news and documentaries frequently portray cultural minorities as related to protest, violence, and societal problems. Individuals seldom are given the opportunity to speak for themselves, nor are the circumstances of their lives depicted adequately. The politics of integration – often designated as a “failure”: for example, in Germany – might be more successful if they took different perspectives into account and were enlightened by reports on the life experience and cultural background of migrants, by images and narratives that bring the “other” closer to “home”.

If intercultural dialogue is so essential to current developments, should it not be pursued actively in the media? We are faced with growing mistrust and seemingly unresolvable conflicts between ‘natives’ and ‘newcomers’ – a societal polarity that is often exacerbated by the media – and are thus confronted with the question of how civil society can counteract these tendencies and begin to integrate the “other” into its own perception of itself and the environment. “Taking issue” is a path to resolution and peaceful co-existence in a multicultural society.

The training incentives developed in the Inter.Media project are intended as a contribution to this development. This handbook on “Intercultural Media Training” is the outcome of a two-year process of discussion and development among the Inter.Media project partners. Within the wide spectrum of “*intercultural dialogue*”, it outlines a practical basis for journalistic training and workshops that can be offered to those active in non-commercial community media. With it, we would like to provide guidelines and impulses for educational efforts aimed at enhancing intercultural media work. Applying this material in practice, adapting it to societal sectors and geographic regions, and developing it further constitute, in our view, a task for future efforts toward improved intercultural practice in our own media projects.

Katja Friedrich,
Head of the Inter.Media Project
CEO of the Bildungszentrum BürgerMedien

Acknowledgements

I would like to express our explicit thanks for financial support granted by the General Directorate **Education and Culture** of the European Commission, for political support by the State Authority for Media and Communication (LFK) in Baden-Württemberg, and the State Authority for private Broadcasting (LPR) in Hessen, and for support in matters of content by the members of the German advisory board of the project (member organisations are listed on page 115). We are very grateful to our German-English-German translator, Susan Jones, for her close attention to our conceptual goals, and to our office colleagues at the Bildungszentrum BürgerMedien, Stefanie Brosch und Evelyne Becker, for their commitment to the project. I particularly wish to emphasize the extraordinary competence, untiring communicative efforts, and valuable impulses that we owe to our project coordinator at the Bildungszentrum, Andreas Linder. Last but not least, my thanks are due to all the members of our partner organisations for their fruitful and committed activity despite unavoidable difficulties. The outcomes are documented in this handbook as a contribution to future educational efforts or to further projects.

My thanks to all of you for your contribution to the success of the project.

International Cooperation



As Europe grows together, international cooperation is of increasing importance. Intercultural communication and, in particular, combating racism and right-wing extremism are tasks which we wish to address through educational work in citizens' media. The Inter.Media project has made a positive contribution to this effort.

Under the leadership of the Bildungs-zentrum Bürger-Medien, in this project educational modules have been developed to promote participation in civil society and

intercultural cooperation in public access media. It is especially laudable that the Inter.Media training modules are designed for use in an international framework, while at the same time enhancing the spectrum of offerings the Bildungszentrum provides on a national level. Along with an introduction to the journalistic 'craft', the Inter.Media modules include training directed toward specific topics and target groups to support practical forms of social cooperation and to further improve the programme quality in public access media.

As the chairman of the Bildungszentrum BürgerMedien e.V., I wish to congratulate our executive staff on having achieved the approval of

the Socrates Programme for such an international project and on having realised it successfully. This not only reinforces the overall value of the educational programmes offered by the Bildungszentrum BürgerMedien, but also the societal significance of individual citizens' media projects. The contacts established and experience gathered through Inter.Media also facilitate efforts toward future international networking projects in other areas of our educational work.

I would like to thank all the partner organisations participating in the Inter.Media project and extend my wishes for continued success and cooperation in the practical application and further development of the project outcomes.

Winfried Engel
Chairman of the Board of the Bildungszentrum BürgerMedien
Chairman of the Assembly of the State Authority for Private Broadcasters in Hesse
Director of the School Authority in the Diocesan General Vicariate of Fulda

Innovative Contribution



With the coordination of the "Inter.Media" project, directed at developing training materials in the field of "Intercultural Learning in Europe", the Bildungszentrum BürgerMedien has assumed an important task. As our European continent grows together and migratory streams increase their flow, intercultural skills take on a strategic significance.

They ultimately determine the future perspectives of European societies. The ability to comprehend diversity – be it ethnic, religious, political or cultural – as a challenge and an

opportunity is of central importance.

Achieving progress toward this mutual goal depends on actions directed toward it in many societal areas. The media, in particular the electronic media, perform a key function in this context. Although large public and private broadcasters are dominant, the influence of non-commercial citizens' media should not be underestimated. Their growing influence is based on the commitment of many volunteers. Since public access media rely on democratic forms of self-organisation, they generally represent the diverse facets of the city or region in which their TV or radio programme is broadcast. A wide variety of

groups and individuals have the option of participating.

Training these participants, cultivating tolerance and cooperation in and among their initiatives, and promoting these principles in their radio and TV programmes will further enhance the contribution of citizens' media to a democratic and open society. Through the "Inter.Media" project, the Bildungszentrum BürgerMedien has made an innovative and valuable contribution to these efforts. The mutual European process of developing the curriculum together with partners from nine European countries illustrates this particularly well.

It is my hope that the training materials will be widely applied and successfully implemented.

Prof. Dr. Joachim Hofmann-Göttig,
State Secretary in the Ministry of Science, Continuing Education, Research and Culture of Rhineland-Palatinate

A different narrative on migration



The history of migration can, like any other story, be told in more than one way. Up to now, a nationally oriented perspective has set the tone for such “narratives” in the Federal Republic of Germany. Persons entering the country are seen as the “other”, as strangers: to be studied and comprehended, kept at bay or under control, made use of or integrated. All the images relating to migration that circulate in the public sphere – in academia, the media, or everyday life – are based on this national narrative perspective.

The fact that migration and interculturality are perceived almost exclusively in terms of

varying national origins not only demonstrates the power of the national perspective, at the same time it points toward “common knowledge” that reduces societal reality to binary categories such as “German” and “foreigner” or “we” and “the other”. Once such categories have been established, this “societal knowledge” is continually reproduced and reiterated. It is not a simple matter of individual prejudice, but rather an *ethnic dispositive* (Foucault), a widely anchored *tenet of societal knowledge* that initially can be regarded as a result of the historical response to migration, but develops into a tradition through ongoing processes of cultural definition, ethnic separation and stigmatisation. This is a component of societal normality, heightening the visibility of a particular group to the point where it attains the status of a “problem group”. Metaphors such as “between two camps” or “between two cultures” – standard phrases supposedly describing the situation of children and adolescents with migratory background, but in fact ascribing to them some form of cultural schizophrenia – are a part of this *ethnic dispositive*, whose “normalising” effect has led to its being subsumed into everyday belief.

The mass media, in particular, seem to contribute significantly to the dissemination and everyday normalisation of this ethnic common knowledge by capitalizing on and communicating such mythical tenets. It has long been recognized that the media do not simply invent reality, but rather bring certain images of normality to the fore that have evolved in other societal contexts, such as the political or academic spheres. The discourse on ghettos or, currently, on “parallel worlds” is based on a specific tradition of societal attitudes toward migration and its realities while other, differing perspectives on migration and interculturality are hardly discussed and almost entirely ignored. A media reality based on such “pre-knowledge” does not reflect the differentiated everyday experience of those involved, but instead corroborates everyday myths about migration. In this national view, it is easily forgotten that other themes and motives could determine narratives about migration. If the national perspective is replaced by a focus on urban living, it becomes clear that migration is a long-standing element of urban experience, and that cities would be unthinkable without migration. Entire quarters of cities have arisen thanks to migration. From an historical point of view, over long periods of time, population mobility in the form of migration has been the rule rather than the exception. As its correlates, cultural

diversity and multilinguality have always been a part of normal everyday life. However, since the history of migration has been formulated as a history of deficits, the insight has been neglected that migration implies mobility and that being mobile is a key ability in times of globalisation.

This project, “Intercultural Media Training in Europe”, presents this other narrative perspective and draws practical conclusions from it. It sheds a new light on migration and interculturality, placing the migration society in the centre of attention rather than treating migration, once again, as a problem. The significance of interculturality and intercultural media is anchored in the societal context and interpreted within it. This – rather than the repetition of everyday myths about migration – makes it possible to set as a starting point the structural circumstances in which those with migratory background live. In order to avoid reductionism, the project has taken a multifaceted approach, integrating structural, cultural, individual, and civil perspectives. It emerges that the societal marginalization of migrant groups cannot be explained by cultural or ethnic factors, but rather is the result of structural discrimination and cultural, ethnic, and stigmatising imputations. The diversity approach, which has been developed in recent years in the discussion on migration, is situated within this context. This approach is regarded, appropriately, as a strategy against exclusion and segregation, since it is impossible to discuss diversity without addressing the topic of structural discrimination. Thus, the project makes an important contribution to the treatment of migration in the media: questioning national assumptions on the primacy of a settled population, addressing the quotidian realities of a migratory society, and regarding migrants as experts on their own everyday experience. The conception and realisation of multilingual programmes in media praxis represents a societal view integrating those with and without migratory background on an equal basis. Only by overcoming the reductive and homogenizing tendencies of established media coverage will it be possible to cultivate new and contemporary narratives on migration.

Dr. Erol Yildiz
Member of Forschungsstelle Interkulturelle Studien
(Research Group on Intercultural Studies) at the
University of Cologne
<http://www.fist.uni-koeln.de/>

To travel on the open road



Europe is a fortress at the centre of power and wealth and is at a crossroads. We can choose to continue blindly down the narrow road of exclusive western-centred identity or we can opt for the open road of embracing the complexity of world cultures that is our reality and one which is growing all the time.

Intermedia is method for us to travel on the open road. It offers tools to examine our understanding of interculturalism and challenges us to look

at our own racism. The groups that have worked on Intermedia bring together a wide range of European experience, from the Atlantic to the Bosphorus and from the Alps to the Hungarian plains. They have toiled together using these experiences, exchanging ideas and methodologies to build realistic and sustainable training modules. These modules consider various aspects of Interculturalism, multilingualism and institutional racism and are available to be utilised by

community media across Europe and beyond. The interaction has also uninvolved the harnessing of the latest information communication technologies, which ensures an ease of distribution and penetration, and demonstrates an openness and willingness to keep abreast of our technological times. Our organisation has put a great deal of time and effort into this project and we have done so because we believe that we can learn and teach through European cooperation, and finally we believe that the outcome of adding something pertinent to an intercultural Europe is just reward for our labours.

Jack Byrne
Chair of Media Co-op Dublin and ex-President of Amarc Europe

Ein wichtiger Meilenstein für die Praxis



Die Migration wird in der Wahrnehmung der grossen Teile der jeweiligen Aufnahmegesellschaft als Störfaktor verstanden und unter dieser Prämisse auch diskutiert. Politisch wie auch medial. Interessanterweise ist dies nicht nur von den Einheimischen und deren Medien so wahrgenommen,

sondern auch von den MigrantInnen selbst. In dieser Kategorie fallen die Gewaltflüchtlinge und ein erheblicher Teil der MigrantInnen der ersten Generation. Diese Haltung findet Einzug auch in den Migrationsmedien, die von einem Verlag im Herkunftsland beherrscht sind und thematisch vorwiegend auf die „Heimat“ gerichtet sind. Hier entsteht eine unheilige Allianz: Migrationsmedien verstärken die Gefühle für die Heimat, in dem sie die Integration mit der Assimilation gleichsetzen. Ebenso reden die Medien der Aufnahmegesellschaft von der Integration, meinen aber die Assimilation. So erstaunt nicht, dass die Begriffe und Konzepte zum Wirrwarr führen und die Leute umso mehr verunsichert sind.

Einzig die freien, unabhängigen Medien versuchen die Migration ohne Vorurteile zu diskutieren und den Migranten mehr Sendezeit in den thematischen Sendungen einzuräumen, z. B.

durch verschiedene gut recherchierten Beiträge, Diskussionsforen oder Thementage. Besser noch, sie lassen die Betroffenen nicht nur zu Wort kommen, sondern sehen in ihnen künftige MitstreiterInnen im Äther, in dem den MigrantInnen die Möglichkeit geboten wird, in eigener Sprache Sendungen zu gestalten.

Als erstes Radio in der Schweiz hat das Alternativradio LoRa in Zürich mit den Sendungen in den Migrations Sprachen angefangen. Die MigrantInnen waren Sendungsmachende und als Mitglied auch Mitbesitzer des Radios. Dieses Konzept haben dann auch die weiteren Radios in der Schweiz, wie RaBe in Bern, Kanal K in Aargau und Radio X in Basel in verschiedenen Formen übernommen. Obwohl die Diskussionen über den Nutzen von Medien in den Herkunftssprachen auch heute kontrovers geführt werden, sollte man nicht vergessen, dass es im Moment keine Alternative zu diesem Konzept gibt. Warum?

Diese Entwicklung ist eine Chance für eine echte Integration der Migranten in der Gesellschaft, weil sie in die Verantwortung einbindet und auch ihnen als Sprachrohr dient. In diesem Zusammenhang ist dieses Lehrmittel auch als ein wichtiger Meilenstein in der Entwicklung und Unterstützung von dieser Form der medialen Auseinandersetzung mit der Migration und Integration als Imperativ der Zeit zu begrüssen.

Hilmi Gashi
Journalist und Filmmacher aus Zürich. www.a33-medien.ch

Intercultural Media Training – Introduction and Overview

"Intercultural Media Training" offers a training programme that includes diverse approaches to intercultural learning. It aims to fill a gap in the area of training for employees and volunteers of about 1500 non-commercial community media in Europe. It is a part of the effort to combat racism and other forms of discrimination in Europe. It aims to support open access to non-commercial community media and to raise awareness among minority and majority groups concerning cultural and social diversity. It supports learning intercultural skills through organisational and journalistic cooperation in non-commercial community media. The intention of this handbook is that the implementation of "Intercultural Media Training" across Europe will lead to an exchange across cultural and national borders.

General description of the Inter.Media training programme

The programme "Intercultural Media Training" is the result of a two year Socrates-Grundtvig project (Oct. 2004 – Sept. 2006). The main outcomes of the project are three training modules. These modules were developed by international work groups and tested in pilot seminars. The module concepts and the pilot seminars were evaluated, revised and finalised for publication in this handbook. Each module has a different focus on intercultural media work in alternative community media. The modules are co-ordinated, but they also can be used individually.

How to use this handbook

This handbook presents a detailed description of the learning content of the Inter.Media modules. Educational organisations, i.e. community media, receive an overall view of the concept, structure, process, and content of the Inter.Media training. The handbook facilitates an understanding of the pedagogical approaches and methods of "Intercultural Media Training" and describes the learning content in detail. It is available in German, English, Hungarian and Turkish.

The modules

The modules published in this handbook are based on model training courses lasting four days. Each module is itself structured in a modular fashion. There should be a team of at least two experienced trainers conducting a training module. We recommend groups of up to 15 participants. The modules can be

run as described in this handbook. But the content can also be modified to reflect the special interests and needs of the organisers or target groups. The modules are a means to facilitate intercultural learning processes in the specific context of journalism and radio broadcasting.

MODULE I: Models for intercultural organisation and communication in community media

- **Open access:** Organising and managing non-discriminatory access to community media for migrants and other minorities.
- **Community media as a field of intercultural encounter:** Forms of intercultural / non-discriminatory communication, organisation and activity in community media.
- **Intercultural / non-racist forms of organisation and activity in the context of teamwork**

MODULE II: Radio programming in areas of multilingual, intercultural practice

- **Intercultural incentives and methods for radio workshops:** methods and suggestions for the integration of intercultural elements into (basic or introductory) radio training; dealing with language, time, and outcomes in intercultural workshop situations; intercultural approach to journalistic and editorial work.
- **Theoretical and practical approaches to multilingual radio programmes:** language and speaking in the context of multi-lingual practice
Concepts and methods for multi-lingual programme elements
Multilingual training in journalistic forms of presentation and in creative journalism (multilingual interviews and presentation)
- Editorial concepts for intercultural programming

Diversity-oriented models of editorial cooperation, resources of communities and editorial groups for mutual learning and cooperation in joint editorial work, content-oriented models for broadcasting – crossing the borders of individual programmes, development of content and organisational structures for intercultural/multilingual teamwork at community radio stations (internal and external networking)

MODULE III: Journalism against racism / international networking and internet applications

- Media and Racism; non-racist journalism on intercultural topics

- **Methods for journalistic (online) research and publication.** Editorial cooperation, communication and programme exchange in European and international networks. Development of pathways for international editorial cooperation.

- **E-learning component:** Media competency in areas of multimedia practice – use of the internet for international media work (audio livestreaming).

Structure of the module texts

The texts on the Inter.Media modules follow a goal-content-method model. Each begins with an introductory description of the specific learning goals and the skills that participants are expected to acquire. In the main section, the realisation of the module is detailed by a description of learning content, methods, and activities (parts A and B). This is summed up at the end of the module in a chart (part C.). Additional information is given on organisational requirements and conditions and on the skills of participants and trainers (parts D to G). The texts also provide links to supplementary material such as presentations, handouts, and method cards published on the attached CD-ROM and the project website. The links are highlighted with a symbol, in blue and italics. For example. ► activity card *Power Flower*

Certificate on successful participation

The Bildungszentrum BürgerMedien has developed a certificate to be awarded on successful completion in an Inter.Media training course. In the certificate the content

of the training and the individual activities of the participant are listed. There are individual certificates for each Inter.Media module and a certificate on participation in all three training modules. Inter.Media certificates can only be awarded in cooperation with an Inter.Media project partner organisation.

Evaluation

Inter.Media was evaluated by the Gemeinschaftswerk der evangelischen Publizistik (DE). Evaluation was focussed on the work processes within the project and the development and content of the modules. The evaluator took part in pilot training courses. She developed evaluation instruments in cooperation with the authors and trainers to be used by the participants and trainers of future Inter.Media training courses.

CD-ROM and Website

The CD-ROM included in this handbook contains the handbook in an electronic version and supplementary material such as handouts, detailed description of methods, presentations, learning tools, additional information, evaluation forms, audio examples, and other media – in all languages available. The material on the CD-ROM and the website www.intermedia-online.org can be used for self-teaching. The website also offers options, in a free wiki-system, for interactive feedback on the learning material and for revising and expanding it.

E-Learning-Module

The website also provides an E-Learning tool for audio livestreaming. You can click on www.intermedia-online.org/elearning to access it. The E-Learning tool is part of Inter.Media module III, but can also be used for module II workshops or other radio training. Internet-based streaming is a very useful tool in everyday radio practice. With little equipment (notebook with internet access, small audio mixer, headphones and microphones) a live programme can be transmitted from any location (with internet access) into the radio studio or onto the internet.

Background on intercultural media work in community media in Europe

“Intercultural Media Training” is linked to alternative community media. The Inter.Media partner organisations developed a training programme for fostering intercultural, journalistic and organisational competence in non-commercial community media.

This sequence (outlined above) consists of three systematically linked modules with the title „Intercultural Media Training“. The target groups are full- and part-time media employees and their volunteer colleagues in non-commercial media, as well as members of the media audience and providers of adult education. The training sequence is intended for use throughout Europe via national and international networks.

Migration to and within Europe will continue to increase, and the resulting potential for linguistic, cultural and political change lends growing significance to intercultural education. The non-commercial community media reflect today’s European societies, which are characterized by an ever-widening spectrum of cultural influences and political standpoints. These open-access, participative media present an opportunity – particularly for marginalized groups – to develop media competency by actively presenting their own identities and interests through public broadcasting.

Non-commercial media perform a valuable integrative function in the local public sphere. Mostly, the activists and editors are working on a volunteer basis. Here, cultural diversity is valued as an asset: people with highly varied cultural backgrounds receive the opportunity to express themselves in their mother tongue or in more than one language. Nonetheless, even in community media, the representation of culturally diverse elements is not completely satisfactory:

- Migrants or other minority groups hardly participate in the organisational and decision-making processes of community media.
- Multilingual programmes and intercultural editorial groups and programmes do exist in places, but they would greatly benefit from organised support.
- Previous training programmes have usually been held in the official language, creating deficits in accessibility and participation for those with migratory background who are not

fluent in the dominant language.

- Codes of practice for intercultural non-racist journalism do not really exist. There are some general guidelines, but no specific training content or journalistic codes of practice.

The “Intercultural Media Training” was developed on the basis of this analysis as a tool to initiate intercultural processes and activities. It also refers to the various experiences of community media organisations in intercultural training and editorial practice. The results of the best-practice research of the Inter.Media project can be found on the CD-ROM.



Campaigning against racism with community media. Dublin 2005

Our approaches to intercultural learning

“In the current context of globalisation and migration, and even more after 11th September 2001, intercultural sensitivity, a social competence that can – at least to a certain degree – be learned by everybody, seems to be crucial for mutual understanding and true dialogue. Nevertheless, to achieve a real paradigm change, political preconditions are a necessary asset. Now, if we take a closer look at UN-Conventions and European efforts as a contrast even to national migration laws and restrictions for migrants and asylum seekers, then we should be positive about knowing that a lot of ink and paper have been invested to build the necessary pillars for the pluricultural open society.
(NILE – Network for intercultural learning in Europe)¹

Inter.Media worked with various approaches to intercultural and anti-racist learning and combined them with the specific approach of an action-oriented media pedagogy².

Based on “learning by doing”, action-oriented media pedagogy aims to promote an emancipatory use of media and democratic communication competencies. Through active media work, the learners are enabled to take a critical view of themselves and of social reality. They can experience how media products construct reality. In particular, groups disadvantaged due to language deficits or their social status can assume an active role through this approach. The approach is oriented towards processes and interpersonal relations. The production of media items (news, clips, reports, articles, programmes etc.) is essential to this approach.

What exactly is intercultural learning? This was a key question for the Inter.Media project. We found that there are many different answers to it. There were varying experiential backgrounds of interculturality within the project partnership due to different national contexts and diverse circumstances. Nevertheless, there was an exchange on specific aspects, which led to a certain common understanding of interculturalism or intercultural learning. One aspect of this common understanding is that intercultural learning means more than simply offering seminars to integrate “foreigners” or minorities into the dominant majority of society. One can only refer to intercultural learning when members of both the minority **and** the majority are involved in the learning process. Interculturality also implies more than mere interest in someone else’s “exotic” culture.

Intercultural and anti-racist pedagogical approaches

The relevant academic literature suggests various pedagogical approaches. Some approaches to intercultural education are more “intercultural” while others are more “anti-racist”³. In the Inter.Media project, we tried to combine these approaches and identify what would best suit the specific aims and content of the modules.

Most “intercultural” approaches are focussed on the development of an awareness of cultural differences and diversity among the majority population. These approaches focus on individuals. They aim to change the individual’s perception and behaviour rather than changing society as a whole. “Intercultural” approaches concentrate on recognising and preventing misunderstandings and cultural barriers between individuals, which may be caused by different cultural codes, habits, and experience. They aim towards respect for human rights and equality. Intercultural exchange can lead to mutual experience and to learning processes that can reduce prejudice and can lead to something new, something intercultural. There is some criticism of such “intercultural” approaches. One criticism is that they tend to overstate the differences between human beings based of their differing origins. There is a danger of individualising or psychologising social, political, or cultural differences. There is also the danger of underestimating or neglecting power hierarchies, economic life conditions and divergent

1 NILE is a Socrates Grundtvig network. See <http://www.intercultural-learning.net>

2 See f.e.: HÜTHER, Jürgen, SCHORB, Bernd, BREHM-KLOTZ, Christiane (eds.), 1997: Grundbegriffe Medienpädagogik. München: KoPäd. Or: FICHTNER, Jörg, GÜNNEL, Traudel: WEBER, Sigrid (eds.) 2001: Handlungsorientierte Medienpädagogik im Bürgerradio. München: KoPaed

3 On these approaches see (for the German context):

LEIPRECHT, Dr. Rudolf, 2003: Antirassistische Ansätze in (sozial-)pädagogischen Arbeitsfeldern: Fallstricke, Möglichkeiten und Herausforderungen (p. 21-41). And: KALPAKA, Annita: Stolpersteine und Edelsteine in der antirassistischen und interkulturellen Bildungsarbeit. In: STENDER, Wolfram, ROHDE, Georg, WEBER, Thomas (Eds.) 2003: Interkulturelle und antirassistische Bildungsarbeit. Frankfurt a.M.: Brandes und Apsel .

interests in society and among individuals. There is the danger that racism, racist behaviour or prejudices be regarded as individual mistakes or deficits to be dealt with through individual “therapy”. Finally, such approaches can be segregating if they define participants as members of “their” culture or nation, something they do not want to be reduced to.

“Anti-racist” approaches, on the other hand, are more focussed on power relationships and societal structures. They aim to achieve political change as well as changes in (individual) political attitudes, and they see racism as a system of social inequality and of cultural dominance by the majority group(s). Rather than regarding differences as cultural or individual attributes, they treat them as power structures between members of majority and minority groups, i.e., between migrants and non-migrants. These approaches run the risk of neglecting or underestimating the actual cultural or social distinctions between individuals stemming from their differing origin or experience (“we are all the same in the fight against racism”). But cultural references and experience are relevant categories for the daily life and needs of people. They must be recognised and reflected in educational practice. Anti-racist approaches, however constructive, are also limited in their scope. They can help to raise individual and collective awareness of racist mechanisms in society, but will hardly result in any immediate reform.

Towards a combination between intercultural and antiracist approaches

It seems sensible to combine the positive elements of the “intercultural” and “anti-racist” approaches.⁴ This would imply, for example, that participants in training courses must not be defined by their cultural background or their country of origin. Learning processes should aim at changes of attitudes, identification and behaviour of both majority and minority members. Members of the dominant societal group(s) should be encouraged to accept differences and diversity and to overcome dominant or racist attitudes and behaviour. Members of minority groups should be supported in claiming their rights, particularly the right to be accepted as equal members of society. The training staff needs to reflect their own prejudices and their own involvement in racist discourse, and to find a productive way of dealing with these issues in the given situation. Often, intercultural relations and learning situations reveal prejudices and conflicts. This means that the aim of intercultural education must be to address these prejudices and conflicts in ways based on mutual respect, rather than to ignore them. Intercultural education can be successful if it leads to an emancipatory process, though measuring such effects is a challenge.



⁴ see: DGB-Bildungswerk Thüringen (ed.) 2004: Baustein zur nicht-rassistischen Bildungsarbeit. Erfurt. www.dgb-bwt.de

The combination of intercultural and antiracist approaches in Inter.Media

The above considerations led to the idea that the target groups of Inter.Media training modules should be mixed groups of people with differing backgrounds. Such a context will make it possible to get to know different views and experiential contexts and to enter into an intercultural learning process. Because of the differing emphasis of the individual Inter.Media modules, varying pedagogical approaches

have been adopted. Module I is mainly based on the diversity approach, focussing on intercultural opening of community media organisations. Module II concentrates on intercultural processes related to language diversity in media practice. Module III works from a more antiracist perspective, because it is mainly focused on racist media discourse and codes of practice for non-racist journalism. All modules include “intercultural” and “antiracist” perspectives:

| Module | intercultural perspectives | antiracist perspectives |
|--------|---|---|
| I | <ul style="list-style-type: none"> - focus on creating an intercultural process in community radios and other media - aimed at social inclusion and participation of different groups - diversity approach and diversity action plan | <ul style="list-style-type: none"> - re-thinking of typical roles and work division - policy against discrimination: intercultural opening of organisations - questioning the dominance of majority groups in access and social position within community media, reflecting power hierarchies - reflecting one’s own motivation and perspective for commitment against discrimination |
| II | <ul style="list-style-type: none"> - focus on the relevance of mother languages for non-majority editors - creating a progressive media culture by mixing languages - editorial work of mixed – majority and minority – membership - building upon specific (language) skills as an asset | <ul style="list-style-type: none"> - questioning the dominance of majority languages |
| III | <ul style="list-style-type: none"> - editorial work of mixed – majority and minority – membership - including perspectives of non-majority members in social life and political events - reporting on diversity issues | <ul style="list-style-type: none"> - questioning racism in articles and broadcasting items - focussing on the relationship between dominant media and racist politics - creating codes of practice for non-racist or anti-racist journalism - questioning one’s own reinforcement of racist discourse in “alternative” editorial work |

The Inter.Media project in the context of new concepts for adult education

by Barbara Eschenauer (Gemeinschaftswerk der evangelischen Publizistik Frankfurt / DE)

For years, educational reform to accompany the modernisation of society has been called for across Europe: education is expected to undergo lasting changes in terms of its content and structure, the qualifications and role flexibility of educators, the defining concepts of teaching / learning, the response to new technical options, and the modes of financing. In the approach referred to as a “new culture of teaching and learning”, current demands on educational policy take on perceptible shape. In Germany, for example, the quality of ongoing professional training and adult education programmes is generally gauged by applying the criteria of this “new teaching and learning”.

The key concept of the “new culture of teaching and learning” is self-directed learning. Self-directed learning processes are characterised particularly by: flexible use of time and space; individual access to content, which is divided into modules; attention to the didactic-methodical setting in which content is presented; a new understanding of the roles of teachers and learners. Self-directed learning is to be embedded in an open learning process, oriented toward action and experience, and enhanced by the technical potential of digital systems.

How does the Inter.Media project relate to this “new culture of teaching and learning”? The extensive discussion this question would merit cannot be pursued here, but certain aspects can be pointed out.

One initial observation is that some pedagogical elements ascribed to the “new culture of teaching and learning” and associated with self-directed learning are not at all new and have, in fact, long been successfully applied: for example, open-ended learning processes, learning with the support of media and new technologies, or conscious orientation toward action and experience as a basis for learning. (The approaches to didactic methods taken within the Inter.Media modules include such elements without referring specifically to a “new culture of teaching and learning”.) It is essential to self-direction that learning is not primarily regarded as a simultaneous process taking place in a group and in one place, that learners themselves take responsibility for linking their individual learning with learning phases in the group, and that individual access to the content is supported. Another requirement is that teachers take leave of traditional instruction methods and concentrate instead on

arbitrating the learning process. Overall, the approach in the “new culture of learning” is directed more toward the “how” than toward the “what” of teaching and learning.

For work in intercultural education, the new teaching and learning approaches have not yet produced significant impulses. Contrary to what might be expected in times of globalisation and European cooperation in many societal fields, new concepts for education hardly take the variations of national circumstances into account. There seems to be a basic implication that elements of a “new culture of teaching and learning” can be standardised and applied to any topic and by any individuals, regardless of diverse cultural and educational background.

However, the constellation in which an intercultural project such as Inter.Media seeks to initiate learning processes is complex and multi-levelled. The trainings were developed on the basis of the expertise and methodical-didactic experience of the project partners, whereby previous practice in Germany, Austria, and Switzerland was used as a starting point. The participants of the pilot seminars, some of them migrants, came from various European and non-European countries. Teaching and learning in the three seminars proceeded predominantly in English, in one case in German, so that participants were mostly working in a language other than their mother tongue. Verbal and also non-verbal processes of interaction and comprehension form an elemental part of intercultural learning, and they presuppose the existence of a mutual framework for encounter.

This aspect alone suffices to illustrate that not every educational effort can be reduced

to self-directed learning processes. The training concept of Inter.Media aims at learning from one another in mutual cooperation: members of societal majorities and minorities are thus to be made more aware of cultural and social diversity, and marginalized groups are to be empowered. Teachers and learners are all part of a mutual learning process which requires them, in the training situation, to reflect on their own prejudices and to deal with these productively. If intercultural education is to achieve emancipating effects, it must involve mutual learning within a shared framework. This does not exclude providing individual access to the learning matter during certain phases (for example, through e-learning), nor does it pre-empt approaching the role of the teacher as an arbitrator or escort. In these respects, the Inter.Media modules are also flexible.

In new learning scenarios, temporal and spatial structures are often dissolved with the result that a lack of personal contact is then compensated by intensified communication and cooperation along digital paths or through e-learning. However, it emerges – for course participants and Inter.Media project partners alike – that the use of new technologies and media does not necessarily simplify learning processes, cooperation, and communication. Also, the expectation that participants themselves take responsibility for shaping their individual learning processes may often prove unrealistic, even in work with adult learners.

In accord with “new teaching and learning” concepts, the Inter.Media project had foreseen the development of modules. This made it necessary to confront the limitations on compartmentalising content, and to seek solutions: for example, if modules are designed all too flexibly, so that they can be used in practically any context, they may then be lacking in depth. In addition, modular structure requires decisions on what content should be grouped together in one module, how modules will be related to one another, and so forth.

Rather than replacing a structured curriculum and conventional seminar plan by a completely open process, the Inter.Media project chose a mixed strategy in developing its modules: an “open” curriculum that projects teaching and learning processes without codifying them. An “open” curriculum takes into account that intercultural learning is a dynamic process, while employing the same structural properties in all modules to secure the profile of the training programme as a whole.

The Inter.Media project has investigated possibilities, options, and limits of an interculturally oriented educational scheme. Experience gathered during this process can be regarded as an indirect feedback on the applicability of elements of the “new culture of teaching and learning” in an intercultural context. Explicitly addressing the intercultural deficits of new educational concepts would be a question suitable for a separate project – a question the Inter.Media project itself did not aspire to answer.

Research for best practise in intercultural media training and media praxis

In the first stage of the project we collected examples of good practise in intercultural media training and praxis. The German, Austrian and Irish partner organisations took part in that research. The others unfortunately did not. Thirteen trainings/projects were reported. The results of the best practise research were used for the development of the Inter.Media modules. The detailed analyses can be found on the website and the CD-ROM. Some summaries of best practise examples can be found in this handbook. An overview of the main results of the research is mentioned below.

Summary

The best practise examples are of different type. Most of them are radio/media workshops or funded projects/trainings which took place only once, some of them are more artificial or creative workshops, some few are special journalistic or political projects directed against discrimination and racism and one is even a license application for an intercultural radio station in Dublin. The positive experiences of most of these workshops are curtailed by their singularity.



Workshop group at Babelingo festival Zürich 2003.
<http://babelingo.ch>

Types, target groups and main results

Most of the best practise trainings/projects are directed to mixed groups of migrants and non-migrants. These are mostly adult women and men of different ages. One training was especially targeted for empowering migrant women, one training was focused on migrants from one country of origin. No training was focused on only men.

The majority of the trainings are media training with emphasis on intercultural and basic journalistic skills as part of a policy against racism and discrimination, the

minority of the trainings are directed to special journalistic skills or special journalistic results.

Cooperation with other organisations

Most of the trainings worked together with target group organisations (78%), funding institutions (50%), political or social organisations / NGO (42,9%), other educational organisations (35,7%) or media authorities (35,7%). Only a few of them worked with governmental institutions (14,7%). This could be caused by little support by the governments for such trainings or projects in Germany, Austria and Ireland.

Trainers

The majority of the trainers are in-house trainers. They are female (66%) and most of them are between 30-45 years old. 72% of them are members of the majority groups, but a relevant minority of about 19% are not members of the majority group.

Training aims and methods

Most of the trainings are supporting open access for migrant people providing basic skills in media literacy and journalism. Action oriented media pedagogy by learning by doing are the most usual pedagogical methods. Some aims in the intercultural field are quite vague and perhaps not sustainable. Few trainings/projects are aiming for journalistic skills concerning special (political) issues.



INTER.MEDIA

Intercultural Media Training

MODULE I

Models for intercultural organisation and communication in community media

**Open access: Organising and managing non-discriminatory access to
community media for migrants and other minorities.**

**Community media as a field of intercultural encounter: Forms of intercultural /
non-discriminatory communication, organisation and activity in community
media.**

**Intercultural / non-racist forms of organisation and activity in the context of
teamwork**

also available in English and Hungarian

developed by:

Beate Flechtner, Angela Isphording (BZBM / DE) Sally Galiana (NEARfm / IE), Gergely
Gosztonyi (Civil Radio Budapest / HU)

A Overview of concept and goals

The major challenge for community media is to create a common space for a broad range of participation and to develop an appropriate structure. Community media offer people access and space for communication. This space and access have to be created and organised to allow for the broadest range of participation possible at the editorial and the organisational level. Here, the challenge is to avoid reproducing social imbalances, either due to an unawareness of diversity and people's needs, or inadvertently in the course of the stressful day-to-day work of programme production and organisation.

The Inter.Media module I workshop presents ideas about the politics, principles, and practice of **intercultural access and participation** on the level of the whole media organisation and the whole range of diversity and perspectives people bring in.

The great advantage of community media is that people create it themselves.

This workshop is oriented to the experience, perspectives and needs of the participants. It facilitates an exchange on experience and offers ideas on how to improve structures and communication from an intercultural perspective. The participants look at their

specific local situation(s), analyse and reflect on them, and develop their own concepts and intercultural strategies on the basis of ideas formulated and exchanged in the workshop.

Intercultural communication is both the process and the objective of the workshop: the participants work in teams and reflect on their teamwork based on the principle of equal participation.

The workshop, which is oriented to the ideas and experience of the participants, therefore follows a four-step procedure:

| GOALS | CONTENT |
|---|---|
| sensitivity training for / reflection on and theoretical introduction to diversity, (inter)culture, discrimination, and (in)equality | Access for all?! <i>day 1 and day 2</i> |
| analysis and reflection on structures and organisation | Open structure for diversity! – analysis <i>day 3 and practical project in inter-station workshops</i> |
| development of strategies and actions including their revision and improvement | Open structure for diversity! – action plan <i>day 3 and practical project in inter-station workshops</i> |
| experience in intercultural communication and teamwork and motivation for intercultural action | Experience diversity in teams! <i>day 4</i> |

Access for all?! (see section 1 below) presents the starting point to reflect on inclusion, including a greater sensitivity to it, working with the experience of the participants, and the introduction to the theoretical basics of diversity – i.e., acknowledging differences and understanding diversity as an enrichment – and intercultural exchange as an open-ended and synergistic process.

The aim of this workshop section is to develop the principles of intercultural openness (i.e., diversity, freedom from barriers and obstacles, equality in opportunity and participation, long-term continuity among staff and volunteers, 'whole organisation' approach, and empowerment)

and its areas (i.e. preparation and infrastructure, outreach and long-term continuity including retention of people) in order to realise it.

After the initial sensitivity training and setting up the basics, in the section **Open structure for diversity and equality!** (see section 2) the participants work on the intercultural opening of their organisation(s).

The aim is to increase sensitivity to the idea of *interculturalisation* – i.e., the shift to an inclusive organisational practice – *in the whole organisation* including all levels of formal and informal hierarchies, and to understand the workshop as part of a broader strategy focussing on realisation through the development of a diversity action plan.

Note: The task of *intercultural opening on the level of the whole organisation* (= *interculturalisation*) is extensive and may present obstacles (see section 2.1). Accordingly, it is useful to initiate a long-term process with the workshop (3 to 4 days) or, even better, to accompany a long-term process with the workshop (2 x 2, 4 x 1 days).

In this part of the workshop two models are possible, depending on the participants: The participants are

- from different radio stations ('inter-station') and exchange experience and ideas or
- they are from the same radio station ('in-station') and work on interculturalisation in project activities during the period between the 2x2-workshop days (i.e., practical project).

After working on the whole organisation, the active members and their communication in processes of teamwork are specially focussed in **Experience diversity in teams!** (see section 3).

The aim is to guarantee participation with mutual respect, so that the participants are able to provide their perspectives and resources, and the team, on the other hand, profits from its diversity. This supports motivation for intercultural encounter and – last but not least – for spreading intercultural action in the radio.

B Learning goals and learning matter

1. Access for all?!

1.a Learning Goals

- Focussing on multilinguality and language: thematise language problems (of non-native speakers), experience multilingual situations, recognize multilinguality as advantage, acknowledge existence of linguistic hierarchies and work at eliminating them
 - ▶ *The tower of Babel? – Make language an issue!* (see 1.1)
- Raise awareness to the importance of democratically negotiated rules to guarantee a protected learning and working space and respect for different needs and wishes; raise awareness to the understanding that that, what seems to be 'normal', was once decided by people and emphasize on the possibility to decide on own rules; raise awareness to the principle of participation
 - *How to work together?* (see 1.2)
- Recognize differences and raise awareness to diversity as an enrichment of social and working life thanks to diverse perspectives
 - ▶ *The diversity approach* (see 1.3)
- Understand culture as open, heterogeneous, and dynamic
 - > *What is culture?* (see 1.4)
- Understand intercultural opening and intercultural as an open-ended and synergetic process $1+1=3$ (instead of assimilation: $1+1=1$ or multicultural: $1+1=2$)
 - ▶ *1 and 1 make 3* (see 1.5)

- Reflect on politics of equality as politics of equal opportunity and participation, raise awareness to imbalances due to social position and power, reflect on socially competitive behaviour
 - ▶ *Equality in question* (see 1.6)
- Recognize different forms of oppression, reflect on (personal and structural) discrimination as a hindrance to individual development on the one hand and, on the other, a means of maintaining privileges
 - ▶ *Discrimination in question* (see 1.7)
- Reflect on the participants' motivation to fight discrimination in order to avoid a chauvinistic attitude in intercultural communication
 - ▶ *Discrimination in question* (see 1.7)
- Raise awareness to (invisible) barriers (time, money; physical, mental), reflect on (barrier-free) access
 - ▶ *Intercultural opening* (see 1.8)
- Develop and reflect on principles of intercultural opening (i.e., diversity, freedom from barriers and obstacles, policies of equality in opportunity and participation, long-term continuity including retention of people, whole organisation approach, and empowerment) and areas (preparation and infrastructure, outreach, long-term continuity and retention)
 - ▶ *Intercultural opening* (see 1.8)

1.b Learning matter

1.1 The tower of Babel? – Make language an issue!

Language seems (at least to the majority population in society) to be taken for granted, and how it is used is rarely questioned: it is expected that the respective official language will be spoken and understood. At international meetings, the use of English as the dominant language is virtually taken for granted.

Those who do not have such a firm command of the dominant language, usually those for whom it is the second language, experience everyday exclusion through language. There are also language problems among speakers of the same language due to differences of milieu, dialect, social class, and education, as well as speech impediments.

What is characteristic for the medium of radio is that an outstanding significance is attributed to the spoken word. At the same time, people with an accent are excluded from work as presenters. Consequently, listeners are denied the possibility of hearing different languages and accents on the radio. And thus the hegemonic way of dealing with majority languages and dialects leads to a chain of further consequences.

A greater sensitivity to the possible communication problems of speakers who have to rely on a second or foreign language and to the concomitant language hierarchies should be developed at the outset of the workshop. (activity ▶ *Welcome people!*)

Both in monolingual and in multilingual group compositions, the workshop group should agree on a mutual reference language or, alternatively, on multiple reference languages before the activity ▶ *Multilingual introductory round*. The trainers emphasise that everyone can express themselves in their first language (rule of cooperation: speak in the language of your choice). To facilitate this, the participants and trainers can list their first and second/foreign languages (wall chart), so that it is clear who can be a language mediator. In the (multilingual) round of introductions the trainers can demonstrate examples of language mediation by translating for one another. Although this may seem 'artificial' for multilingual trainers, it motivates participants to speak in their first language (in which they are more competent), even though it differs from the official language, and it also makes it possible to experience a multilingual language situation. In this situation multilinguality is experienced as an advantage. (on multilinguality see also ▶▶ Inter.Media Module II)

The *multilingual introductory round* also offers an opportunity to experience various forms of language mediation e.g. that participants translate themselves, that others translate 1:1, or translate by summarising, etc.

Note for trainers preparing the workshop:

At this point it becomes clear that two scenarios can develop for the further course of the workshop based on the group composition of the participants: a **monolingual language situation** (speakers of the same first language or among speakers of the same language of reference, in which everyone can communicate) or a **multilingual language situation**. In multilingual language situations roughly 1/3 more time must be allotted, which can lead to changes in the workshop plan. The trainers should take this into consideration during the preparation phase. Handouts should also be available in the relevant languages.

Up to this point, the usage of language is not yet an issue: monolingual speakers have been confronted with possible communication problems (activity ► *Welcome people!*), one or more languages for mutual reference have been decided upon (activity ► *Which language?*), and opportunities have been created for experiencing a multilingual situation in the round of introductions. The reflection on (distinctive) functions and consequences of language(s) chosen follows the introduction of the participants, the clarification of expectations, and the presentation of the workshop programme, so that participants first have an introduction to and orientation in the workshop before they begin working thematically.

The activity ► *Make language an issue!* first ties into the participants' experience – also outside the workshop (e.g., local people travelling abroad): How are situations experienced in which you cannot express yourself in your first language, where you have to rely on a second/foreign language? What communication problems can this lead to? How do other people react, how do you deal with it yourself? Can language have an excluding effect, lead to (informal) hierarchies? What possibilities are there for counteracting language hierarchies? These are possible questions for guiding the discussion.

Further aspects are addressed in the handout ► *Make language an issue!* media producers make their language public, so awareness in dealing with language is all the more important. Several explicit tips for dealing with workshop situations are provided in the handout ► *Tips for dealing with multilingual situations in workshops*.

1.2 How to work together?

A workshop or working group is a group that wants to (and should be able to) learn and work together on a topic by exchanging ideas. Yet what they have in common is often unclear. The members all have their own perspectives, social positions, experiences and the concomitant fears and needs. And no group is free of hierarchies. (*DGB-Bildungswerk Thüringen p.38f*)

What applies here to the workshop is also generally true for working processes in a team. In that sense, this section is fundamental, setting the direction for intercultural organisation and communication. What is experienced in the workshop group as positive for the learning and working process can and should be transferred, setting standards for teamwork and intercultural communication outside the workshop as well. *How to work together?* thus permeates the entire workshop and becomes particularly focused in the section *Experience diversity in teams!* (see section 3) on day 4.

Everyone should be able to participate in a working group. Equal participation is a fundamental principle of teamwork. The space that a group works in must be protected. For this reason, the needs, expectations, and interests of each individual must be established and shared rules must be agreed on. These rules need to be re-examined in the course of working together. Expectations can also change in the course of working and learning processes, so a feedback phase should be integrated at the end of each working session/each workshop day and whenever needed – also for disruptions such as conflicts.

Particularly at the beginning of the workshop, it is often difficult to formulate one's own expectations, interests, and wishes. They are generally still vague, "one hasn't gotten into the

topic" or does not yet have a clear idea of what is to be treated. Nevertheless, until the trainers and participants know what expectations the participants have, no active learning process can take place. Expectations and interests are passed over. The orientation to the participants enables participation and self-determined learning.

The trainers can anticipate the participants' preconditions with the help of the registration form (they consider beforehand which participants are coming: age, interest, motivations, experience, social background, educational experience, etc.) to prepare the workshop.

The concrete expectations enquiry (activity ► *My expectations and wishes*) comes at the start of the workshop, the feedback phases provide repeated opportunities to take another look at expectations (which may have changed or become more clear). If necessary, the emphasis should be shifted and the course of the workshop, methods, and teaching behaviour adapted. The workshop (organisation and content) and the participants (learning experience and interests) should suit one another. Some groups, for example, may need more structure, others less guidance.

A card enquiry is used to ask about the expectations and wishes of the participants and the trainers. The questions relate to (1) the learning matter, (2) the trainers, (3) the participants, and (4) the organisation and framework. Rules can later be formulated and agreed on in accord with the expectations and wishes.

In the democratic agreement on rules (activity ► *How to work together?*), it is important to consider that what appears 'normal' and 'immutable' is not to be taken for granted, but was determined at some point by human beings, whether on the basis of traditions or definitions.

The experience is consequently important of setting up mutual rules and also changing them as required in the course of a workshop. Mutual agreement on rules enables all participants to create a protected space for themselves, for which all are responsible.

Accordingly, it is important that the trainers insist on the clarity, seriousness and binding nature of the rules: no one can follow a rule they do not understand. No rule can provide protection if no one can or wants to uphold it. No one can rely on a rule that is not binding for everyone. In cases of conflict, those affected need to be able to refer to jointly made agreements.

In feedback phases the trainers should repeatedly draw the participants' attention to the expectations and rules that are constantly visible during the workshop on wall charts: Are expectations being met? Should the workshop programme be adapted accordingly? Are the rules (still) clear? Do they help? Are rules missing? Do rules need to be changed?

In *Experience diversity in teams!* (on the fourth day of the workshop), an explicit reflection on rules and mutual agreement on them (activity ► *What about our teamwork in the workshop?*) follows the activity ► *Inside – Outside* with the aim of examining whether and which rules help the arrangement of group processes and intercultural teamwork, i.e., promote the equal participation of all participants.

1.3 The diversity approach

The diversity approach is a strategy against segregation and discrimination.

The diversity approach is based on the belief that diversity (i.e., varying ethnic background, religion, class, sexual orientation, age, physical and psychological ability, language, sex, etc.) enriches human relationships and offers new perspectives for our society.

The diversity approach responds to the need to eliminate all forms of stereotyping, prejudice, discrimination, social exclusion, racism, homophobia, xenophobia, ableism (discrimination of people with disabilities), antisemitism, islamophobia, sexism, ageism, etc.

Prejudice and discrimination operate on three main levels: the individual, interpersonal, and institutional. They are socially learned and therefore can be unlearned on an individual and interpersonal level. They also need to be fought with political instruments on the structural/systemic level.

One way to fight prejudice and discrimination on an individual level is by diversity training.

There are different aspects to be worked on:

- identity
- prejudices and stereotypes
- individual and
- structural discrimination.

The training is process-oriented and it offers participants the opportunity to review their experiences of identity and discrimination and to find alternatives.

We use the diversity approach in intercultural work to increase sensitivity toward all forms of discrimination and to structurally include all people with different backgrounds. A focus solely on migrants can lead to conflicts with other (sub-)cultural groups and possibly even to rivalry in organisations and to sharper demarcations – also due to the reduced view of national cultures and ethnic backgrounds (1.4 *What is culture?*).

Phenomena of exclusion and discrimination resemble one another; the approach can facilitate solidarity among the target groups of discrimination and with people who currently experience no discrimination, because they have the experience of exclusion in common. The activity ► *Power Flower* (on the second day) illustrates how (easily) people can become potential perpetrators or victims of oppression because of an attributed characteristic or due to belonging to a certain group. (1.7 *Discrimination in question*)

The approach becomes problematic if diversity is treated in an exclusively individualised way, taking difference for granted and accepting it unquestioningly. Then, multiculturalism becomes quite colourful and everyone is somehow discriminated. For this reason, examining structural discrimination and social inequality is an elementary aspect of our workshop. If diversity is reduced to the meaning that all people have individually different characteristics and abilities, the concept becomes problematic where it obscures socially constructed inequalities on the basis of, e.g., gender, age, ethnic origin, or class. Differences are a question of social inequality, including the values, rules, and preconceptions that in turn maintain existing hierarchies. In this sense, one cannot talk about diversity without talking about discrimination.

“... on the idea that diversity is based on a focus on individuality, where differences between individuals are taken for granted and something to be accepted. (...) If diversity is taken to mean that we are created different, with different talents and gifts, that would be acceptable, but a problem arises when the concept of diversity also encompasses socially created inequality based on gender, age, ethnic origin or class, for example.” ... De los Reyes believes that using the concept in this way blinds people to the fact that ‘difference’ is actually a question of ‘inequality’, including the values, rules and preconceptions which maintain the hierarchical order in working life. This means that research today faces the major task of shifting the focus from the differences of individuals to the factors which maintain differentiation and discrimination in working life, not least in order to develop knowledge for an effective integration policy. De los Reyes believes that using increased profitability, for example, as a reason for companies and organisations to address diversity expresses an instrumental view of people – the individual is seen simply as a representative of a group which remains interesting only as long as it is considered to help increase profitability for the company. “Why not talk about human value, a good working environment for all and the fundamental right not to be discriminated against?” she wonders. “More voices need to be heard in the diversity debate. At the moment the people whose voices are heard least are those most affected.” According to de los Reyes, the fact that the debate is more about recognising differences than about discrimination and racism, for example, is due in part to it being guided by a top-down approach. The discussion lacks any close ties with those whom it addresses - those who are discriminated against and marginalised.”
(Kindenberg, 2002, quoting Paulina de los Reyes)

The activities selected for the module draw attention to discrimination (activity ► *Power Flower*, day 2). They are intended to address and reflect on the function of exclusions in securing privileges and existing hierarchies, especially in terms of one's own radio practice, which is to be critically examined on day 3.

De los Reyes criticises the use of the 'top down' approach without including those who are socially disadvantaged and without actually changing the structures. The intention is purely the profitability of the enterprise (key word: "diversity sells" – financial added value through diversity). According to that, the opportunity of community media organisations for interculturalisation may be found in being non-commercial and independent: as organisations with flat hierarchies and a non-commercial character, which are generally organised in a participative way, and to which socially disadvantaged people explicitly have access. They have structural advantages for implementing the diversity approach in comparison with commercial enterprises: Diversity is programme.

The activity ► *Personality molecule* serves as an introduction to the *diversity approach*, in which the participants reflect on their own personalities and their own referential context as a result of belonging to different groups, whether they are 'born into' them and/or have chosen them. At the same time, not only the differences *between* people become visible, but also situational and biographical variations in one's own personality (a personality can appear transformed at different times and in different situations). The extent to which differences need not become lines of division between people, but can instead enrich living together in society through different perspectives, is addressed in the *diversity approach*.

In conclusion, the question of which aspects of a personality express individual, cultural, or universal influences is indirectly addressed when the concept of 'culture' is also developed with the primary and secondary dimensions of diversity (handout ► *Influences on the personality of an individual*, see 1.4), namely influences of socialisation.

| Good practise example | |
|---|--|
| Title of project / training | Interaudio IV – Medienkompetenz für MigrantInnen |
| Organisation: | Radio Corax e.V. |
| Address: | Unterberg 11, 06108 Halle |
| E-Mail: | info@interaudio.org |
| Homepage: | www.interaudio.org |
| Contact person | Antje Schwarzmeier |
| Duration | 9 months |
| When did it take place? | 2004 |
| number of participants | 20 |
| Type | radio training programme with emphasis on intercultural aspects |
| Target group(s) | migrants and non-migrants, women and men, adults of different ages |
| Main results | intercultural competencies, journalistic skills, empowerment of migrants, monolingual radio programmes, empowerment of women |
| <p>The project "Interaudio IV – Medienkompetenz für MigrantInnen" was an intercultural radio-training for migrants and non-migrants at Radio Corax in Halle. On the one side we wanted to guarantee an open project, where interested people could come during the whole training period, on the other hand we wanted to build up a group for participating at radio corax. We offered 4 intensive-training weekends – every time as well for beginners as for advanced participants and accompanied the participants with regular meetings and provided learning-support. Part of the project was the production of two radio shows, focusing on intercultural subjects. Our goal was to reach and interest people for radio corax who did not find the way on their own, because of discrimination in society. Another goal was the intercultural learning in the group. For the trainings we developed methods, that are especially suitable for the target group. For example, we used a lot of pictures.</p> | |

1.4 What is Culture?

Interculture (1.5) is composed of the words 'inter' [Latin: between, among] and 'culture'. In order to understand the concept of 'interculture', the concept of 'culture' must first be defined.

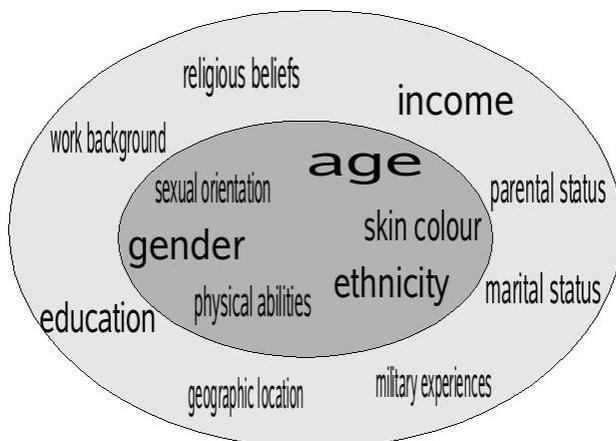
Etymologically the term culture is used on the one hand in the sense of agriculture [Latin *cultura*: cultivation, tilling], on the other to mean the cultivation of all intellectual, non-material goods (intellectual culture) and is now used in an expanded sense as *"the totality of socially transmitted behaviour patterns, arts, beliefs, institutions, and all other products of human work and thought"*. (American Heritage Dictionary)

The term 'culture' is difficult to define, especially since it is controversial, complex and mutable. The Report of the Task Force on the Travelling Community, Ireland (1995), describes culture as follows: *Everybody has a culture. It is a package of customs, traditions, symbols, values and phrases and other forms of communication by which we belong to a community ... Culture is the way we learn to think, behave and do things.*

Culture should not be reduced to ethnic or geographical origins, and it should include social and personal aspects – i.e. religion, sexual orientation, gender, abilities, etc. - which cause individuals as part of certain groups to be included or excluded.

Geert Hofstede (1993) defines culture as the *"... collective programming of the mind, which distinguishes members of a group or category of people from other people."* People learn patterns of thinking, feeling and acting, which in turn mark their behaviour, perception, attitudes and emotions. The patterns are influenced by the social environment. Hence the individual socialisation of a person is essential. It is marked by primary (age, gender, ethnic origins, skin colour, sexual orientation, physical abilities) and secondary (workplace/social status, income,

family status/children, religion, place of residence, upbringing/education, military/war experience) factors.



Influences on the personality of an individual. Adapted from: *Primary and secondary dimensions of diversity*. (Hofstede 1993, p.20)

Cultural differences can thus neither be reduced to origins or national culture, nor described as determined. A reductionist and determinist concept of culture reproduces exactly the patterns of distinction that are used in society as the starting points for discrimination, as Rudolf Leiprecht (2003, p.21) describes a central point of the criticism of conventional approaches in intercultural pedagogy. In intercultural pedagogy, a concept of culture increasingly predominates in which cultures are understood, first of all, as heterogeneous, not homogeneous and closed, and secondly as processual, dynamic. (Auernheimer 2003, p.75) Cultures are always developing and changing. People are not caught in their cultures like marionettes on a string, but are flexible and reflexive towards 'their own' and 'other' cultures (Leiprecht 2003, p.22).

In the workshop, 'culture' is a topic on the afternoon of the first day, before the participants develop a concept of interculture, after the *diversity approach* has been presented. The topic is treated with the help of the various definitions presented here, and the presentation of the *primary and secondary dimensions of diversity* (handout ► [Influences on the personality of an individual](#)) helps the participants to develop an expanded concept of culture (handout ► [Some background information and glossary of terms](#)).

The participants can clarify for themselves the extent to which cultures are always developing and changing by thinking about the values and norms they were raised with and which of these are still valid today.

1.5 What is interculture? – 1 and 1 make 3

Starting from an expanded and open concept of culture, **interculture** is understood as an interactive process among people with different cultural backgrounds, which is a constant process of negotiation dependent on people interacting with one another, and is more than the sum of its parts: 1 and 1 are 3.

Interculturality

refers to the relationship between two or more cultures. Interculturality not only means that various participants from different cultures interact in a situation, but also that a special dynamic develops that goes beyond the addition of the characteristics of the cultures involved. In other words, in a situation of cultural overlaps, there is a meeting of 'native' culture and foreign culture(s). The intercultural aspect is a consequence of interpreting the behaviour of a person from another cultural context on the basis of the knowledge of one's own culture. The partners in interaction involved in a situation of cultural overlap are always influenced in their actions and understanding by their own ethnocentrism (judging other cultures from the standpoint of one's own culture and the associated measures of value)."
(translated from: website. <http://www.wikipedia.de>. Retrieved 25 February, 2006)

Intercultural competence

is a form of social skills augmented with cultural components. This signifies the ability to communicate and take action in situations of cultural overlap. In other words, people with intercultural competence have the ability to interact with people from a different culture to their mutual satisfaction and in a way that is independent, culturally sensitive and effective.

This includes:

- capacity for empathy
- curiosity
- freedom from prejudice (as far as possible)
- tolerance for ambiguity

It is the result of intercultural learning.

Critics of the concept of intercultural competence question whether there is a difference between social skills and intercultural competence, or whether it is possible to imagine social skills that do not include intercultural competence.

Instead of intercultural competence, it is also possible to speak of 'competent action in an immigration society', since this term includes the structural side of capability for action and holds no culturalist abridgement. It should be taken into consideration, however, that intercultural competence does not only refer to action and reaction in an 'immigration society', but also covers all foreign cultures with their special characteristics in history, mentality, habits, customs, religions, life styles, etc."

(translated from: website. <http://www.wikipedia.de>. Retrieved 25 February, 2006)

Steps towards intercultural competence proceed:
from

- negating differences
to
- defending differences
to
- accepting differences
all the way to
- relativising differences

The goal is **decentration**. This means that someone truly understands and feels that there are cultural impressions and influences and that everyone is marked by a specific cultural influence, which works like a filter by determining the way in which people perceive people.

The concept of intercultural is so central that the participants first need to develop a working definition of their own in the activity ► *What is intercultural?* (handout ► *Some background information and a glossary of terms*) on the basis of the expanded concept of culture that is discussed before that, which they then reflect on. This gradual approach (by way of the expanded concept of culture) is intended to avoid having intercultural grasped – as it is often the case – as 'an encounter with migrants or people abroad'.

1.6. Equality in question

Equality is about providing equality of opportunity in terms of access and participation and realising equality outcomes for all members (volunteers and staff) across the boundaries of gender, marital and family status, sexual orientation, religious belief, age, disability, race, and membership in the Traveller community. Equality is about preventing and eliminating discrimination.

Equality must be based on diversity. Equality is not about smoothing over differences ("We are not that different"), nor about accepting or negating them ("We are all the same"). Equality is not about negating ambivalences ("I don't have any problems with other cultures") or being seduced by exoticism ("Everything that is other, is wonderful"). These are obstacles to intercultural communication. If one is not aware of differences, he or she is not aware of the social experiences of socially disadvantaged people and might not be aware of social injustice and discrimination.

To guarantee equal participation, an organisation can decide in favour of strategies of positive action and empowerment. The purpose of positive action is to balance social injustices. This

purpose must be very clear, in order to forestall negative responses, which arise when positive action is perceived as introducing injustices. The nature of positive action must be clarified.

The activity ►*Like in the real radio-life?* raises awareness to social injustices and their consequences for people's personal development on the one hand and for the idea of the politics of equality on the other hand. The participants reflect on how opportunities are provided at their own radio station. This may help them to acknowledge strengths and weaknesses within the organisation of the radio. Some ideas for tools and strategies for change may emerge from this activity; these can be taken into consideration in the process of intercultural opening.

1.7 Discrimination in question

There are many different definitions of discrimination that vary in detail. The main point, however, is that discrimination is any form of disadvantage, non-recognition, exclusion or unequal treatment of individual people or groups due to characteristics that are attributed to them or not relevant in the context at hand.

In this sense, discrimination is always connected to power constellations. Certain, less influential groups in society, usually marginal groups, are not given the same rights as other groups. In addition, there are moralistic attributions and prejudices ("unemployed people are lazy", "handicapped people are a burden to social security", "black people are dealers", etc.). In many cases, existing problems are attributed to discriminated groups, which are assigned a scapegoat role. The separate human being is no longer regarded as an individual person, but only as a carrier of the ascribed traits.

A distinction must be made between discrimination at the structural level (e.g., legislation, criminalisation, pathologising), the institutional level (e.g., being banned from certain professions, being ignored, ignorance), and the individual/social level (e.g., mockery, insults, mental and physical violence). Since 2000, the new EU Anti-Discrimination Policy provides legally binding rights for all people in all EU countries. The 'principle of equal treatment' means there may be no direct or indirect discrimination because of 'race' or ethnic origins, religion or world view, a disability, age, or sexual orientation. Accordingly, direct discrimination is given if one person receives less favourable treatment than another in a comparable situation. Indirect discrimination is given if seemingly neutral regulations, criteria or procedures can especially disadvantage people from the relevant groups in comparison with others. However, a limited number of exceptions to the principle of equal treatment are accepted, for example to preserve the ethics of religious organisations or in view of implementing targeted measures for integrating older or younger people in the labour force (Ministerium für Gesundheit, Soziales, Frauen und Familie des Landes NRW, 2004).

The discussion of discrimination and its effects is a central issue throughout our workshop, since no direct, in other words conscious form of discriminating against minorities is practiced in most radios, but indirectly unequal treatment may certainly occur. Also here, our approach is oriented to experience and process, i.e., we start with the participants' personal experiences – as victims and/or perpetrators of discriminatory actions – in the activity ►*Power Flower*. This is based on the assumption that everyone has experienced being an outsider at some point. If the participants can recall this experience and the feelings that accompanied this situation, then they can put themselves into the position of people or groups that are the targets of exclusion and discrimination. Trainers should take care, however, that all forms of discrimination are not regarded as equal! This kind of equation could result in trivialising different institutionalised levels of discrimination. It is not the same thing if someone is not allowed to smoke in a restaurant or if they are not allowed to enter the restaurant because of the colour of their skin.

One of the dangers of dealing with discrimination is that of labelling persons targeted by discrimination as 'poor victims', foisting a victim status on them, from which they may not escape. This kind of defeatist attitude may have disastrous consequences: on the one hand, possibilities for action on the part of the potential 'victims' may be overlooked (sometimes also alternative possibilities for action on the part of the 'perpetrators'); on the other hand, members of minority groups are degraded to the status of victims and thus objects for concern and pity. This would make equal communication and confrontation between 'subjects' impossible: the

'good person' acts out of concern for (representing) the 'object' of discrimination. In the activity ► *Against discrimination – but why?*, participants reflect and comment on their own role, motivation and interests: "What bothers me about discrimination? Why do I want to do something about it?"

1.8 Intercultural opening

Intercultural opening means to create an accessible, inclusive organisation and structure. The first step in the workshop is to identify (in)visible barriers (activity ► *Stumbling stones*) and/or to pay attention to accessibility in role play based on the participants' radio experiences (activity ► *Always accessible?*). Based on these experiences the participants discuss a) the areas and b) the principles of intercultural opening.

a) Areas of intercultural opening

The areas of intercultural opening follow three steps: to prepare the station for people, to reach out and retain them. So one has to consider and work on: the contents, the teams and their teamwork, communication and decision-making, the infrastructure and organisational structure – in all: the whole organisation. (handout ► *Intercultural opening: areas*)

b) Principles of intercultural opening

⇒ freedom from barriers/accessibility: create an inclusive environment

Accessibility means a better, more usable and more inclusive environment for everyone. Without reasonable accessibility a major part of our population will endure unnecessary limitations to their personal, social, and working lives. Accessibility obviously applies to personal premises and facilities. Accessibility operates just as effectively, however, through the attitudes, policies, and procedures of an organisation.

So one has to identify barriers in order to abolish them, to look for even invisible barriers like, e.g., costs and time and, not least, to reflect on barriers in the head.

⇒ recognition of differences

In acknowledging people and their experiences it is important to recognize differences and not to ignore or deny them. This includes the awareness of the political, historical, psychological, and social significance of differences.

⇒ mainstreaming diversity

Diversity enriches relationships and offers new perspectives. So one affirms individuals and their experiences, challenges all forms of discrimination and social exclusion, and invites different cultural perspectives to enter into and inform every discussion, tasks, activities, and events, as well as organisational policy and practice. Mainstreaming means ensuring that all key planning, implementation, and evaluation strategies within the organisation seek to accommodate diversity and tackle discrimination.

⇒ equality policies

Equality does not mean treating everyone the same way, but rather granting equal opportunity and participation. So one is pro-active: in assuming the existence of social imbalance one actively addresses it by, for example:

⇒ affirmation and empowerment

Affirmative action and empowerment are pro-active tools to address and overcome socially produced disadvantages and to promote participation. Empowerment means both: the process of self-empowerment and the professional support of people to recognize and provide their capacities, competence, and resources.

⇒ whole organisation approach: create an inclusive practice

The goal of the whole organisation approach is to create inclusive practices within all levels of an organisation. So one has to look for and work on all the areas of an organisation.

⇒ maintenance and retention

The intercultural opening should be maintained over time despite stressful day-by-day radio life. People, once introduced, should feel welcome and supported over a longer period rather than feeling forced to leave the organisation after a short time ('revolving-door-effect'). Tools for their continued involvement ('retention') may be empowerment and affirmation.

(► handout *Intercultural opening: principles*)

2. Open structure for diversity and equality!

2.a Learning Goals

For inter-station workshops (participants from different radio stations):

- Look for strengths and weaknesses in the structure, organisation, and practices of the radios, identify opportunities and risks, i.e., reflect on the current situation in the radios from an intercultural and diversified perspective in the areas of infrastructure (preparation), outreach and retention.
 - Exchange and reflect on examples of good and bad intercultural practice (► examples presented in the handbook)
 - Develop actions and strategies to improve the structure and organisation
- test the realisation of actions and strategies for diversity (► activity *Interculture under laboratory conditions*)

For in-station workshops (participants from the same radio station):

- Practical project (between the 1st and 2nd part of the workshop, see 2.2): the process and aim of the practical project is to Check and improve your station for diversity!, i.e., the description and analysis of the current situation in the radio from an intercultural and diversified perspective using a systematic approach: Work with the whole organisation approach (see 2.1.) – common sense approach to address racism and support inclusive, intercultural strategies within an organisation, with reference to equality policies and equality action plans – as a tool of analysis, its process and goal in the practical project, giving special attention to the areas:
 - a) central: actors, communication and decision-making
 - b) internal: infrastructure, resources, distribution of tasks and roles; policies, rules, and organisational culture
 - c) external: public relations, events, and programme
 - d) peripheral: audience
- Developing concrete action-steps and strategies for interculturalisation: decide on an action plan for diversity (Where to? How to proceed?)
- Revise the action plan for diversity and decide on proceedings for its realisation including public relations (How to implement?)

2.b Learning Matter

According to its character as a project, the matter in *Open structure for diversity!* is less a learning matter. (That's why you will find less instructive material.) Its process and goal is open depending on the (team) work of the group.

Hereby, the trainers assist the group process. They change their role to that of a facilitator, which can be compared with that of a midwife who assists in the process of creation but is not the producer of the result. (► handout *Role as a facilitator*)

2.1 The whole organisation approach – Interculturalisation

The definition from the Irish NCCRI (National Consultative Committee on Racism and Interculturalism, 2003) states:

"A whole organisation approach is a common sense approach to address racism and support inclusive, intercultural strategies within an organisation, with reference to equality policies and equality action plans. It seeks to focus on three key dimensions of an organisation, which are:

- organisational ethos
- workplace
- service provision

Therefore, a whole organisation approach seeks to take into account:

- organisational values
- cultural diversity in the workplace and interaction between staff



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- cultural diversity among the customer base/service users of an organisation."

The approach covers the whole organisation in all its dimensions. Intercultural workshops are part of this strategy. Their effect is maximized if they are embedded in a comprehensive and horizontal strategy – shared by all staff members (contrary to 'top down') – within an organisation. (► handout *The whole organisation approach*)

The aim of the whole organisation approach is to develop an inclusive practice. This means recognising intercultural diversity and taking specific needs into consideration, in order to open up equal opportunities and possibilities for participation to all staff members. In contrast to this, an exclusionary practice – which is to be overcome – negates intercultural diversity and ignores the needs of social minorities. The 'neutral' practice – which is also to be overcome – may seem fair due to the stated intention of treating everyone equally, but this can lead to certain people being excluded, because their specific needs are not taken into consideration and social inequalities are reproduced. An inclusive practice thus requires special strategies and action plans, which are developed together on the third day. In the best case, these are developed and implemented by all staff members of a radio together, which can be assumed in the case of 'in-station' workshops. Ideally, participants in 'inter-stations' workshops are motivated to initiate intercultural opening processes.

For the workshop participants, the whole organisation approach is significant in two respects: they experience the workshop as part of a whole and should not be confronted with the experience of an exclusionary radio practice outside the workshop. On the other hand, the whole organisation approach signifies a great challenge. Participants may feel overwhelmed by being embedded in a comprehensive strategy, because they may be facing too great a task as carriers of a transformation of the whole organisation. In this sense, it is desirable for an entire radio to make a decision in favour of intercultural opening and to motivate staff members to take part in a workshop or organise one on site as the starting point for an intercultural opening process. For participants who are personally motivated to take part in a workshop (possibly due to negative situations they have experienced) without having support from the whole organisation behind them, this can be taken into consideration by providing them with an opportunity to develop a ► *Personal diversity action plan*: taking small steps for their area of work. Exchanging experiences with others about successful and unsuccessful practice examples should also help to motivate them to carry out their own activities. Since the trainers can inform themselves ahead of time about the participants' motivation for taking part in the workshop through the registration, they can prepare accordingly.

The transformation of an organisation from an exclusionary to a 'neutral' to an inclusive practice is the goal of intercultural opening or 'interculturalisation' (i.e., intercultural organisational development), which is adapted here for independent media work based on Hoogsteder (Hoogsteder 1997, in: Besamusca-Janssen, 1999, p. 71 ff.) and can be described as follows:

Phase 1: Monocultural organisation

The programme and organisational structure are adapted in a purely monocultural way to a majority audience; exceptions are not taken into consideration.

Phase 2: Programme offerings (services) for societal minorities

The radio offers programme slots in which members of social minorities prepare their own 'niche programmes'; the individual broadcasts are isolated from the rest of the programme.

Phase 3: Intercultural management of the programme offerings (services)

The radio adapts the programme to the wishes and needs of its non-majority listeners, embeds the programme offerings into the overall programme in agreement with the programme-makers, and calls attention to the programme with (multilingual) programme brochures/folders; co-workers are especially trained to deal with cultural differences, and cultural differences are discussed in the decision-making bodies.

Phase 4: Carrying out minority projects as special programmes and positive action

Special projects and special programmes are carried out to integrate minority people in the radio; however, the special programmes are not embedded in the organisation and structure of the radio as a whole.

Phase 5: Intercultural management of co-workers

Increased attention is devoted to eliminating inequalities and disadvantages, e.g., through empowerment; however, the tasks associated with this are regarded as additional tasks apart from ongoing radio operations.

Phase 6: Integrated intercultural management

Intercultural strategies are an integral component of the organisational strategies, specific needs of the co-workers are taken into consideration, and cultural diversity has become normal.

Phase 7: Intercultural organisation

Cultural diversity is valued and perceived as positive by everyone; people with different backgrounds participate in every area.

There are very few community media organisations that assume a monocultural position with regard to interculturalisation (Haffmanns, 1994, in: Besamusca-Janssen, 1999, p. 81 ff). What distinguishes them is that they have 'model' minority members among their ranks without changing (obsolete) structures and procedures. Cultural groups remain strictly separated. Most community media organisation probably assume an anti-discrimination position, conduct active anti-discrimination policies with special projects, positive action or equal opportunities policies. These measures remain isolated, however, as long as the structure and organisational culture are not questioned and changed. The goal of intercultural opening or interculturalisation would thus be an intercultural positioning and working organisation whose culture and structure are shaped by all co-workers through participation in every area and not only by majority members. The goal is thus an equal distribution of all formal and informal sources of power, from the board of directors to informal conversations.

2.2 Shift to an intercultural organisation – Check and improve your station for diversity! (practical project)

The intercultural/diversity methodology proposed in this module is a holistic approach to address discrimination and support interculturalism within an organisation, with reference to equality policies and equality action plans.

In an intercultural organisation, the people take diversity into account and plan for the increased cultural diversity that arises from the participation of people with different backgrounds. The development of an interculturalisation policy should be seen as something that is integral to meeting the wider goals of the organisation and not as an add-on or an afterthought. Key principles of the whole organisation approach correspond to the *principles of intercultural opening* (see 1.8).

How is a whole organisation approach implemented?

Proceeding A

intention:

/ *What do we want?* /

agreement on common goals

external analysis:

/ *What is possible?* /

opportunities and risks

internal analysis:

/ *What are we able to do?* /

strengths and weaknesses

realisation: strategies and action plan

This proceeding follows the three-phase approach of so called 'future workshops':

1. Utopia
2. Analysis / critics
3. Realisation

The results of *Access for all?! help* to define the intention ("*What do we want?*"), based on the principles of intercultural opening that have been worked out.

For *Open structure for diversity and equality!* the participants analyse the strengths and weaknesses of the organisation on an internal level ("*What are we able to do?*"), its risks and chances on an external level ("*What is possible?*") in order to develop a realizable strategy (action plan). The ►handout [Questionnaire on intercultural practice](#) should serve as a tool for analysis.

Participants can also work with the whole organisation approach as tool of analysis and base of forming project teams which work on different areas (►handout: [Whole organisaiton approach](#)): The external analysis here refers to co-operations and alliances (project team A), the public relations and programme (project team B), the internal analysis of the organisational culture and politics (project team C), infrastructure and resources, focussing its distribution (project team D), actors, communication and decision-making (project team E if not part of A-D), audience (project team E, if there is a special need due to special commitments).

The steps can be the following (based on Besamusca-Janssen, 1999, p. 99 ff):

1. Declaration of the intention

including motivation and interests for interculturalisation.

2. Forming project teams

The project teams work out the strategic goals (intention) into concrete action-steps. Their tasks are: the analysis of organisation and structure, the action-plan, the realisation, monitoring and evaluation of the process and results. The project-teams consists of members of minority and majority groups, also as external consultants. The project-teams is interdisciplinary with members of different departments.

3. Analysis of organisation and structure

Goal of the analysis is to work out an overview over all those features and items that influence the strategic goals (intention), that promote (strengths and opportunities) respectively hinders (weaknesses and risks) interculturalisation

- What are the interests and motivations of the radio concerning interculturalisation?
- What stood in the way of interculturalisation up to now? Where is there resistance?
- Analysis of personnel (staff and volunteers): management, programmers, and audience
- Analysis of representation of minorities in relation to the percentage of minorities within the broadcast region
- Analysis of participation of minorities in decision making processes
- Are there exclusive proceedings and practices in the organisation?
- Which steps and measures are proposed to realise the strategic goals?

4. Set up an internal basis

The project teams discuss the ideas and results with representatives of as many different departments as possible:

- Do you feel represented?
- Do you have ideas and proposals?
- What are your needs?
- What could you provide/contribute?

5. Action plan

The action plan comprises an overview of planned activities, persons responsible for them, time limits and requirements, the support and monitoring/evaluation-tools.

A special focus should be on the retention of people to avoid a 'revolving-door-effect'

- How to avoid resistance of 'old' against 'new' staff/volunteers?
- How to make people feel welcome?
- What activities can be developed for work in (self)empowerment, mutual respect, integration, and clarifying the organisational culture?

6. Begin realisation

This step is not the end of the project teams' activity. Their role rather shifts from that of planning to coaching and accompanying the realisation. The realisation itself should be implemented by the staff and volunteers of the different departments/bodies/boards. This is the moment which shows whether the team composition is suited to the various tasks: if necessary the team composition should be changed.

7. Evaluation and transferring

The project teams monitor and check:

- results: Are the aims achieved? and
- process: Which factors helped, which hindered the process?

| Good practise example | |
|---|---|
| Inter.Media Partner Organisation | P7 (NEARfm) |
| Title of project / training | Refugee Radio |
| Organisation: | Near FM Dublin |
| Adress | Northside Civic Centre, Bunratty Road, Dublin 17 |
| E-Mail | sally@nearfm.ie |
| Homepage | www.nearfm.ie |
| Contact person | Sally Galiana |
| Duration | two months |
| When did it take place? | June 1999 |
| number of participants: | 20 |
| Type | radio/media training programme with emphasis on journalistic aspects; radio/media training programme with emphasis on intercultural aspects; journalistic project |
| Target group(s) | migrants from different countries of origin, women and men, adults of different ages |
| Main results | journalistic skills, radio programmes, empowerment of migrants; |
| NEARfm wants to enlighten media and society on the reasons why people migrates, promote understanding by listening to refugee voices as a way to change attitudes, and promote a positive view of the future of Europe, and particularly Ireland, as a multicultural society. So, in the summer of 1999, and to coincide with World Refugee Day, NEARfm decided to open the doors of the station to refugees and asylum seekers who just arrived to the country and who were being the focus of ferocious attacks by media and government ministers. The project consisted in organising a week of programming which will be focused and/or produced by refugees and asylum seekers in the country. There was a brief introduction to journalistic skills, radio production and technical awareness. Participants would decide on the content of their programme, organise their own guests and music, etc. | |

8. Documentation and closure of the pioneer phase

The project teams work out and present a report with proposals to continue and maintain the interculturalisation. Now, the project teams have completed their work and are dissolved.

Following this proceeding, the workshop initialises (day 1 and 2) and accompanies (day 3) the process of interculturalisation as an experiment in form of a project. A final project report is the starting point for the implementation: Interculturalisation leaves the experimental phase and becomes an integral part of the organisation.

proceeding B (alternative to proceeding A)

- *Where are we now?*
- *Where do we want to be?*
- *How do we get there?*
- *How do we track our progress or measure our success?*

These questions can help organisations identify some of the issues regarding their current status in relation to developing a whole organisation approach to address discrimination and to support interculturalism.

Where are we now?

Using the handout ► *Questionnaire on intercultural practice*:

- Assess the ethos of the organisation (exclusionary, neutral or inclusive).
- Review existing human resource policies, such as recruitment and selection practices, disciplinary codes and management performance schemes.
- Determine whether service planning implementation and evaluation are consistent with equality principles.

Where do we want to be?

The following are action points that can help organisations identify their ambition to develop a whole organisation approach.

- To create inclusive and supportive organisational ethos based on principles of equality and diversity.
- To develop a comprehensive, common sense human resource/employment policy that seeks to mainstream anti-racism and interculturalism within broader equality and participation (including employment) policies and procedures.
- To develop an approach to service provision that moves away from the 'one cap fits all' approach and which seeks to both mainstream and target the needs of minority groups.

How do we get there?

The following are action points that can help organisations identify how a whole organisation approach can be effectively implemented.

- Commitment by the board of management and senior managers who have responsibility for implementing the approach.
- Develop an equality committee and/or a work partnership comprised of a range of people from different backgrounds and roles within the organisation.
- Mainstream anti-racism/intercultural training into other staff training programmes and improve the skills of your trainers.
- Build a whole organisation approach into existing planning tools such as strategic plans and work plans.

How do we track our progress or measure our success?

The following are action points that can help organisations identify how a whole organisation approach can be monitored and evaluated to determine its outcomes and impact.

- Develop performance indicators
 - Number and quality of training sessions
 - Changes in human resource policy
 - Response of staff and volunteers to changes
 - Participation of minority staff through work partnerships or equality committees
- Build a whole organisation approach to existing monitoring and evaluation strategies, for example: annual reports, listener surveys
- Develop equality data to benchmark the quality of service provision for minority groups
 - policy: vision, mission, and strategies
 - resources (human resources, budget, tools, procedures) and structures
 - culture: practices, symbols, norms, and values
 - programmes and services

Following this proceeding, the workshop is the starting point for interculturalisation: The project-teams set up an action-plan for its implementation in the radio. The radio itself may discuss the plan as proposal, adopt and realize it.

3. Experience diversity in teams!

3.a Learning goals

- Raise awareness to processes of inclusion and exclusion in communication.
- Revise rules of teamwork and develop basic rules for intercultural communication monitoring interaction and reflecting on processes in intercultural teamwork: simulation of a real-life radio production (under time pressure), project team or body in work.
- Motivate for and recognize diversity, understand that it provides a broader range of perspectives and frames of reference, thus providing new approaches and solutions to common problems in a context of mutual respect.
- Develop ideas to motivate for intercultural action in the radio.

3.b Learning matter

According to its character of experiencing and monitoring teamwork, *Experience diversity in teams!* does not offer much learning 'material': The learning matter are the experiences and the reflections themselves. The trainers assist in the process and are more facilitators (see 2.b) than instructors. (► handout *Role as a facilitator*)

3.1 Intercultural teamwork and communication

Even if community radios define themselves as spaces free from domination and discrimination, everyday practice often looks different. In ongoing radio work, there is generally little or no time left to reflect on working processes, including their group dynamics. The workshop provides an opportunity for this.

For this reason, a close look needs to be taken at how the radio makers work together in this part of the workshop:

- Who decides what?
- Which topics are treated and who treats them?
- Which language is the working language and who moderates?
- Who assumes which role? etc.

Before the participants start with their practical project, the activity ► *Inside and outside* allows them to experience and reflect on mechanisms of exclusion by and acceptance in groups, as well as their codes and strategies. Special attention should be given here to the relationship between group/team and the individual.

One can distinguish four types of groups (Kanter, 1977)

- the uniform group: all members belong to the same social category
- the non-uniform group: one of two categories extremely dominates the other in quantity
- the varying group: the majority group is not extremely dominant in quantity
- the balanced group: the proportion is about 50:50

Normally, the group which dominates in quantity also dominates group-processes. This should be monitored. One can also monitor four aspects within group-processes and their perception (Kanter, 1977):

1. visibility: Individuals, e.g., minority members in a model-role, get more attention. They are especially conspicuous by their visible distinction, and members of the dominant group are more conscious of their presence. This visibility may be permanently stressing for these individuals: every movement is registered, every fault and every positive proceeding.

2. contrast: The presence of individuals who differ from the others by their appearance or comportment raises awareness for one's own (group)culture. The contrast suddenly makes visible what seemed to be normal. This rattles the dominant figures. Often, the dominant persons react with a strong emphasis on their own culture. The other individuals are confronted with non-acceptance. The dominant persons nevertheless expect loyalty and adaptation from the individual. If the individual adapts, a unilateral integration may follow; if not, the isolation

continues. Still, it is expected that the individuals will not complain or criticize the status quo. This is one of the hindrances in the career of minority members.

3. stereotyping and 4. assimilation

Sometimes, individuals are regarded with a bias assigned to the group they apparently belong to. This stereotyping may squeeze the individual into a projected role, make him adopt the stereotyped role or, on the contrary, induce him to avoid everything associated with the bias and assimilate completely the dominant norms and culture. This contradictory comportment often and obviously results in stress for these individuals.

These aspects are only relative. The individuals react in various ways with different and changing strategies:

- to deny: 'being individual' is so stressful that one does not face reality and redefines the situation in such a way that the oppression by the dominant figures is not of importance any more
- to assimilate: problems are considered to be personal
- to 'profit': the individual escapes into an identity as 'the other' or reacts with allusions to or projections of guilt (i.e., "Racist!")
- to withdraw: the individual withdraws into a group of 'it's own' and isolates himself or herself from the majority
- to escape: either the individual introverts into himself or herself or leaves the group
- to resist: the individual fights back and lashes out with words or, sometimes, with psychological violence

Groups with a balanced majority-minority quota work on an equal footing, and the co-operation is more productive. Nevertheless, the majority not only dominates the minority: Often, even members of the minority assimilate the 'norms' of the majority and don't feel free for other options of acting. In the ► activity *Inside and outside*, this aspect also should be worked out.

In the ► activity *What about our teamwork in the workshop?* the teamwork during the whole workshop should be reflected: What improved and what detracted from the teamwork? What can be implemented in the radio as a tool (e.g., expectations inquiry, regular feedback, democratic decision on rules, making language an issue ...), what can be proposed for intercultural teamwork and communication? Are there criteria for good/bad intercultural communication? Which skills should be promoted (this can help for the recruitment of staff)?

The ► activity *Teamwork under pressure* is less of an exercise than a practical project under supervision. The participants form teams (randomly or by preference of the team members, depending on the group) and are given a task that is very close to their everyday radio work (producing a feature, planning a campaign, preparing a text, recruitment of staff, etc.). What is important is the time pressure under which they must fulfil the task. Supervision is provided by a participant assigned to the team, who is to observe certain aspects of the cooperation and group dynamics using a check-list. The basis of this activity is the assumption that principles of intercultural cooperation that are usually theoretically accepted are abandoned under conditions of stress and competition, and instead, native speakers do the scripting and presenting, people with technical experience the production, members of the majority society make decisions, and members of minority groups do background work or produce items about 'their' culture. In a reflection phase inserted in between, team members have an opportunity to examine their behaviour and adjust it as necessary. The activity is highly dynamic; its success depends on the ability of the participants and the team members to reflect on and analyse their experiences. In the course of further reflection, prerequisites for successful intercultural teamwork and communication are discussed. Based on their reflections, the participants develop relevant proposals for improving intercultural communication and teamwork.

Finally, the participants brainstorm on and exchange ideas and proposals for intercultural actions in the activity ► *Motivate for intercultural interaction in the radio!*. This brainstorming is optional either for groups that finish very quickly or for groups with a blow out that need a motivating activity. (► Handout *Ideas for intercultural projects and anti-discriminatory actions in community radios*)

Notice for trainers: This 3rd part of module I *Experience diversity in teams!* (day 4) can also be offered independently, either as one workshop day or combined with ►► *Module II Radio programming in areas of multilingual, intercultural practice*.

C Module I description in chart form

Day 1: ACCESS FOR ALL?!

| Time | Goals | Content | Methods | Material |
|---|---|--|---|--|
| Morning | | | | |
| from arrival to start | warm and friendly welcome for the participants awareness of possible communication problems that might arise for speakers without opportunities to express themselves in their first language | Welcome greet arriving participants 'naturally' in a language other than the 'official' language (without explicitly addressing the issue of language at this point) | activity ► <i>Welcome people!</i> | |
| 10 min | avoid or at least reduce language problems give the opportunity to speak in the language of choice | Language of reference agreement on a common reference language (->monolingual) or on multiple reference languages with language mediation (->multilingual) | activity ► <i>Which language?</i> : plenum discussion (<i>I am packing my suitcase/Chinese whispers</i>) | handout > <i>Tips for dealing with multilingual situations in workshops (for trainers)</i> wall chart titled 'spoken languages', big pens |
| 30-60 min (in monolingual groups) 60-90 min (in multilingual groups) | getting to know one another make it possible to experience a multilingual situation, try out various forms of language mediation give non-native speakers an opportunity to express themselves in their own language make it possible to experience that multilinguality can be an advantage and a resource (without taking recourse exclusively to hegemonic languages) | Multilingual introductory round Trainers and participants introduce themselves to one another in their first language or a language of their choice. Trainers and participants assist with language mediation. | activity ► <i>(Multilingual) introductory round</i> a) partner interviews b) presentation from an intercultural perspective | index cards, flip chart, pins, big pens paper and pens (for partner interviews) |
| 30 min | participant orientation: articulate and respect expectations | Expectations inquire into expectations of participants and trainers | activity ► <i>My expectations and wishes</i> index card inquiry on expectations | index cards, big pens |
| 20 min | give the participants orientation set emphases in keeping with the participants' expectations | Presentation of the workshop programme presentation and discussion of the workshop schedule: content and organisational issues, introduction to Inter.Media (context in the overall project), introduction to the activities <i>parking space</i> and <i>learning journal</i> , ask whether method critique is desired (multipliers) | activity ► <i>What's going on?:</i> presentation with index cards | prepared index cards (course overview), flip chart, pins information material about Inter.Media (folders/poster) |

| Time | Goals | Content | Methods | Material |
|--------------------------|---|--|---|---|
| 20 min | raise awareness to language hierarchies and think about how to eliminate them | Reflecting language reflect language problems and their effect on power structures | ▶ activity <i>Make language an issue!</i> : learning journal and plenary discussion | ▶ handout <i>Make language an issue!</i> wall chart, pens, learning journal |
| 30 min (a) 40 min (b) | create a protected space understand the purpose of making rules together and the possibility of changing these rules; enable experience that following the rules depends on participation in determining the rules | Rules democratically decide on rules (agreement) for working together | ▶ activity <i>How to work together?:</i> A) expectation-guided discussion of rules: index card inquiry, B) 1-2-4-8...-discussion of rules | index cards, flip chart, pins, big pens ▶ handout <i>Rules for teamwork</i> |
| Afternoon | | | | |
| 60 min | reflecting on one's own personality/identity and group affiliation | Approach to diversity introduction to the diversity approach | ▶ activity <i>Personality molecule</i> | worksheets, pens ▶ handout <i>Some background information and glossary of terms</i> |
| 15 min | raise awareness to diversity | Presentation of the diversity approach | input (see handbook-text and handout) | ▶ handout <i>The diversity approach</i> |
| 15 min | grasping culture as heterogeneous and open, not national or based on identity | Culture in question | ▶ activity <i>What is (inter)culture? - 1+1=3:</i> input concept of culture | ▶ poster and copies <i>Influences on the personality of an individual</i> definitions of 'culture' |
| 75 min | grasping interculture | Interculture in question developing a concept of interculture | ▶ activity <i>What is (inter)culture? - 1+1=3:</i> brainstorming in plenum , text work in small groups | authentic and actual texts, wall charts, paper and pens |
| 15 min | grasping interculture as a process of interaction among people | 1+1=3 is interculture introduction to Inter.Media concept of 'interculture' | What is (inter)culture? -1+1=3 (see activity card): input concept of interculture | ▶ handout <i>Some background information and glossary of terms</i> |
| 30 min | reflection on the workshop day reflecting on and guiding the learning process and the group work: taking critique and desired changes into consideration | Review of the day discuss open questions, compare course of workshop with expectations, discuss further course of workshop, feedback | ▶ <i>Parking space</i> -discussion review of workshop day ▶ <i>Feedback</i> -activity (see activity cards) | wall chart, index cards, big pens, flip chart wall charts with (a) the workshop plan, (b) the expectations and (c) the parking space |

Day 2: ACCESS FOR ALL?!

| Time | Goals | Content | Methods | Material |
|-----------|---|--|--|--|
| Morning | | | | |
| 30 min | find out how the participants feel orientate the participants, take special wishes or needs into consideration improve group dynamics and stimulate circulation | Opening of the day ask about how participants currently feel, introduce and update the workshop schedule for the day, warming up | activity ► <i>Flashlight or Emotional barometer</i> input and brief discussion as needed ► <i>Warming up-activity</i> (see activity cards) | wall charts with (a) the workshop plan and (b) the expectations |
| 60 min | change of perspective awareness that and how rights and opportunities are unequally distributed awareness that and how discrimination hinders and prevents (personal) development reflection on power and competition reflection on policies of equality as policies for ensuring equal opportunities and participation | Equality in question assume a different perspective/social position and elaborate inequalities in the distribution of opportunities | activity ► <i>Like in realradio life?</i> | role cards |
| 60 min | raise awareness to various forms of oppression perceive and respect intercultural differences and different social positions develop insight into the construction of group affiliations and the associated discriminations | Discrimination in question thinking about one's own position and possible role as (non-) target group of discrimination, clarification, through reflection, of the concept of (social) discrimination | activity ► <i>Power Flower</i> and plenary discussion | worksheet ► <i>Power Flower</i> , pens |
| 60 min | reflection on one's own interest with the aim to avoid a chauvinist stance or 'policies of representing the poor victim' | Personal commitment in question reflection on one's own motivation and interest in discrimination-free interaction (in society, in media project) | activity ► <i>Against discrimination – but why?</i> : learning journal | learning journal (notebook) |
| Afternoon | | | | |
| 120 min | change of perspective become aware of hidden barriers (time, costs, ...) raise awareness to the difficulty of articulating special needs being confronted with and dealing with the reaction of third parties reflection on 'open access' | Experiencing accessibility identifying (invisible and visible) barriers, work out principles and areas of intercultural opening (guided by trainer) | activity ► <i>Stumbling stones</i> | tutorial cards, cards for drawing lots (icons/symbols), wheelchair(s), blindfold, bell three wall charts titled (a) identified barriers, (b) solutions (c) principles (transfer) handout ► <i>Questionnaire on intercultural practice</i> as tool. |

| Time | Goals | Content | Methods | Material |
|--------|--|--|---|---|
| | developing ideas for eliminating (in)visible barriers | | | |
| | reflect on premises and facilities, attitudes, politics and procedures concerning accessibility for minorities | parallel or alternatively: playfully enabling and reflecting on the experience of radio practice, work out principles and areas of intercultural opening (guided by trainer) | ▶ activity <i>Always accessible?</i> : role play with good-case and bad-case situations | wall charts titled (1) What hinders accessibility?, (2) What enhances accessibility?, (3) What are criteria and principles for accessibility? |
| 30 min | present principles and goals of intercultural opening | Intercultural opening | ▶ activity <i>1 and 1 make 3 – intercultural opening: principles and areas</i> : index card presentation (presented as summary of the reflection on the activity <i>Stumbling Stones</i>) | ▶ handout <i>Some background information and glossary of terms</i> and prepared index cards, flip chart, pins |
| 30 min | develop concrete steps for practical implementation | A) in inter-station workshops: Personal diversity action plan B) in in-station workshops: Preparing the practical project presentation of the whole organisation approach (for systemic analysis) and preparation of the project assignment | A) ▶ activity <i>Personal diversity action plan</i> : work in partnership B) ▶ activity <i>Check and improve your station!</i> : project teams variation; 'open space', future workshop | A) papers and pens B) ▶ handout <i>Questionnaire on intercultural practice</i> ▶ handout <i>The whole organisation approach</i> |
| 30 min | reflection on the workshop day / workshop part 1: Access for all?! reflection on and guidance of the learning process and the group work: taking criticism and desired changes into consideration | Review of the day/part 1 discuss open questions compare the course of the workshop with expectations, discuss further course of the workshop. feedback | <i>Parking space</i> -discussion review of workshop day ▶ <i>Feedback</i> -activity | wall chart, index cards, big pens, flip chart wall charts with (a) the workshop plan, (b) the expectations and (c) the parking space |

Day 3: OPEN STRUCTURE FOR DIVERSITY!

INTER-STATION WORKSHOP

| Time | Goals | Content | Methods | Material |
|-----------|--|--|---|--|
| Morning | | | | |
| 30 min | finding out how the participants feel orientate the participants, take special wishes or needs into consideration improve group dynamics and stimulate circulation | Opening of the day ask about how participants currently feel introduce and update the workshop programme for the day warming up | ▶ activity <i>Flashlight</i> or <i>Emotional barometer</i> input and brief discussion as needed ▶ <i>Warming up-activity</i> (see activity cards) | wall charts with (a) the workshop plan and (b) the expectations |
| 60 min | reflection on organisation and structure from an intercultural perspective | Reflecting radio practice from an intercultural perspective: strengths – weaknesses using the questionnaire on intercultural practice, the participants examine the organisation and structure of their radios | ▶ activity <i>Open for diversity</i> : work through the questionnaire on intercultural practice in small groups | presentation material (which the participants bring with), flip charts, wall paper, papers and pens, pins (moderation material for the working groups) ▶ handout <i>Questionnaire on intercultural practice</i> |
| 120 min | exchange about practices | Reflecting radio practice from an intercultural perspective: good and bad practice presentation of 1-3 specials about each radio station and exchange | ▶ activity <i>Open for diversity!</i> : presentation and discussion | presentation material (which the participants bring with), flip charts, wall paper, papers and pens, pins (moderation material for the working groups) |
| afternoon | | | | |
| 90 min | improving organisation and structure from an intercultural perspective with special attention to retention and empowerment | Improving radio practice from an intercultural perspective: strategies & action plan | ▶ activity <i>Open for diversity!</i> : group work | presentation material (which the participants bring with), flip charts, wall paper, papers and pens, pins (moderation material for the working groups) |
| 90 min | examining feasibility | Revise strategies | ▶ activity <i>Interculture under laboratory conditions</i> : role play | role cards, flip charts and markers |
| 30 min | reflection on the workshop day reflecting on and steering the learning process and the group work: taking critique and desired changes into consideration | Review of the day discuss open questions compare course of the workshop with experiences, discuss and adapt further course of workshop | ▶ <i>Parking space</i> -discussion review of workshop day ▶ <i>Feedback-activity</i> | wall chart, index cards, pens, bulletin board wall charts with (a) the workshop plan, (b) the expectations and (c) the parking space |

Day 3: OPEN STRUCTURE FOR DIVERSITY!

IN-STATION WORKSHOP

| Time | Goals | Content | Methods | Material |
|---------|---|---|---|--|
| Morning | | | | |
| 30 min | finding out how the participants feel orientate the participants, takes special wishes or needs into consideration improve group dynamics and stimulate circulation | Opening of the day welcome ask about how participants currently feel introduce and update the workshop programme for the day warming up | input and brief discussion as needed ▶ <i>Warming up-activity</i> (see activity cards) | wall charts with (a) the workshop plan and (b) the expectations |
| 90 min | reflection on organisation, structure and communication in radio from an intercultural perspective | Description of the current status presentation of the results of the practical project | ▶ activity <i>Open for diversity!</i> : presentation by the practical project groups | presentations prepared by the participants |
| 90 min | analysis of the organisation, structure and communication in the radio from an intercultural perspective | Analysis of the strengths and weaknesses on the basis of the <i>whole organisation approach</i> | ▶ activity <i>Open for diversity!</i> : discussion in plenum | ▶ handout and poster <i>The whole organisation approach</i> |
| 90 min | developing strategies for action for intercultural opening with special attention to retention and empowerment | Where to? developing strategies | ▶ activity <i>Open for diversity!</i> : small groups, presentation in plenum | flip charts, wall paper, papers and pens, pins (moderation material) |
| 45 min | agree on concrete steps for practical implementation | How to proceed? agree on joint strategies and prepare action plan | ▶ activity <i>Open for diversity!</i> discussion in plenum | flip charts, wall paper, papers and pens, pins (moderation material) |
| 45 min | examine concrete steps for feasibility | How to implement? presentation and discussion, distribute tasks, prepare schedules, possibly discuss (if there is enough time) internal and external publicity work | ▶ activity <i>Open for diversity!</i> discussion in plenum | flip charts, wall paper, papers and pens, pins (moderation material) |
| 30 min | reflection on the workshop day reflecting on and steering the learning process and the group work: taking critique and desired changes into consideration | Review of the day discuss open questions compare course of workshop with the expectations Feedback | ▶ <i>Parking space</i> -discussion review of workshop day ▶ <i>Feedback-activity</i> (see activity cards) | wall chart, index cards, pens, bulletin board wall charts with (a) the workshop plan and (b) the expectations |

Day 4: EXPERIENCE DIVERSITY IN TEAMS!

| Time | Goals | Content | Methods | Material |
|-----------|--|---|---|--|
| Morning | | | | |
| 30 min | finding out how the participants feel orientate the participants, takes special wishes or needs into consideration improve group dynamics and stimulate circulation | Opening of the day welcome ask about how participants currently feel introduce and update the workshop programme for the day | input and brief discussion as needed ► <i>Warming up-activity</i> (see activity cards) | wall charts with (a) the workshop plan and (b) the expectations |
| 90 min | reflect on inclusive and exclusionary group processes: How are discussions/talks conducted? Which codes are used? How open/closed are groups? Which strategies are there for being accepted into groups? | Experiencing excluding group dynamics | ► activity <i>Inside and outside</i> : role play | paper and pens, wall paper |
| 30 min | reflecting on (the group's) rules and the group dynamics to develop ground rules | Reflecting teamwork in the workshop | ► activity <i>What about our teamwork in the workshop?</i> : discussion | learning journal, paper and pens, wall chart ► handout <i>Ground rules</i> |
| 60 min | experiencing teamwork under stress conditions reflect on how and for which reasons individuals are encouraged or hindered in the group process reflect on which processes hinder intercultural teamwork, which foster it ensure participation | Monitoring teamwork Observation and analysis of group dynamics in teams: forms of communication, choice of language, decision-making, distribution of tasks and roles | ► activity <i>Teamwork under stress</i> : observed teamwork or role play, one person observes | Basic radio recording equipment for every group (recorder, microphone, MiniDisc, etc.) |
| Afternoon | | | | |
| 120 min | teamwork | continuation teamwork | continuation teamwork | |
| 30 min | motivate for intercultural inter-action and action | Motivation for intercultural action collect ideas and develop proposals for intercultural actions | ► activity <i>Motivate for intercultural inter-action in the radio</i> : work groups and discussion | ► handout <i>Ideas for intercultural projects and anti-discriminatory action in community radios</i> |
| 60 min | reflection on the workshop, the learning process and the group work | Review of the whole workshop discuss open questions compare the course of the workshop with the expectations feedback | ► <i>Parking space</i> -discussion review of workshop ► <i>Feedback-activity</i> (see activity cards) ► activity <i>Deliver messages</i> | wall chart, index cards, pens, bulletin board wall charts with (a) the workshop plan and (b) the expectations |

D Organisational requirements

Regarding the **length of the workshop**, we developed a concept for a four (whole) day workshop. If the workshop is for in-station training, there will be a period of several weeks of practical project in between the two parts (each two days long). If it is for inter-radio training, the four days will be consecutive. The 4th day also can be offered as a one-day workshop or in combination with module II.

The **announcement of the workshop** should be **sensitive to intercultural matters**, using a language free of discrimination, gender-neutral and conscious of differences. It should be inclusive to people with differing backgrounds, using a language everyone understands, and have a layout adjusted to the special needs of the visually impaired.

The **registration form** includes questions about **personal background from a diversity perspective** (age, sex, migration background, special – physical – needs, experience with discrimination etc.). This is important for the recognition of difference as a principle in intercultural processes and for the trainers to adapt the workshop to the participants' background (e.g. if there are many people with discrimination experience, some of the activities have to be modified in order to avoid a backlash for them). It should also include questions about the participants' **expectations and experiences** (also regarding intercultural radio work), as well as their **motivation** for taking part in the workshop and their roles and tasks at the radio station.

In case of **in-station training**, the registration form should include questions regarding the **radio organisation**: reasons for requesting the workshop, the level of intercultural and socio-political sensitivity, the infrastructure in terms of accessibility (asking about special barriers, multilinguality, wheel-chair accessibility, infrastructure adapted for the visually impaired, etc.), special minority group-focussed programmes or projects.

It is important that the location of the workshop is **free of barriers** to those with special (physical) needs and situated in an **area everyone can access** (e.g., there are places where migrants, homosexuals, or women don't go, because they are afraid of – racist, homophobic or sexist – attacks, so in this case you at least have to provide an escort service for them). It is also important that the **location is adapted to possible needs of some of the participants** (e.g., rooms for prayer, single-bed rooms, special food). Last but not least, the workshops **should take place in the radio** (for in-station training) or have a community radio near by (for inter-station training), as some of the activities deal with infrastructure of the radios. Since there are small group activities, **several rooms are needed** for the groups to meet; a large room for plenary discussions with chairs for 15 people, and room for personal retreat during the days of the workshop.

As this is a process-oriented, intercultural training, time frames during the workshop may be different than usual. Discussions may take longer because of the need for translation (linguistic and cultural), the breaks need to be longer (at least two hours for lunch time), since they are used for further discussion and 'digestion', and the schedule has to be flexible to accommodate the needs and possibilities of the participants.

The methods of the workshop are based on **visualisation** (using index cards, posters, etc.). It is recommended to leave all this material visible as posters during the workshop (you need enough space on the walls!) and make photos of it for documentation and further use.

E Learning materials

Handouts / master copies and worksheets

- ▶ *Tips for dealing with multilingual situations in workshops (for trainers)*
- ▶ *Make language an issue!*
- ▶ *Rules for teamwork*
- ▶ *The diversity approach*

- ▶ *Some background information and glossary of terms*
- ▶ *Influences on the personality of an individual (primary and secondary dimensions of diversity)*
- ▶ *Power Flower*
- ▶ *Stumbling Stones*
- ▶ *Questionnaire on intercultural practice*
- ▶ *Intercultural opening: principles*
- ▶ *Intercultural opening: areas*
- ▶ *The whole organisation approach (WOA)*
- ▶ *Ground rules*
- ▶ *Role as a facilitator (for trainers)*
- ▶ *Ideas for intercultural projects and anti-discriminatory action in community radios*

Activity cards:

for working on the workshop content

- ▶ *Welcome people!*
- ▶ *Which language?*
- ▶ *(Multilingual) introductory round*
- ▶ *My expectations and wishes*
- ▶ *What's going on?*
- ▶ *Parking space*
- ▶ *Learning journal*
- ▶ *Method critique*
- ▶ *Make language an issue!*
- ▶ *How to work together?*
- ▶ *Personality molecule*
- ▶ *What is (inter)culturality? - 1+1=3*
- ▶ *Like in real radio life?*
- ▶ *Power Flower*
- ▶ *Against discrimination – but why?*
- ▶ *Stumbling stones*
- ▶ *Always accessible?*
- ▶ *1 and 1 make 3 – Intercultural opening: areas and principles*
- ▶ *Personal diversity action plan*
- ▶ *Check and improve your station! (preparing the practical project)*
- ▶ *Open for diversity! (inter-station workshop)*
- ▶ *Interculture under laboratory conditions*
- ▶ *Open for diversity! (in-station workshop)*
- ▶ *Inside and outside*
- ▶ *What about our teamwork in the workshop?*
- ▶ *Teamwork under stress*
- ▶ *Motivate for intercultural interaction in the radio*

for running the workshop (activities for warming up and feedback)

- ▶ *Flashlight*
- ▶ *Emotional barometer*
- ▶ *Multilingual chair changing*
- ▶ *Fruit salad*
- ▶ *Pillow race*
- ▶ *Feedback with index cards*
- ▶ *Personal object*
- ▶ *Letter of goodbye*
- ▶ *I pack my suitcase*
- ▶ *Near and far*
- ▶ *Worst case*
- ▶ *Questionnaire*
- ▶ *Deliver messages*

F The trainers

The workshop should be conducted by a team of two trainers who have experience in intercultural work, community radio and process-oriented teaching. They should reflect – if possible – the concept of diversity with their personal background (migrant and non-migrant, men and women, gay and heterosexual, etc.) and speak more than one language. It is not necessary that both trainers be experienced in media education, but it is necessary that they be experienced in anti-discrimination and/or diversity training and process-oriented workshops.

The trainers skilfully help the participants to understand and work on common objectives and plan to achieve them. The trainers guide the group through the agenda and the setting and assist in the self-directed learning process. Hereby the role of the trainers changes according to the situation in the learning process. In the context of intercultural and antiracist learning very active interventions by the trainers may be necessary to ensure a protected learning atmosphere.

G Target group

The workshop is both the starting point and a part of a broader strategy and process, and it works with the whole organisation approach. It targets members of community media at different levels of involvement/engagement, including decision-makers as well as people from (minority) editorial teams.

According to the needs or situation it can be organized as

- A) an in-station workshop: all participants are from one radio with one language of reference
- B) a regional inter-station workshop: participants are from different radio stations with one language of reference
- C) an international inter-station workshop: participants are from different radio stations with more than one language of reference.

We propose a kind of quota in order to get the maximum range of perspectives on the issue: at least 20 % of the participants should be people that experience (social) discrimination, 20 % decision-makers (members of the board in top-down organisations and members of the radio plenary in bottom-up organisations). 20 % from editorial groups. Experience in anti-racist and intercultural work contexts has shown that it can be counterproductive if there is only one participant with a differing (e.g., migrant) background. This situation produces the phenomenon that this one person is regarded as 'the' representative of a group and is marked by and reduced to this 'identity'.

In the case that there is no one who has experienced social discrimination from the radio itself who is willing to participate (based on their own motivation – no bribing!), we suggest that the radio should make contact with interest groups or initiatives in the region and invite them to the workshop. In this case, a member of the interest group should be either part of the trainer team or a consultant for reflection (if no one is motivated to take part as a participant). This contact with interest groups could be an initial step toward further cooperation.

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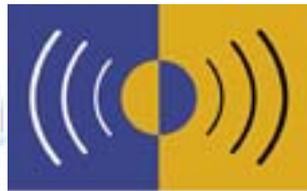
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INTER.MEDIA

Intercultural Media Training

MODULE II

Radio programming in areas of multilingual, intercultural practice

Intercultural incentives and methods for radio workshops:

methods and suggestions for the integration of intercultural elements into (basic or introductory) radio training; dealing with language, time, outcomes in intercultural workshop situations; intercultural approach to journalistic and editorial work.

Theoretical and practical approaches to multilingual radio programmes:

language and speaking in the context of multilingual practice
Concepts and methods for multilingual programme elements
Multilingual training in journalistic forms of presentation and in creative journalism (multilingual interviews and presentation)

Editorial concepts for intercultural programming

Diversity-oriented models of editorial co-operation, resources of communities and editorial groups for mutual learning and co-operation in joint editorial work, content-oriented models for broadcasting – crossing the borders of individual programmes, development of content and organisational structures for intercultural/multilingual teamwork at community radio stations (internal and external networking)

Developed by:

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Fiona Steinert (VFRÖ, AT), Antje Schwarzmeier (BZBM, DE)

A Overview of Concept and Goals

Inter.Media Module II focuses on three closely related thematic fields.

- **Multilingual radio broadcasts**
- **Intercultural approach to journalistic work**
- **Development of intercultural editorial and programming concepts**

It treats the first two topics in a three days workshop and the third one in an additional (optional) practical project. The module aims at radio presenters, editors, producers, and peer educators with various backgrounds. It is not primarily designed for so-called disadvantaged groups, but for all people using community media in an intercultural society. Following this approach, various pre-conditions have to be considered, which are described under B. Learning Matter. The main and basic one shall introduce this module: Actively taking part in an intercultural society requires being patient and open towards differences from various perspectives.

| GOALS | CONTENT |
|--|--|
| to know and experience different methods of multilingual radio broadcasts, to choose and try out different styles of multilingual presentation to raise awareness of diversity in the media to widen the perspectives of both presenters and listeners for mutual understanding. | Multilingual Radio Broadcasts Day 1 and 2 |
| to become aware that traditional journalistic skills can be combined with the use of a specific language or dialect and its perspectives and cultural background. to offer an opportunity for developing new forms and profiles for radio broadcasts which are influenced by global – rather than local – listening habits to create a programme according to the needs of its targeted listenership | Intercultural Approaches to Journalistic Work Day 1, 2, and 3 |
| to become aware of other groups and themes in the radio, to present a theme from different perspectives to improve cooperation among editorial groups to learn organisational principles for the implementation of a special focus programme | Intercultural Editorial Groups Day 3, Follow-up project |

B Learning Matter

The module is divided into three different areas of content. As the first two – multilingual radio programme making and intercultural skills in journalism – cannot be treated separately, they are combined in a three-day workshop. Both topics are relevant tools for people interested in the use of local media in accord with the society they are located in.

The three day model workshop is structured using the following elements:

- Examples of multilingual radio programmes
- Methods of multilingual programme making
- Activities on multilingual programme making
- Experiment of a joint multilingual radio programme
- Forming and testing intercultural, multilingual editorial teams
- Intercultural learning in journalistic fields
- Intercultural methods related to journalistic skills
- Intercultural journalistic approaches to selected thematic fields

Preconditions

To be able to treat the main topics of this module according to the goals mentioned above, some preconditions have to be accepted both by trainers and participants. These conditions are continuously present during the workshop programme.

Time

In intercultural groups the trainers should leave plenty of time for translation work. The job is to create an atmosphere of tolerance for language work in the group and to foster a conscious way of dealing with language. Seminar participants can help one another to formulate texts, translate terms, etc.

Differences

Time and space should also be available for cultural translation work. Being aware that sometimes very basic elements of everyday life (e.g. listening to the radio, judging a result) can vary a lot from one cultural background to another, examples occurring during the workshop should be considered seriously and space for clarification should be allowed.

(In)security

both an advantage and a disadvantage at the same time.

Participants can take part in a workshop more easily if they use their own language, even if it is only for some of the time.

Media have an aura of perfection. This is the reason why most people are hesitant to speak a language that they do not have a good command of in front of a microphone or a camera. In multilingual workshops, the point is to help the participants overcome this hesitancy. To do so, it is necessary to create an atmosphere in which people can make mistakes without being exposed to ridicule by others. In this kind of framework participants can be exposed to the insecurity of speaking a foreign language and helped to gain positive experience. Trainers who are non-native speakers of the dominant language can contribute considerably to this good atmosphere.

What is important in multilingual workshops is to ensure that no one is left behind – whether due to difficulties in understanding or in self-expression.

1. Multilingual radio broadcasts

Concept

In many community radios in Europe there are programmes in a lot of different languages. Most community radios take the idea of giving migrants a platform for granted. For migrant people, radio programmes are a way to live and spread their own language and culture, and to organize politically. Programmes in other languages are well established in community radio. They provide an important service and participatory function for the local and regional migrant communities.

The existence of many programmes, each of them in a different language, can be defined as “polylingualism” in community media. It is an essential component to enable different cultures and nationalities to live together in equality.

Multilingualism, on the other hand, is the use of different languages in one programme. Individual migrant programmes also use the local majority language in addition to their own language. These multilingual programmes seek to make the concerns of their language community understandable for a much broader audience – a crucial step in the direction of genuine exchange between majority and minorities.

The use of multiple languages in a single programme offers community media a number of opportunities. The cooperation between migrants and non-migrants attains a new dimension as soon as it is not carried out only in the majority language. On the one hand, preparing multilingual programmes is an instrument that allows migrants to overcome their linguistic isolation. At the same time, mutual production of programmes by migrants and non-migrants, working together, can be a means of establishing situations based on an equal footing. Therefore, the development of a multilingual programme supports intercultural learning. Listening to a multilingual programme, members of the language majority in the broadcasting region are confronted with a situation that usually only migrants experience: finding it difficult or even impossible to understand parts of the programme, not being able to join in the discussion, being “outsiders”. Through the alternation of languages, however, they are repeatedly “drawn back in”. This makes it easier to accept a foreign language, both for non-migrants and for migrants.



Participants at module II pilot training in Dublin Oct. 2005

Speaking into a microphone in a language that one does not speak well is a huge obstacle both for migrants and non-migrants. The experience that a programme can sound good even if the language is not perfect gives migrants more self-confidence in dealing with the foreign majority language and temporarily puts non-migrants into the situation of the minority. For this reason, preparing multilingual programmes is open to everyone. Experiencing what multilingualism actually means, what it „feels like“, is a means to greater sensitivity for as many community media presenters

as possible. However, the call for multilingual programmes also has a general political side to it. In recent decades, immigration has fundamentally changed Western European societies. Broad sections of the population now move in different cultures and use many languages. The concept of the dominance of one language in each geographical area does not do justice to this situation. The terms migrant and non-migrant have also begun to lose their relevance in terms of language: migrants of the second and third generation frequently do not speak the language of their parents and grandparents as well as the language of the country where they live. The old European tradition of multilingualism is blossoming again. Multilingualism already exists in parts of Western European societies, meaning that two or more different languages are used alongside one another on an equal basis. This especially applies to many young people, who grow up as the offspring of migrants speaking two or more languages. In parts of Eastern

Europe, multilingualism was normal in daily life until a few years ago. Unfortunately, this tradition tends toward being lost, as has happened in the Balkans after the war and the splitting up of Yugoslavia.

Depicting and developing multilingualism in the programmes of community media also means countering the exclusive, defensive migration policies in most European countries with practical action. Language policies in community media can thus take on the function of a model and experimentation for living together respectfully and as equally as possible in society.

Goals

Participants will get to know different methods of multilingual radio broadcasting and will experience the most feasible ones in various exercises. Being able to choose from a variety and to try out different styles of multilingual presentation raises the awareness of diversity in the media, while offering new perspectives of going public and opening doors for cooperation among people who otherwise might not come in contact with one another. Some multilingual methods also promote new skills in the area of close listening and reacting spontaneously to continuously changing situations. Above all, multilingual radio broadcasts widen the perspectives of both presenters and listeners for mutual understanding. This form of communication also offers an opportunity to depart from one's usual role, and provides for a view on situations from a different angle.

2. Intercultural approaches to journalistic work

Concept

Basic radio training is offered by (almost) all community radios and is open to anyone who is interested, but does not go beyond a certain level. The people who take part in these workshops are in very differing situations: some already have a prospective programme time slot and want to acquire skills they need; others are simply curious about the medium of radio. Some come because they know someone at the radio station, others for reasons of their own. The social, economic, and cultural background of radio presenters is also very heterogeneous. By definition, community media are open to socially marginalized groups. It is evident, however, that this open access is used primarily by white, usually well-educated, young men. They are also the participants who demonstrate the most self-assurance in beginners' workshops and who are most likely to feel confident about being able to produce radio material themselves. In order to establish equality, it is therefore necessary to give appropriate support to workshop participants who feel less confident. These are often people from socially marginalized groups. The social discrimination that they experience can affect their self-confidence and their degree of participation. The access barriers are especially high for migrants, whereby language is the most important factor – migrant people are often hesitant to speak on the radio, because they think their language skills are insufficient.

In order to encourage migrant people and non-migrant people to cooperate in community media, it is necessary to specifically reflect on existing educational concepts and to create methods that encourage cooperation or at least mutual understanding among radio presenters who may have had very different experiences during their basic training.

This approach implies adding intercultural learning, using multilingualism as its key method, to the radio workshop. It aims at the promotion of mutual tolerance, cooperation, and acceptance among the participants.

Multilingual methods describe only one level of intercultural approaches towards radio programming. There are also a number of journalistic methods which can be specifically applied from an intercultural perspective. As Module II includes the production of a radio programme, the issue of intercultural journalistic work comes up continuously throughout the workshop. The specific topics raised in the course of the workshop include:

- Special Language in Radio, Speaking on air – linked to the subject of speaking one's own language. This can be the particular difference between written and spoken language, a dialect, a sociolect, a "foreign" language or a mixture of languages.

- Research – where do I get information from? Who has which perspective on a subject? What – usually neglected – sources of information are there which specifically concern minorities?
- Interview – linking the basic skills of interview training with basic intercultural qualifications like listening carefully, asking questions, and respect for one another.
- Radio montage – combining multilingual methods with methods of radio production.
- Presentation – the special role of the presenter combined with methods of multilingual programming. How do I reach the listeners? What role do rhythm, music, and the frequency of alternating languages play when presenting a show?
- Planning a programme – linking multilingualism and diversity of programme items with the overall content of the show, thinking about the dramaturgy (introduction, construction, rhythm etc.) of the show as perceived by multi- or monolingual listeners
- Music – in intercultural editorial radio programming, music is an important subject, because community radio offers the opportunity to present music from all over the world which is not broadcasted in mainstream media. The content of the music (lyrics, meanings, background information about the making of or history of the music) can be an interesting subject for radio programmes and useful for linking content.

Goals

This part of the module will make participants aware that traditional journalistic skills, as applied by media professionals, can be combined with their expertise in the use of their specific language, dialect, and their perspectives and cultural background.

Combining intercultural learning, multilingual methods, and basic radio training presents an opportunity to develop new forms and profiles for radio broadcasts which are influenced by listening habits from all over the world, rather than by local mainstream media. With the provided skills, the participants should be able to create programmes suited to the needs of their targeted listenership and to reflect who is represented in what way in mainstream media.

3. Intercultural editorial groups

Concept

Publicly owned and private media usually follow a very clearly and narrowly defined editorial and journalistic policy. This is contrasted by the scope of community media, which are usually non-profit, non-commercial, and not dependent on listenership surveys, and can thus offer possibilities for a diversity of internal organisational structures. (► see also Inter Media Module I) An essential part of these structures of community media are the editorial and production groups that prepare the contents. The palette of themes and approaches to content and form, represented by these groups in accord with the principle of open access, makes the radio schedule of community radios diverse. Most of all, it provides programmes corresponding to a wide array of audience interests.

In the ongoing operations of community radios, however, the high degree of specialisation on the part of individual radio groups and the differing social backgrounds of the programme makers often lead to an isolated, "colourful" side-by-side coexistence rather than mutually interrelated plurality.

The fact that people who do not necessarily have anything to do with one another outside the radio station come together here poses a difficulty, and at the same time one of the greatest challenges of community radio.

Community radio stations generally position themselves especially by focusing on strengthening marginalized themes – for instance by purposely dedicating broadcasting time to a certain theme in the form of content focal points. Here, the undifferentiated approach of open access is not sufficient to achieve an intercultural media practice.

The section on editorial co-operation is therefore intended to indicate possibilities for how existing editorial groups can work together on shared programme content. The practical project within the workshop is designed to raise interest in intercultural cooperation within the radio

station and together with other radio stations, and to provide means and thematic impulses for it.

Focal point or special programmes, in which several editorial teams participate, can initiate cooperation and practice of the different language resources of radio presenters in community radios.

Goals

This third part of the module addresses considerations regarding editorial work with intercultural ambitions. A series of examples are intended to present various editorial concepts and their potential, as well as the difficulties involved, for intercultural cooperation in community radios. This third part is an optional addition to the three-day workshop and extends it in a two-month project work, in which the workshop members form an intercultural editorial group applying the topics of the three-day workshop. It applies the theory of the workshop in the actual field of radio production.

The objectives of this practical part include:

- cooperation among existing radio groups with different backgrounds, thematic focal points, and approaches to radio, aiming at the formation of temporary alliances among equal partners
- cooperation among editorial groups in different countries/radio stations working on related themes
- presentation of a theme from different perspectives while using the existing potential of different approaches (e.g. the possibility of using a diversity of languages)
- awareness of other groups and themes in the radio, expanding the horizon of individual editorial groups beyond their own programmes, learning from the knowledge of other groups
 - opens up the possibility of cooperation beyond the specific occasion
 - leads to a stronger integration in the overall structure of the radio
 - promotes the intercultural competence of the participants in the sense of being aware of differences, mutual appreciation, and mutual points of reference
- learning organisational principles for the implementation of a special focus programme

INTER.MEDIA
 Intercultural Training for non-commercial media in Europe
 An adult education project in Socrates/Guilding I Oct. 2004 - Sept. 2005

Invitation to the pilot seminar Inter.Media module II:

**RADIO PROGRAMMING
 IN AREAS OF MULTILINGUAL
 AND INTERCULTURAL PRACTICE**
 Oct 21-23, Dublin, Ireland

registration by e-mailing:
 intermedia@nearfm.ie
 or phone:
 (01) 867 1016
 Contact name: Sally Galiana

Socrates
 Education and Culture
 www.socleeyouth.be

NEAR
 New for Adult Radio fm101.6

Announcement of module II pilot training in Dublin Oct. 2005

4. Workshop schedule in detail

Brief Overview

The three-day model workshop combines methods of multilingual programming with intercultural approaches to journalistic work, taking methods of the diversity approach into account. It contains a mix of theoretical explanations and hands-on activities.

Additionally, the participants of the model workshop can be offered the joint practical application of the provided skills by forming an intercultural editorial group under the participatory observation of one of the workshop trainers.

In the following chapter all inputs and activities of the three-day workshop and the practical project are described in two categories: *content/objectives* and *method*.

For precise time calculations of units and breaks, please see **C. Chart**.

Multilingual Radio: Possibilities

Summary

Participants receive an overview of concepts and approaches to multilingual programming. Activities on intercultural learning support the development of team dynamics and first steps toward multilingual broadcasting are accompanied by listening examples which are discussed in the group.

Content and objectives

Day 1 starts with the trainer team giving an overview of content and goals for the three-day workshop as a whole and day one in particular. Objectives of the course are stated, and an approximate time schedule is handed out to the participants.

Method: This input is provided by the two trainers.

The trainers use two or more different languages, interchanging them from time to time during this short session to raise awareness and to point out the significance and consequences of multilingual groups and gatherings.

Round of introduction and expectations

Trainers and participants introduce themselves in the chosen common language during the workshop, telling their names, experiences with radio, languages they are able to understand and communicate in, and their expectations regarding the workshop.

Method: The trainers collect the names and languages on a chart to point out the lingual skills that participants bring into the workshop. Languages spoken and understood are marked in different colours. This chart is displayed on the wall and can be used as an information source on available languages by trainers and participants throughout the workshop.

Interview activity with diversity approach

In intercultural groups (or maybe in any group) people need to get used to each other. This activity links intercultural learning with basic interview training. Participants find out a lot of personal information about the individual participants. Diversity is thus experienced as something positive, personal, and enriching for the group.

Especially in multilingual groups, people need a chance to be able to judge the other's competence, strengths and weaknesses relating to the use of the common language, and to get to know one another's backgrounds. During this interview exercise, participants can relate to these different aspects.

Method: Participants are asked to get together in pairs and find a topic that they regard as either emphasizing or mediating the differences between them. Afterwards the group listens to the results together.

(Hint) During the interviews, participants may find competent interview partners for the following activity of producing a joint radio programme.

► **Detailed description of activity: Interview Training with Diversity Approach**

The more heterogeneous the seminar group, the better!

The participants are asked to interview one another about something that distinguishes them personally (and makes them different from other people) and which they would like to share with the others. This might be their origins, but it can also be a special profession, their religion, a certain hobby, or a special experience. The interviewees decide themselves which topic they want to be interviewed about and delineate the topic in a brief preliminary discussion.

For the purpose of this workshop, participants should use the language of reference to do the interviews. They should become aware of each other's ease and fluency in the language they need to communicate during the workshop.

The interviews, which have a set time limit of 3 – 5 minutes, then follow.

The group listens to the interviews together and learns something about the life and personality of each member, which leads to a first sense of the potentially positive role of diversity in a group.

Methods for multilingual radio broadcasts

Participants are offered an overview of the most traditional, relevant and innovative methods of multilingual presentation of radio programmes. The overview also points out the potentials and limitations of each method.

Method: The trainers introduce the methods including audio samples selected according to the participants' lingual abilities. The selection mostly depends on the languages that are understood by the participants – and also on the reference language(s) being used during the workshop.

► A handout (see E. Learning Materials – handout 1 *Methods of multilingual programme production*) with detailed information for further reading is provided. The whole group (trainers and participants) discusses the audio examples.

During this discussion the trainers summarise on a flipchart the methods mentioned and the ideas contributed by participants.

Activity on communication

To get a feeling of the complexity of multilingualism, the following activity on communication is introduced. It also builds upon the introduction rounds and the interview activity, as participants are required to approach each other according to their varying language capabilities. The challenge is to get to a diverse sequence of languages and, at the same time, build bridges of understanding.

Method: "Loud Whispers" is an activity based on the game "Chinese Whispers". Instead of whispering the content the person chooses someone who he/she regards as being able to understand and retell the content in a different language than the one he/she started with. The activity should be recorded, and might be listened to at a later stage of the workshop.

► **Detailed description of activity: "Loud Whisper"**

Trainers and participants sit in a circle of chairs. "Loud Whispers" is a game to become acquainted with the use of various languages: In a variation of the whispering game "Chinese Whispers", information or a little story is passed on around the circle. The first person invents a sentence in his/her own language and chooses another person to pass it on to. It is very helpful to choose the other person based on possibilities of understanding each other. This person tells the next one what s/he thinks s/he understood. Passing on the sentence can take place out loud, so that the whole group can hear it (and possibly record it), or the sentence can be whispered. The adequate form depends on the languages spoken and understood in the group

(e.g. if there are many different and less well-known languages the exercise can also be done out loud). At the end of the round the original story and the final result can be compared.

Variation:

Microphone is passed around from one trainee to the next: Each one says a few words about a given topic (e.g. the workshop itself, the radio at which the workshop takes place, about his/her own multilingual or diversity experiences). Participants should start in another language than the one used before, then say two or three sentences in every language he or she is able to speak and possibly end in a language the next speaker is able to understand. (See also 'Activity: Speaking your own language', described below.)

Activity on the use of multilingual methods

Trainers and participants gain awareness of the field of multilingualism and each other's spoken and/or understood language(s). As shown in section **A. Concept and Goals**, multilingual communication is a complex and innovative field for many "Western Europeans", even if the continent itself is multilingual. Due to the advance of national languages throughout the last centuries, European citizens – very generally spoken – no longer need to use more than one language in everyday life. In community radios across Europe this issue is often brought up through radio shows produced by immigrants from the African continent or South-Eastern Europe, who use multilingual methods of communication, because they are used to switching languages in relation to the person they meet or according to the place. Additionally, the complex styles of communication among the second and/or third generation of migrants reveal innovative ways of dealing with the possibility of being able to speak more than one language in contemporary Europe.

| Good practise example | |
|--|---|
| Inter.Media Partner Organisation | P 2 (VFRÖ) |
| Title of project / training | Babelingo |
| Organisation | working group babelingo |
| Address | Radio LoRa, Militärstrasse 85, CH-8004 Zürich |
| E-Mail | helmut.peissl@civic-forum.org , spezialprogramm@lora.ch |
| Homepage | http://babelingo.net |
| Contact persons | Helmut Peissl, Adriane Borger |
| Duration | 1,5 days |
| When did it take place? | during the babelingo radio festival in September 2003 |
| Average number of participants | 10-15 per workshop |
| Type | radio/media training programme with emphasis on intercultural aspects |
| Target group(s) | migrants and non-migrants, women and men, adults of different ages |
| Main results | intercultural competencies, bi-/multilingual radio/items/programmes |
| <p>The workshops took place in the framework of the babelingo radio festival in September 2003 in Zurich. Programme of the festival see: http://www.lora.ch/events/babelingo/</p> <p>After a plenary introduction into different methods of multilingual radio production, four practical workshops with different approaches took place:</p> <p>Workshop A: "Between Ghetto and Bilinguality – Speaking German, Thinking in Turkish, Spanish, Croatian, ..."</p> <p>Workshop B: „The Language of Migrants. Mother Tongue – Foreign Tongue"</p> <p>Workshop C: „Free Choice?! – Language in Every Day Life"</p> <p>Workshop D: „The Sound of Language – Language Diversity"</p> <p>The workshops resulted each in an one hour programme which was broadcasted on Radio LoRa at the end of the workshop sessions. The different slots included a studio discussion, a live radio play and various short experimental pieces. An evaluation by way of a plenary discussion took place the next morning.</p> <p>The intention of the workshop was to initialize a discussion amongst the participants about the possibilities and limits of multilingual programme production. Feedback of participants and trainers on the methods used was an important part of the process to further develop didactic models/techniques for multilingual radio training.</p> | |

Therefore it is very important in this phase of the workshop to intensify and encourage the use of more than one language in the group, and all it implies: curiosity, patience and flexibility.

This activity stresses the practical use of the "methods for multilingual programming" (see above) reflecting the actual (multi)lingual composition of the group in the workshop. The objective is to prepare a small item of multilingual radio programming in small groups, using at least two different languages and trying to make sure that the participants of the workshop understand as much as possible.

People who want to do multilingual radio shows have to be aware of the

listeners and reflect on the target group addressed.

In this activity, participants deal practically with different languages on the level of media communication. They get an impression of the methods the trainers have presented, can try out the ones that most appeal to them and listen to the other participants choices. Participants can reflect on the usefulness of methods and they can consider their experience as compared with their initial impressions.

Method: Work in small groups or pairs. Each group decides on the method to try out and chooses a topic.

The group can also decide on the radio format it wants the method to be applied to. Examples: short radio play, short soundscape, a report, interview, etc.

The production length should be limited to 2-3 minutes. The results are listened to in the plenary and the methods used are discussed and evaluated.

Closing of day one and feedback / outlook on day 2 and 3

The feedback only consists of a short statement by the participants on their impressions of day 1. Nobody comments on these individual statements.

Method: The trainers collect these impressions. The trainers give an outlook on day 2 and 3, announcing that they will include the production of a multilingual broadcast. They leave the participants with the task to think of a topic / a format / languages and music for day 2.

Multilingual Radio: Practice of Methods

Welcome and warm-up

Trainers welcome participants for the second day and start the day with a communicative warm-up activity. Method: "Frequency interference" is a game in which the communication between two members of the group is disrupted by the remaining participants. It is a funny and active game.

► Detailed description of activity: „Frequency Interference“

Two participants are standing in opposite corners of the workshop room. One person tries to tell the other person something about a given topic (e.g., what they are planning to have for dinner, agreeing on a meeting place and time to go out in the evening, or the like). All the other participants are standing between them and disturbing their conversation with interfering sounds, talking, noise, etc. After a few minutes of attempting to communicate, the two participants are asked what and how much each one has understood.

Preparations for multilingual radio broadcast

The framework for the production activity is set by the trainers and during a plenary discussion.

Trainers lead the discussion among the group along the key issues:

- Adequate topics for multilingual broadcasts
- Preferable formats for multilingual broadcasts
- Target groups for multilingual broadcasts
- Circumstances of multilingual broadcasts

Topics and teams for the mutual radio broadcast are selected.

Method: Trainers advise a maximum length and team size for the production activity.

Participants create the editorial teams (3-4 people) according to their favourite topics.

Possible selection process:

Participants write 2-3 topics on cards.

Trainers group the cards. The editorial teams are established according to the common thematic interests and languages.

The trainers have to monitor resources – time and capacities – in order to guarantee that the production activity can be completed in time.

Participants may have problems with this method – in that case the trainers can suggest several topics and participants pick one.
Time and effort spent on the choice of a topic should not be excessive as the broadcast is just an exercise.

Intercultural and diversity aspects in radio journalism

Before the groups begin to work on their production, the trainers, being aware that multilingualism is only one tool out of a more complex range, provide useful guidance for intercultural radio broadcasts. Trainers emphasize the need to link intercultural and journalistic skills: for instance, to reflect on the choice of sources and the representation of different target groups. "Experts" are usually regarded as white men in positions of leadership. However, this idea of experts was mitigated in the 60s and 70s with the emergence of alternative media: those affected by a development were purposefully asked about their situation, rather than having so-called experts talk about them. Even though much has changed in the media landscape since then, it is still the case that migrants and refugees rarely have a chance to speak for themselves or report on their own situation. In intercultural radio workshops the trainers should pay special attention to the question of who speaks as an "expert". One task could be to consciously choose migrants as interview partners on certain subjects. Hence the speaker of the local migrants' advisory council certainly has just as much to say about communal issues relating to migrants as the public official responsible for foreigners. On the other hand, however, migrants should not be limited to specific topics and automatically end up being "responsible" for migration and anti-racism programme items.

If several interview partners are available – which is the case for most topics (for example, if the topic is working conditions in a company or public transportation) – then it is a challenge to give preference to those with a migrant background.

As with all interviews, it must be carefully decided beforehand why the interview is being conducted and on which topics and which role the interview partner is to take. Sometimes it is also helpful for the interviewer to clarify his or her own role – too much empathy can lead to a paternalistic tone.

Method: Trainers offer resources to refer to in the areas of research and interview partners on a flipchart:

- Which source adds information to the mainstream perspective?
- Who speaks? To whom do I want to give a voice?
- Which points of view are seldom represented in mainstream media?

Specification of content of production activity and research

In this unit, most decisions on the production are being taken:
interview partners, research of material, outline of production, roles of the group members

Method: The participants begin to work in small production groups brainstorming on the detailed content of their programme item(s). A starting point for this discussion can be the assumed target group. From there, they choose the most appropriate format and multilingual methods for their production. Key factors in the discussion should be written down, either for the presentation in the joint programme or for feedback.

Preparation and production of short programme items

The first parts of the final joint broadcast are finalised. Due to the fact that the groups use different formats, different methods and different approaches, the joint programme is designed to give a good overview of the methods and topics covered during the workshop.

Method: The groups continue their preparations for a short multilingual item and record it. The trainers gather the groups once more in an editorial meeting to make sure that all parts can be used in the final joint broadcast at the end of day 3.

Multilingual Radio: Production

On day 3 the editorial teams continue to work on their radio broadcast. The focus of Day 3 is on combining the group productions into one programme. Participants work on different aspects of the overall plan of the broadcast and they divide into: a presentation group, a music group, an editorial team, and a technical support team (optional).

In between, to focus the work on necessary elements of the broadcast (e.g. text for presenters) the trainers gather the entire group for short activities. After each activity, the participants continue their preparation supported by the experience of the activities.

Activity – speaking your own language

Radio, compared with other media, is most suitable for „speaking your own language“. This can be a dialect, an accent, a sociolect or the language of a special group (e.g. Travellers, youth culture). It can of course be another language than the official language in a country; it can also be a mixture of different languages, e.g., in areas which are multilingual or in multilingual communities.

Even if a language is mainly used for oral communication and it is not often used in a written context (e.g. old indigenous languages in Central America, many regional languages), it can nonetheless be a medium for information and communication via radio.

Therefore, radio can play a special role in the dissemination of a wide range of stories and special sayings that only exist and can be transmitted in their original and authentic form, the spoken word. One objective of the workshop is to combine methods for speaking on the radio with the development of personal verbal expression.

Most participants are familiar with the basic rules of radio communication, but they are reminded of the key ones by a short activity.

Method: In this activity, a playful approach to language is more important than the correct content and/or verbal expression. Participants read a text first to themselves, then aloud and finally retell it in their own style / language / dialect.

► Detailed description of activity: *Speaking your own language*

A text (a short press release or newspaper article) is chosen by the trainers. The participants read the text for themselves. When everyone has finished, one trainee reads the text aloud. Obviously it is hard to follow, because the text is written in a language which is suitable for reading, but not for listening.

Nevertheless, the participants are supposed to retell the content of the text in their own words / in their own language.

Overall learning goals: Methods for speaking on radio, multilingualism, intercultural learning, demonstrate the variety of individual verbal expression and support the participants in their individual development.

(Hint) At this stage the results of the activity “Loud Whisper” could be listened to as another example of language and personal style.

Activity on the preparation of multilingual presentation

Presenting a radio programme covers a variety of multilingual options.

The task of the presenters is to guide the listener through a programme, to build bridges. In multilingual programmes it is more of a challenge for listeners to follow the content of the programme, especially during those parts when the language being spoken is one that the listener does not understand.

Therefore the sensual aspects of listening become more important: rhythm, frequent changes, musical bridges. In this activity, participants can try out methods of multilingual radio broadcasts when preparing their presentations for the subsequent joint broadcast.

Method: The trainers repeat selected methods on multilingual broadcasting (day 1) and ask the participants to try them and to choose one or two they consider suitable for their broadcast.

Planning a magazine programme

Information on what a magazine programme is and which formats it can include, including explanations on:

- the role of the presenter in a magazine programme
- the importance of music in a magazine programme – esp. in intercultural magazines (content of music, which music do I want to be heard?)

- the “rhythm” of a magazine programme

Method: Input by trainers.

Final preparations for the broadcast

The prepared material is brought together and final tasks are divided for the broadcast. The participants should decide on most of the questions themselves. Trainers facilitate the editorial process.

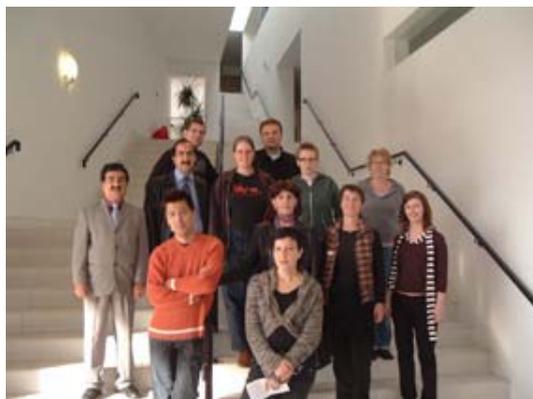
Method: In a final editorial meeting the participants decide on the team of presenters and technicians, on the music and the overall course of the broadcast.

Joint multilingual radio broadcast

The broadcast is done “live” (in-house radio – a radio broadcast via speakers with the listeners sitting in the same room/building) by each group, not interrupted and being recorded by the trainers. After the “live” broadcast there is some initial feedback by everybody involved. Trainers take notes on all these spontaneous comments.

Method: A small broadcasting studio is used as an in-house radio set-up, participants who are not involved in the production being the audience. Ideally, to achieve a realistic radio set-up, the audience should not be able to see the presenters, and vice versa.

The whole broadcast is recorded.



Participants and trainers of module II pilot training in Dublin Oct. 2005

Reflection of radio broadcast

The group listens together to the recorded programme and evaluates it.

Possible topics for consideration:

Intelligibility, language balance, working together in different languages, the suitability of multilingual solutions for the participants' own everyday programming, target groups, a comparison of different multilingual approaches used in the broadcast.

Method: The trainers replay the recorded programme and take notes. Afterwards, they facilitate the analysis of the broadcast by the whole group, giving additional feedback.

Evaluation of workshop and implementation of multilingualism in “real life”

The content of the programme is a combination of all methods used during the past three days. To avoid that the evaluation of the workshop as a whole be dominated by the impressions of the final broadcast, feedback should take place separately and after the reflection on the broadcast.

Topics for the oral feedback:

target groups, a comparison of different methods of multilingual broadcasts, suitability of multilingual solutions for the participants, feedback on the activities and methods of training, feedback on the trainers, feedback on participants

This module does not necessarily end at this point. The participants can agree to continue and practice the covered topics and methods in a real life editorial project.

Method: Oral feedback is given by all participants of the workshop (trainers and participants). Statements of the participants should be collected by the trainers for further evaluation of the workshop. Additionally, a questionnaire might be handed out for written feedback.

5. Follow-up project: thematic special focus programme

In addition to the three-day workshop, the group can be given the option of trying out their newly acquired skills in a practical project. Focusing on content-related and organisational aspects of intercultural editorial co-operation, the following section of Module II suggests the development of a special focus programme as a joint project. (If this extension of the workshop is agreed on beforehand, the topics selected during the three-day part on multilingual programmes could be related to the content of the special programme project.)

The trainers, who need not be the same persons who were responsible for the workshop, facilitate the participants' work on a thematic special focus programme – with a multilingual and diversity approach. A prerequisite of the project is having a (community) radio station and its infrastructure at hand.

Three three-hour meetings in the evening are held over a period of 6-8 weeks for the planning and production of the special focus programme at the radio station and in order to offer as many broadcasters as possible the opportunity to participate. The workshop intends to facilitate the preparation of the special programme and to provide the basis for its implementation. It does not cover the production itself – which is up to the group established through the workshop units and their acquired knowledge – but which could possibly be supported by a local resource person from the radio station, e.g., the programme manager.

The schedule of this project is designed in such a way that it can be run without the preliminary workshop. In that case, it is helpful to inform participants before their registration about the theme (the occasion) of the special programme to ensure that there is a basic interest in it. The example chosen for the following model workshop is the occasion of International Human Rights Day on 10th of December.

UNIT 1

Short introduction of the trainers and schedule

The introduction gives an overview of the three units into which the workshop is divided and of its main objectives:

- to initiate sustainable cooperation among participants based on a common interest in themes and in one another's background and approaches to radio
- to develop a joint special programme – for an occasion either chosen by the group or proposed by the trainers (in close consultation with the local radio station)
- to form a group and divide the tasks in order to implement the ideas developed during the workshop.

Method: Input by trainers to outline the purpose of the project and its preparation during the evening workshop units.

Introduction of participants

This part provides information to the whole group on the participants' ideas about community media, broadcasting experiences, favourite journalistic formats, special interests.

Method: Participants present their experiences and interests in the plenary. This way all participants get an overview as a common basis. There should be time for short questions, but not an extensive discussion.

Trainers note the interests, favourite journalistic formats etc. on a flipchart.

Explanation on types of special programmes

Special programmes can be categorised in different models according to their time frame, their local or global reference, or the tools and elements used.

An overview gives a first insight into ways of intercultural editorial co-operation.

These models and their elements are the basis for participants to think about their own experiences. Many of the participants will most likely have been involved in projects, campaigns, cultural activities etc. The collection of these experiences gives a picture of the diverse knowledge present in the group.

Method: The trainers point out different types of special programmes. This presentation provides information on the most significant structural elements, which will be the subject of detailed planning in units 2 and 3 of the workshop, to offer the participants an idea of the possible options.

The participants receive a handout with several models and examples for further reading

(► E.Learning materials – handout 2: [Models of intercultural editorial work / special programmes](#)). After the short presentation, the participants present their experiences in the round. Trainers note the activities mentioned on a flipchart. Trainers should make sure that each participant has the opportunity to contribute..

Introduction to radio campaigns / special focus programmes

In order to be able to organise a radio editorial group or radio campaign involving members from different radio stations, participants are given detailed examples to look at and listen to. The special focus at this point is on different types of cooperation and on the organisational experience of other people who have worked in this area previously. The concrete examples show ways of practical implementation of the models of special programmes introduced above.

| Good practise example | |
|--|---|
| Inter.Media Partner Organisation | P 2 (VFRÖ) |
| Title of project / training | Sprechen Sie unsere Sprache? Orange! |
| Organisation | Orange 94.0 |
| Adress | Schubertgasse 10, 1090 Wien, Austria |
| Homepage | http://www.orange.or.at |
| Contact person | Petra Hübl |
| Duration | 6 months |
| When did it take place? | October 2001 |
| Type | radio/media training programme with emphasis on intercultural aspects |
| Target group(s) | migrants and non-migrants, women and men, adults of different ages |
| Main results | intercultural competencies, policy against racism and discrimination, bi-/multilingual radio/television clips/programmes, intercultural exchange, exchange between migrants and non-migrants of different countries of origin |
| <p><i>initial situation:</i> 14 migrant groups of different origin broadcast mainly in their native language on the free radio Orange 94.0. <i>operation:</i> radio journalists cooperate on air by using the german language as interface. <i>primary objectives of the training:</i> →exchange between migrants of different culture and language within the framework of Orange 94.0 →exchange between migrants and non-migrants of Orange 94.0 →acquisition of insight and knowledge for radio listeners <i>process:</i> Phase 1: Duration 3 months In the first stage interested members of the radio (migrants and non-migrants) meet weekly to develop a schedule. They discuss concept, content and means of the project as well as social implications and the far reaching political context of intercultural exchange. This phase is very important. Matching at the end of the phase. Production of an announcement spot. Phase 2: Duration 1 month For one month radio journalists are live-guests of other radio journalists and present content and aims of their radio transmissions in German. Phase 3: Duration 2 months Conclusion, closure festival and documentation</p> | |

Method: A multimedia presentation adapted to the common language including videos, information sheets, power point presentation, audio. Examples can be of best practice and (maybe) worst case. Ideally, an example related to the topic of the special programme to be prepared during the workshop could be among the projects presented.

Suggestions for presentation materials ► E. Learning Materials

The materials should be prepared in such a way that the participants can “explore” the examples individually – moving around in the room (e.g. looking at websites, listening to audio examples, watching short videos, etc.). Taking into account the possibility of varying language capabilities, it is suggested to provide materials using a mix of different media (not only written word). Materials need to be collected or adapted according to the common reference language and/or the languages of the participants.

After the presentations, participants have the opportunity to ask questions and discuss the presented formats they have just been exposed to.

Homework: Journalistic formats

At the end of this round of Unit 1, participants receive a handout (see ► E. Learning Materials Handout 3: [Journalistic formats](#)). Method: As homework to be prepared in advance of Unit 2, participants are asked to think about formats they

have already used and they particularly like, and to consider the function of these formats in the coverage of a topic. The task includes specifically approaching the suggested formats from an intercultural angle (considering sources, interview partners, subjectivity, and one's own position, etc.). These considerations will feed into the editorial team meeting in Unit 2 of the project workshop.

UNIT 2

Introduction to topic [here: Human Rights] as thematic focus of programme

After a welcome and a short summary of the last unit, the topic of the special programme is introduced in more detail at the beginning of Unit 2. As in most cases the topic will be referring to a specific occasion (e.g. either an "International Day of ..." or a local event etc.), the trainers – together with a local resource person – offer a short input on the background of the chosen occasion.

This information is needed for further development of the programme content.

Method: Participants are encouraged to contribute their own knowledge to the outline of the topic (e.g., on Human Rights and the backgrounds of International Human Rights Day). As a basis for further research, they receive an information sheet with relevant websites and links (here: ► E. Learning Materials Handout 4: [link list International Human Rights organisations and the Declaration of Human Rights](#)).

Additional input is given by a local resource person on former (local) co-operations, possible sources etc.

After this input and joint collection of information, participants spend half an hour on additional internet research in small groups.

Division into working groups for brainstorming

This short activity is thought to bring some movement into the group and provide a change from sitting around a table. Its main objective is to come up with a division of the participants into small groups – not according to their own choice or specific content related criteria, but in a playful way. It also shows the randomness of group compositions based on shared preferences.

► Detailed description of activity: "Who likes...?"

If there are no physically disabled people taking part in the workshop the activity starts with everyone walking around in the room while somebody is asking silly questions like: Who likes ginger? Who likes to play tennis? Who likes action movies? etc. The ones who like the specific item go down on the floor and stand up again (For people in a wheel chair going down and up can be replaced by moving their arms).

Season Game: Who likes autumn, winter, spring and summer?

In the second part of the game the questions are: Who likes summer, who likes autumn, who likes winter, who likes spring? Or: Who likes Italian food, who likes Chinese food? etc. (also possible for the visually impaired). Groups split according to their answers. Questions can be varied depending on the number of subgroups to be established.

Objective: Moving around, preparation for division into groups

Brainstorming on possible themes in the framework of Human Rights Day

Based on the information provided during the introduction at the beginning of the unit and the results of the internet research, the specific contents of the special programme are now to be developed. As a first step, the participants put together a list of ideas and discuss different interests and approaches.

The brainstorming takes place in preparation of the editorial meeting which follows next.

Method: The small groups into which participants were previously divided discuss the specific contents they would like to cover in the framework of the special programme. The groups don't necessarily need to reach a consensus, but should collect all their ideas on cards or a poster. The trainers should accompany the brainstorming by walking from one group to the other and facilitating the discussions if necessary.

Editorial team meeting

After a short break, the results of the brainstorming are brought together in the plenary. As in everyday work of radio groups, this plenary is held as an editorial team meeting. The result is a list of broadcasting topics and possible formats.

Method: The meeting is facilitated by one of the trainers, the other one takes minutes (emphasizing the importance of retaining the outcomes of a discussion for the further process of collaboration – depending on the group this task can also be delegated to one of the participants). The facilitator collects the results, groups the ideas, and arranges the content. The result should be a focused range of topics which all participants can contribute to. A starting point for the choice of topics can be to clarify what function the special programme has in the radio and for the participants.

Based on the notes participants made in their homework, the proposed content is linked to the journalistic formats to be used.

Minutes of the discussion are sent to all participants before the next session.

“Which animal am I?”: Dynamics of meetings and possible distribution of tasks

A short reflection upon roles and mechanisms in meetings – covering the questions: What are my special skills and those of the others? Which roles do I know and what experiences can I bring into the group?

Method: Trainers hand out the drawing “Which animal am I?” – see ►E. Learning Materials Handout 5: “Which animal I am?”

Trainers offer a short explanation on the drawing, participants are asked to comment and present a self-assessment if they want to.

Activity ► “Which animal am I?”

Drawing of a group of animals gathered for an editorial meeting. The drawing is accompanied by terms giving different roles to the different animals – such as “always talking”, “know-it-all”, “the questioner”, “the shy one”, etc.

The participants choose an animal which corresponds to their own perception of themselves and discuss which animal would be most suitable for which role and tasks in the editorial team.

Homework: Distribution of roles and tasks

In preparation for Unit 3, participants are given the task of reflecting on their own resources and interests and those of the other participants

Method: Trainers introduce the task by noting the central questions on a flipchart:

Who wants to work with whom? How are roles distributed in the group? What specific resources, skills, and experiences can I contribute, and how do they complement those of other group members?

UNIT 3

Establishing broadcasting groups

After the welcome and summary of the last unit, participants divide into small groups according to the list of topics created during the editorial team meeting in Unit 2, common interests and different skills.

Method: If necessary, trainers facilitate the establishment of groups by suggesting co-operation according to language skills and their observations of participants during the former units.

Preparation of special focus programme

Based on the previous discussions the concrete elements of the special programme are developed in this last unit.

The areas to be considered when getting to concrete planning are:

- Participation of which editorial groups?

- Programme formats and elements?:

Length of programme, live/pre-produced, in which programme slots

- Languages?

- Local and international co-operations?

- Framework: events, other media, public relations, financing?

Method: Trainers briefly introduce the elements to be discussed in the working groups (together with the local resource person). There are two options when presenting the task to the groups:

a) according to specific questions

b) all groups get the same questions

If trainers consider it more important to get practical results and distribution of tasks at this point, it might be more useful for each group to focus on a specific part of the work. If the main objective is to make all participants familiar with all areas of work, each group should cover all questions.

The working groups are provided with ► E. Learning Materials handout 6 “*Organisational key questions*” as an orientation for their discussions.

Trainers go from group to group and facilitate the discussion where necessary.

The groups prepare their discussion on flipcharts for presentation in the plenary.

Presentation of contents and organisational steps

After a short break, the results of the working groups are presented in the plenary. Together the participants decide on the framework of the special focus programme and their further collaboration. Decisions focus on the topics discussed in the working groups (length, formats, co-operations etc.).

Method: Presentation of group work on flipcharts – followed by a plenary discussion lead facilitate by the trainers.

Communication of needs

This final part of the project workshop consists of two parts:

First, it is necessary to get a clear picture of what kind of support is needed for the successful realisation of the plans made during the three units, such as further training, infrastructure (production and communication facilities), co-ordination etc.

Secondly, as a roundup of the preparations for the special programme, a number of agreements have to be established: on further meetings, communication tools, a time frame and deadlines, the distribution of work.

Method: Participants write their own needs and (at least two) needs which they think other group members may have on coloured cards. The cards are collected and grouped by the trainers. After the grouping, proposals for solutions and responses to the needs are made by participants and the local resource person.

Finally, a schedule for further proceedings is written down – answering the questions: Who does what by when with whom?

The schedule is sent to all group members after the project workshop.

Workshop evaluation

In a feedback round at the end, impressions of the three units are exchanged. Participants are asked to provide short statements on the methods and the group work, the trainers and the most important aspects they will take along when realising the project.

Trainers offer a short statement on what they consider most important for the group to consider in their follow-up work.

Method: Oral feedback is given by all participants of the workshop (trainers and participants). Statements of the participants should be collected by the trainers for further evaluation of the workshop. Additionally, a questionnaire for written feedback can be handed out.

C Module II description in chart form

Day 1 Multilingual Radio: Possibilities

| Time | Content | Goals | Methods | Materials |
|---------|---|---|--|-----------------|
| | | Various approaches to multilingual radio programmes in theory and practice to get to know different methods of multilingual programme production and their relevance in intercultural radio work | | |
| 15 min | Presentation of overall three-day workshop content | Introducing trainers Overview of workshop objectives, content and schedule | Input by trainers using several languages raise the issue of language policy in the workshop: Every language is welcome and can be used at any time. Translation and understanding is a joint effort of all participants. | Flipchart, pens |
| 30 min | Participants' short introduction round | To get a first impression of expectations and backgrounds of participants and languages spoken and understood | Participants introduce themselves and tell the others what language(s) they speak and what they expect from the workshop Chart with names and languages of each participant (additionally: What makes [workshop location] special for you? Participants have the opportunity to use their own language(s) and listen to those of the others) | Flipchart, pen |
| 120 min | Interview activity with diversity approach | linking intercultural learning and journalistic skills space for participants to learn about one another's background, specific skills, resources Interviews can be used for the joint programme and/or as a starting point for the decision on a programme topic | <i>Interview activity:</i> topic: e.g.: „Resources of participants“ or “intercultural experiences” | recording sets |
| 15 min | Coffee break in between interviews and listening to the recorded material | | | |
| 90 min | Lunch break | | | |

| | | | | |
|--------|---|---|---|--|
| 75 min | Presentation of methods of multilingual programming | to get an overview of possibilities and limitations of multilingual programmes | Input by trainers: Summarising introduction Detailed handout only for further background information (provided as supporting material) | ► <i>Handout 1: Methods</i> |
| | Listen to audio examples (limited and focused number of examples) | the analysis of the audio examples can be a starting point for developing one's own ideas and priorities | Comments on examples by trainers Discussion of examples by all | <i>audio examples – see CD-Rom or collection of examples at babelingo.lora.ch</i> |
| 15 min | Coffee break | | | |
| 15 min | Activity on communication | sensitivity to the topic and one another(s) (languages) to feel the complexity and innovative aspects of multilingualism to show the need for flexibility, curiosity, and patience | <i>“Loud Whispers”</i> Activity to be recorded, optional: listen to the recording at a later point | recording set circle of chairs |
| 45 min | Multilingual activity using at least two different languages and making sure that everybody understands as much as possible | to deal with different languages in a practical way to get an impression of specific outcomes of methods which participants tried out to grant space for mutual discussion on methods and exchange on experiences of participants | Group work in small groups Each group can decide on the methods to use. Possibilities of format, e.g.: invent a short story and produce a mini radio drama in different languages (might also be fictitious) short reportages in 2 or 3 languages collage using all languages in the group to retell an existing story (e.g. newspaper article) in different ways Plenary discussion | recording sets speakers |
| 15 min | Introduction of schedule of Day 2 | possibility for participants to think about topic, format, language etc. | Input by trainers | flipchart |
| 15 min | Feedback | Roundup of first day | Each participant contributes a short statement on impressions of the first workshop day, not commented on. collection of statements on flipchart/cards | flipchart/cards |

Day 2 Multilingual Radio: Practice of Methods

| Time | Content | Goals | Methods | Materials |
|--------|--|--|--|---|
| 10 min | Welcome to Day 2 | Warm-up | <i>"frequency interference"</i> | |
| 80 min | Discussion of framework for joint production | to think of good topics for multilingual radio programmes and editorial teams. Build teams of 3-4 participants Product not longer than 3-5 min. | plenary discussion. collection on flipchart | Flipchart |
| | | Background topics: to think of reasons why, under what circumstances and for which target group multilingual radio shows can be relevant Usage of languages: Who can work with whom and why? Or is there a reference language? | Participants write 2-3 ideas on cards Grouping of cards by trainers and the formation of editorial teams according to joint thematic interests and languages. avoid "big" topics that lead to "academic" discussions (e.g. Immigration, Integration, Racism...) or focus on a concrete detail. | coloured cards, pin board |
| 15 min | Coffee break | | | |
| 75 min | Specification of programme content Collection of material (interviews etc.) | To achieve a joint programme from different perspectives. To decide on interview partners, collection of material, outline of production, roles of the group members | Group work discussion for whom and in what context their production is intended | Flipcharts, pens, recording sets, 3-4 rooms for group work |
| 60 min | Lunch break | | | |
| 30 min | Intercultural and diversity aspects in radio journalism | To link intercultural and journalistic skills To reflect upon information sources and representation of different groups/approaches in the media | Input of trainers on intercultural approaches in journalistic work: Joint discussion on preparation of and approaches to programme contents | Flipchart |
| 90 min | Preparation and production of short programmes in editorial teams using different methods | To combine journalistic skills with intercultural work and multilingual options and possibilities | Group work | small recording studio/recording sets paper, pens |
| 15 min | Coffee break, individually | | | |
| 45 min | Listening to (interim) results of editorial groups, i.e. the individual radio pieces produced so far | to get an impression of the products and review them | Plenary Discussion facilitated by trainers | MD-/CD-Player, speakers |

Day 3 Multilingual Radio: Production of a Radio Programme

| Time | Content | Goals | Methods | Materials |
|--------|--|--|---|----------------------|
| | | combine journalistic and editorial skills with intercultural work and multilingual options and possibilities, intercultural learning in editorial group work | | |
| 15 min | Short introduction of the schedule for the day | to get an overview of aims and work plan of the day | input by trainers on this part of the workshop Schedule of the day | flipchart |
| 15 min | Activity: speaking your own language | to demonstrate the variety of individual verbal expression and support the participants in their individual development to demonstrate the difference between spoken and written language | A text (press release, newspaper article) is read individually, aloud in the group and retold by participants | text |
| 15 min | Speaking on the radio | To draw conclusions for speaking on the radio | Plenary Exercises used in introductory radio training | Flipchart, pen |
| 15 min | Activity on multilingual presentation of a radio programme | To find a suitable multilingual form of presentation for the broadcast | Plenary Trainers repeat selected methods Participants try out different methods | Flipchart, CD Player |
| 15 min | Planning a magazine programme | information on what a magazine programme is and which formats it can include | Plenary, input by trainers | Flipchart |
| 30 min | Editorial meeting | To decide on the profile of the broadcast Who are the target groups of the programme and how can the language needs of these groups be met? | Plenary Decide on a multilingual team for presentation (one from each production group), Editorial team who makes a schedule for the show (one from each production group), collects music (one from each production group), 2 for the technical support of the broadcast (optional) option: each production group prepares a short introduction and transition to the next programme part and chooses 1-2 pieces of music to be included in the overall programme | Flipchart |

| | | | | |
|--------|---|--|---|--|
| 60 min | Group work on the programme | <p>Presentation group: linking the multilingualism of the productions with the overall content of the show</p> <p>Music group: thinking about the content of the chosen music and linking it to the content of the show</p> <p>Editorial team: thinking about the narrative and structure (introduction, construction, rhythm) of the show as perceived by the listeners</p> <p>Technical support: getting used to the studio (optional)</p> | Trainers: switch between the groups, keeping an eye on the whole group | Audio units, studio, flipcharts |
| 60 min | Lunch break | | | |
| 30 min | Editorial meeting | Last preparations for the radio broadcast | Plenary | |
| 60 min | joint multilingual radio broadcast | realisation of concept, trying out methods in “real life” radio situation | simulated “live” broadcast | mobile studio set-up with speakers for listening in another room or radio studio |
| 30 min | Listen to the radio programme With integrated coffee break | <p>to get an impression of concrete outcomes of methods which participants tried out</p> <p>to allow space for mutual discussion of methods and exchange on experience gathered by participants</p> | plenary discussion | CD or MD player, speakers |
| 45 min | Reflection of radio programme | <p>draw conclusions on the multilingual work, the editorial work and the journalistic work in the radio broadcast.</p> <p>to leave the workshop situation behind and translate the topic into real life</p> | Discussion on possibilities for applying joint multilingual/intercultural programming in everyday work at the radio station | Flipchart cards, pin board |
| 30 min | Evaluation of the workshop, day 1 - 3 | Feedback on content (multilingual methods, editorial and journalistic skills), methods, trainers, intercultural learning etc. | Plenary | Flipchart cards, pin board, feedback sheets |

Alternative schedule:

The workshop concept is intended to provide units which trainers can adapt according to their local situation and settings.

As an alternative option to the above schedule, we propose a two-day workshop which does not result in a joint programme, but focuses on multilingual radio-productions by smaller teams.

Follow-up Project: Thematic Special Focus Programme

| Time | Content | Goals | Methods | Materials |
|---------------|--|---|--|---|
| Unit 1 | Multilingual thematic special focus programme | <p>identify participants' common interests and background as basis for further cooperation</p> <p>cooperation among existing radio groups with varying backgrounds and approaches to radio</p> <p>to develop a joint special programme (for Human Rights Day, 10 December)</p> <p>formation of a group and division of tasks to implement the ideas developed during the workshop</p> | | |
| Unit 1 | Introduction / Best practice | | | |
| 15 min | Short introduction of the trainers and schedule | Overview of workshop content | Plenary | poster |
| 20 min | Introduction of participants | Overview of the participants' ideas about community media, favourite journalistic formats, special interests | Plenary, participants' contributions – collected by trainers | cards, flipchart |
| 40 min | Participants' thematic interests and experiences | Exchange of experiences, establish a basis of common knowledge about what each trainee can bring into the further organisation and production of a special focus programme | <p>Plenary</p> <p>each trainee tells about his/her experiences (also outside the radio)</p> <p>Explanation of trainers on types of special programmes</p> | <p>cards, flipchart</p> <p>► <i>Handout 2: Models of intercultural editorial work / special programmes</i></p> |
| 15 min | Short break | | | |
| 85 min | Introduction of radio campaigns / special focus programmes: Organisation, contents, time frames etc. What is the benefit for a radio station? | <p>Show best practice examples on a local and a global level</p> <p>to give the participants an idea of dimensions and possible activities in the framework of existing projects based on editorial co-operation</p> | <p>Presentation of examples of intercultural editorial work/special focus programmes (e.g. Schwaboland project/Radio FRO, Radio Voix Sans Frontières, Integration and Human Rights/LoRa 2004, Refugee Programme/Near FM et.al.)</p> <p>Time for participants to look at materials individually</p> <p>Questions and discussion</p> | <p>Multimedia presentation adapted to the reference language.</p> <p>presentation material: basic information on presented projects</p> <p>CD player, computer, internet access (2-3 computers), beamer, flipchart, posters</p> |

| | | | | |
|---------------|---|--|---|--|
| 5 min | Homework: Journalistic formats | to think about functions of journalistic formats: Individual preparation for editorial team meeting in Unit 2 | Task as homework to be prepared by participants during the time until Unit 2 | ► <i>Handout 3: Journalistic formats (intercultural aspects)</i> |
| Unit 2 | Development of contents Editorial collaboration | | | |
| 5 min | Welcome and brief summary of last unit | to build a bridge between units | Welcome and summary by trainers | |
| 45 min | Introduction of TOPIC [here: Human Rights] as thematic focus | to gain a common basis for further discussion of contents | Input by trainers Introduction of research task on thematic context and related actions/events half an hour for internet research in small groups | ► <i>Handout 4: Special Programme: Human Rights Day – background information</i> |
| 10 min | Division into working groups | to randomly divide into working groups for brainstorming | <i>Activity “Who likes...?”</i> | Space to move |
| 20 min | Brainstorming of possible themes in the framework of Human Rights Day | to get a first list of ideas and discuss different interests preparation for editorial meeting | in small groups according to division above | separate room for working groups flipcharts, cards |
| 10 min | Short break | | | |
| 70 min | Editorial team meeting | Agreement on programme contents and approaches | Plenary bringing together results of working groups, discussion of contents and form of special focus programme to be further elaborated | Minutes of editorial meeting to be sent to participants after Unit 2 |
| 15 min | Dynamics of meetings and possible distribution of work | What are my special skills and those of the others Which roles do I know? What experiences do I have? | Input by trainers, comments and self-assessment of participants related to drawing | ► <i>Handout 5: “Which animal am I?”</i> |
| 5 min | Homework: to think about who wants to work with whom? Distribution of roles and responsibilities? | to reflect on one’s own resources and interests and those of the other participants individually preparation for next session | Task introduced by trainers | poster with homework |
| Unit 3 | Learning about the necessary areas of work to put skills and tasks into relation | | | |

| | | | | |
|--------|---|--|--|--|
| 5 min | Welcome and brief summary of last unit | to build a bridge between units | Welcome and summary by trainers | |
| 15 min | Forming of broadcasting groups with similar interests | to establish groups for further preparation of the programme | based on common interests and list of topics elaborated in Unit 2 trainers facilitate the division into working groups by making suggestions / giving recommendations | poster with results of editorial team meeting |
| 50 min | Organisational and content-related preparation of special focus programme: Participation of which editorial groups? Programme formats and elements? Languages? Local and international co-operations? Framework: events, other media, Public Relations, Financing? | Awareness of areas of work and skills required to realize the joint programme Discussion of: persons/groups to be involved, co-operations Elements of the special programme, supporting programme Languages, target group(s) | Short introduction of areas of work Division into working groups | flipchart ► Handout 6: <i>Organisational key questions</i> |
| 10 min | Short break | | | |
| 50 min | Presentation of contents and organisational steps for a special focus programme | Establishing framework for collaboration and implementation of programme Decision on format/type of special programme (one day/week/month) | Presentation of group work Plenary discussion | flipchart |
| 30 min | Communication of needs | clarification of needs in further training, infrastructure, socialising etc. agreements on meetings, communication tools, time frame and deadlines, distribution of work, framework | Plenary Who will need what kind of infrastructure: telephone, internet, rooms for meetings. Who needs support for conducting interviews, editing recordings, etc.? Special needs of handicapped people? Possibilities of support from the local radio station? Who does what by when with whom? | coloured cards, flipchart |
| 20 min | Workshop evaluation | Roundup of seminar | feedback from participants and trainers in plenary (optional: filling in questionnaires) | flipchart (questionnaires) |

D Organisational requirements

Room requirements:

- 1 room for up to 15 persons with chairs, 2 tables
- separate space for working groups (2 more small rooms)
- possibility to stick flipcharts on walls to make posters visible throughout the workshop, alternatively: pin boards
- space for breaks and lunch

Consider access to and conditions of the workshop premises (suitable for people from different communities and cultural backgrounds) – possible co-operation with media or training organisations, cultural centres or similar agencies.

Equipment needed:

- flipchart, pens, paper (posters), cards (coloured),
- folders for participants to collect handouts
- 3 mobile recording sets (MD or mp3 recorder, microphone, batteries)
- 3 small pre-production units (CD player, microphones, mixer, computer or MD for recording, monitors/headphones)
- 1 radio studio (alternatively one of the pre-production units can be used)
- 1 CD/MD-player with monitors (for listening to audio examples and programmes)
- Laptop, projector (with Internet access)
- 3 computers with Internet access (for research)
- MDs, CDs, extension cords

Time frame: Take availability of participants (suitable for people with children, for women from migrant communities etc.) into account.

Schedule: Consider the possibility of adapting the schedule according to the needs of participants.

E Learning materials

Handouts and presentation material

- ▶ Handout 1: *Methods of multilingual programme production*
- Audio examples
- ▶ Handout 2: *Models of intercultural editorial work / special programmes*
- Presentation materials (additional examples can be added): Posters, folders, websites, compiled information leaflets: basic information on presented projects
 - a\ 2nd generation music
 - b\ Schwaboland Mikrokultouren
 - c\ migration@EU
 - d\ Vernetzte Interventionen
 - e\ Refugee Radio
 - f\ Radio Voix Sans Frontières
- ▶ Handout 3: *Journalistic formats*
- ▶ Handout 4: *link list + human rights declaration*
- ▶ Handout 5: *“Which animal am I?”*
- ▶ Handout 6: *Checklist – organisational key questions*
- Evaluation questionnaires

Further reading (in German only)

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<http://babelingo.net/files/babelingo-2002.pdf> (7.4.2006)

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- BÖSE, M./KOGOJ C. 2004. Transnationale Medien und Kommunikation. *Gastarbeiter: 40 Jahre Arbeitsmigration*.
 Wien : Mandelbaum Verlag. 105-110
- BRATIC, L./KOWEINDL D./SCHNEIDER U. (eds.) Allianzenbildung. Zwischen Kunst und Antirassismus:
 Annäherungen, Überschneidungen, Strategien, Reflexion. Wien November 2004
- BUSCH, B. 1999. Der virtuelle Dorfplatz. Minderheitenmedien, Globalisierung und kulturelle Identität.
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- HAGEN, F. 2004. ich rede wie ich will. Zu Konzepten von Vielsprachigkeit im freien Radio. Master Thesis,
 University of Vienna
- PEISSL, H./STEINERT, F./WEISS, K (eds.) 2006. Wer spricht. Interkulturelle Arbeit und Mehrsprachigkeit im
 Kontext Freier Medien. Klagenfurt/Celovec : Drava
- PEISSL, H. 2003. Freie Radios und Mehrsprachigkeit. In: MedienJournal. Zeitschrift für Kommunikationskultur.
Freie Radios als Alternative. 27 (4) Innsbruck : Studienverlag. 66-74
- RADIO AGORA. 2003. Zweisprachigkeit im Minderheitenradio / Bilingualism in minority radio – Practical guidelines,
 Klagenfurt/Celovec
- RADIO LoRa: 20 Jahre Radio LoRa / Babelingo – das mehrsprachige Hörfestival der Freien Radios. Zürich 2003
<http://www.lora.ch/zeitung.php?issue=2003-07-10> (7 April 2006)
- VATER, S. 2002. „Sprechen Sie unsere Sprache? – Orange“. Ein Sprachenprojekt auf Radio Orange. *Die
 Österreichische Volkshochschule* 203/March 2002

F The trainers

Trainers:

- experienced in community radio training and intercultural work
- experienced in using different languages, preferably experienced in producing multilingual broadcasts
- preferably not native speakers of the dominant language
- at least two trainers, preferably of different gender and cultural background

The suggested follow-up project of the workshop (intercultural editorial co-operation) requires the involvement of a resource person from the radio station to which the project is linked (programme manager, special programme co-ordinator, or similar role at the radio). This resource person brings in knowledge about processes, volunteers and programme content at the radio station. S/he also knows about former co-operation efforts with organisations outside the radio, upon which the project in planning during the workshop can build. The follow-up project has to be prepared in close co-operation between trainers and resource person.

G Targetgroup

The workshop is designed for a group of up to 15 participants, held by 2 trainers (plus a local resource person).

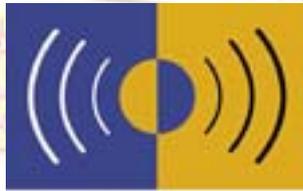
- presenters, editors, producers in community radio
- peer educators

Participants have to

- be interested in intercultural learning
- take an interest in producing multilingual programmes

and should

- be experienced in radio production (the course does not deliver basic technical and editorial skills)
- bring in different languages (an “ideal” setting for the workshop is a common reference language of all participants and a number of different languages which participants use in everyday life)



INTER.MEDIA

Intercultural Media Training

MODULE III

Journalism against racism / international networking and internet applications

Media and Racism; non-racist journalism on intercultural topics

Methods of journalistic (online) research and publication.

Editorial cooperation, communication and programme exchange in European and international networks. Development of pathways for international editorial cooperation.

E-learning component:

Media competency in areas of multimedia practice –
Use of the internet for international media work (audio live-streaming)

Developed by Andreas Linder (BZBM / DE), Toby Vogel (TOL / CZ),
David Röthler (VFRO / AT), Gavin Byrne (NEARfm / IE),
Mateo Zappa and Iija Gerhardt (Klipp und Klang / CH)

A Overview of content and goals

The core themes of this module are the relationship between media content and racism, and work directed toward non-racist / non-discriminatory political journalism. Expert knowledge on the specific topic chosen forms the basis for independent research and pursuing practical media production. The technical and journalistic know-how on researching and journalistic forms will be provided. The practical outcomes will be published in community media and on the internet, and will be exchanged internationally. The practical projects in this workshop module will, through learning by doing, provide the participants with skills in advanced political journalism against racism and for cultural diversity and social equality. The products will be published nationally and internationally.

The Inter.Media module III is a four-day workshop characterised by fixed and variable content, intended for experienced volunteers working on topics around migration, racism, 'integration', interculturalism.

The fixed content consists of several elements:

| Learning matter | Learning goals |
|---|--|
| before the workshop | E-learning component "audio live-streaming" |
| Day 1 Media and racism | To show that media and media discourse are linked with and often determined by the discourse of political leaders. To present various critical theoretical and empirical facts about the relationship of media and racism. |
| Dimensions of racism | To work out a theoretical approach to racism that makes it possible to perceive and analyse racist media content. To work out the specific meaning and the attributes of „elite racism“ for the construction of racist and discriminatory media content. |
| Non-racist journalism / racism and language | To develop language skills codes of practice for non-racist and non-discriminatory journalism in community media, taking the political context and the pragmatic aspects of media production into account. To provide advanced knowledge on topics related to migration, integration, and discrimination as a basis for journalistic research. To improve options and possibilities of non-commercial or community media in reporting on intercultural issues and multicultural society. |
| Day 2 Internet research for journalists | To provide knowledge on advanced journalistic research for self-reliant journalistic practice (e.g., with internet search engines). To assess the quality of information. |
| Weblogs, audioblogs, podcasting and intercultural journalism | To provide technical tools for advanced journalistic research and (international) publication (in addition to E-learning-module on audio live-streaming). |
| Period between the two | |

| | |
|--|--|
| workshop weekends: researching for and producing audio items or articles | |
| Day 3 Evaluating online information | <p>To evaluate and improve the practical projects.</p> <p>To understand the importance that information be reliable and unbiased.</p> <p>To become familiar with important online resources, especially open-access ones, and their credibility; learn how to access credible information using these resources; and understand how to detect biased or unreliable information.</p> <p>To be aware of the pitfalls of online research (imprecise, outdated, or unreliable information, bias and hidden agendas, etc.).</p> |
| Day 4 Realisation of audio live- stream, programming, and publication | <p>Deepening of learning content of E-learning module;</p> <p>self-reliant preparation and use of technical equipment (audio, internet);</p> <p>publication of audio items and articles, programming</p> |

This fixed content can of course be adjusted to the special interests of the target group.

The variable content is related to the overall topic of the workshop. This topic depends on the particular journalistic interests of the target groups or cooperating organisations, or on specific conditions in the country where the workshop takes place. This topic must be decided on in good time before the workshop. It should be related to migration, racism or interculturalism, for example, to EU migration policy, globalisation and migration, asylum policy, racism and speech, racism in the media, everyday racism, culture/cultural identities, intercultural life, intercultural education, discourse on integration of migrants, European unification, European social policy, ethnic and cultural conflicts, multicultural society, migration of women, living and working conditions of migrants, discrimination in the working place, migrants' criminality, Latin America, Africa, Eastern Europe, ethnic minorities, inter-religious dialogue, (anti-)islamism, religious fundamentalism, refugees in Europe, Anti-Semitism in Europe, Sinti and Roma, neo-fascism in Europe, fascism, right wing extremism, and so on...

A detailed timetable of the Inter.Media module III workshop can be found in the module III chart in part C. (on page 107, and on CD-ROM). The detailed description of the workshop follows here.

B Learning matter

1. Media and racism

by Andreas Linder, Bildungszentrum BürgerMedien, DE

The learning subject (introduction)

Media are considered to be the fourth power of the state. Although their status in most of the states of the European Union is formally independent of state power and the private economy, they nonetheless figure significantly in the system of societal hierarchies. It is a central assumption of critical media theory in social sciences that media and their content reflect the dominant political discourse. In fact, they shape this discourse by manufacturing consent, by defining what can be said and what not. Media don't only provide information, they also determine and regulate discourse and influence what people think and do. Since the beginning of the 1990s (e.g., in Germany) the media have had a great impact on the construction of racist inclusion and exclusion. They have contributed to the formation of a racist consensus in society.

In the centre of the first unit of the Inter.Media module III workshop there is therefore a detailed and critical treatment of theoretical and empirical knowledge of the structural dynamics and content of mainstream media. Emphasis is not placed on the tabloid media, which are easily criticised, but rather on the more elusive "elite media" whose impact on racist discourse is more significant. It will be discussed to what extent alternative community media and their activists are subject to (or free of) the same structural limitations as "elite media". The information unit on this topic serves as a basis for addressing criteria and options for non-racist journalism later in the module.

1.a The learning goals

The goals of this unit of the module are:

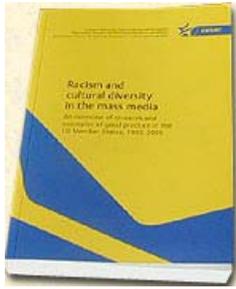
- to present various critical theories and empirical facts about the relationship between media and racism.
- to show that media and media discourse are linked with and often determined by the discourse of political leaders – which implies that there can be non-racist media praxis if the dominant discourse shifts or is contradicted, and that racist thinking and behaviour mainly emerge from power hierarchies, not merely from individual societal habits such as dominance and (self-)oppression.
- to develop in participants the ability to perceive, analyse, and assess racist discourse in mainstream media (and alternative media)
- to provide knowledge about the image and the representation of migrants (and non-migrants) in the media and to develop alternatives for more cultural diversity and social equality.

1.b The learning matter

This part of the module begins with an associative game called "head-lines". Headlines that involve images and collective symbols regarded as racist, are presented to the participants on cards. The participants are asked to add comparable headlines from their local or national contexts.

The training team assumes that the participants have gathered some experience with their national, regional or local media. This can show how discourse differs locally and how collective images of migrants and minorities vary from one country to another.

The main assumptions and empirical facts about the relationship between media and racism will then be presented in a short presentation or using index cards which are pinned on the board so that the participants can read the detailed information later.



EUMC book: Racism and cultural diversity in the mass media, Vienna 2002.
<http://www.eumc.europa.eu>

One important source of empirical facts is the publication “Racism and cultural diversity in the mass media” by the European Monitoring Centre against Racism and Xenophobia (EUMC) situated in Vienna (EUMC 2002).

Here, a summary of the main facts and common trends in reporting about migrants and minorities in European (mass) media:

- In news genres, there is hardly any background reporting on ethnic, cultural, and religious issues.
- Ethnic, cultural, religious minorities, and migrants are underrepresented in general news coverage and over-represented in negative news genres such as crime reports.
- The reliability of information is often low because information is not always thoroughly checked.
- Migrants are not quoted very frequently as news source. Media

often talk *about* migrants and minorities, not with them.

- Media reporting emphasises mostly on negativity, problems, crime, conflict, and asylum. There is a different treatment of refugee and immigrant issues and the issues concerning better established ethnic minority communities.
- Reporting on “multicultural society” creates the impression that ‘we’ are the victims and ‘they’ are the problem (multicultural neighbourhood). There is an image of multicultural society as polarised between ethnic, cultural, religious minorities and ‘us’.
- There is a particular focus on criminality and generalisations that associate migrants with crime. There is a difference between reports on foreigners’ or migrant crime and reports on domestic crime. Crime reports related to asylum seekers are more dramatic and sensationalist than general crime reports. Foreign suspects and criminals are represented more negatively; their crimes are represented in a more brutal and violent way, and associated particularly with an increase in organised crime. Crime is also typically associated with particular migrant groups, which naturally vary from one Member State to the other (in all countries: Roma and Sinti). Elite discourse in the media are found to associate crime with ethnicity. Negativity is not a news value when it concerns the difficulties minority communities experience in their daily lives.

The dynamics of journalistic work and the structure of media are regarded as reasons for racist portrayals and reporting. The dynamics of the trade include, for example; scandalising, attracting attention by focussing on the exceptional, over-stressing of prejudice, mirroring political discourse, etc. Structural reasons are, for example, hierarchical structures in the media companies, economic interests of media companies, the dominance of the national language, and the limited access of persons with migratory background to education and employment in the media.

- ▶ Presentation *Media and racism - common trends in Europe on CD-ROM and website (EN/DE)*

For further aspects of this topic and more sources see literature, CD-ROM and website

Variation: This presentation should be enhanced by specific information from the country in which the workshop is held. The author developed such a presentation for Germany – divided into two parts: asylum debate in Germany in the 90s and discursive changes since 2000.

- ▶ Presentation *Media and racism: Germany” (EN/DE)*

The workshop continues with an **analysis of discourse**, done by the participants. This makes it possible that theoretical assumptions and empirical facts be compared and discussed. The subject of the discourse analysis is an incident related to the topic of the workshop and widely reported on by elite media. The participants receive texts or items (this must be prepared) out of newspapers, radio and TV. The goal of the exercise is to learn to recognise, analyse and assess racist and discriminatory discourse. At the centre is the question: what statements/words or formulations and „hidden messages“ are used to distinguish the „We“ from „the Other“. The participants are asked to point out where a dominant political opinion is being pushed or constructed, rather than objective fact. It should also be examined how and to what intent media assume a critical perspective contradicting the opinion of the (political and media) mainstream.

In a first step, the participants mark core messages and “hidden messages”, and make notes. In the second step, the texts and analyses are presented to the group and mutually discussed and analysed according to several central questions.

- ▶ Elaborated version of this method on CD-ROM *Media and Racism – Discourse analysis*

Variation: The workshop can begin with this exercise. The theoretical input can be added by the trainers completing and generalising the results of the discourse analysis.

Didactical advice:

It can be helpful to distribute theoretical texts some weeks before the workshop so that there is sufficient previous knowledge. The participants can prepare for the more theoretical parts, so that these don't require as much time during the workshop.

Example for discourse analysis:
Reporting on the murder of the film maker Theo van Gogh

For this discourse analysis, the trainer had prepared about 20 reports and commentaries from various German media (newspapers, radio, television), which reported on the murder of Theo van Gogh and the subsequent debate in the Netherlands and Germany about multicultural society. The participants were divided in groups of two persons. Each group received two articles, in which the sources were not mentioned. The participants were to analyse the articles with the following questions in mind (time: about 30 min.):

Please read the texts very carefully. Mark the key words and key statements. Please think about the following questions and make notes:

- What is the key message of this text? Which political valuations do the key words and statements contain?
- Is there also a hidden message in this text (between the lines)?
- What image of 'multicultural society' is drawn in this text?
- What do you think is very good in this article and what is very problematic?
- Who is/was van Gogh / How is he characterised?
- Who is/was the murderer / How is he characterised?
- Who speaks in the text (besides the author)? Who is cited?
- From which newspaper, radio or TV-station could this text be? Please make two or three guesses and make a note of them.

After the participants' presentation, the results were displayed on the board on index cards, followed by a discussion about conclusions to be drawn out of all articles.

Didactical advice:

Depending on the thematic focus, there will be different questions at the centre of the analysis. If TV-items are analysed, there should also be questions about the selection and the content or message of the images.

2. Dimensions of racism

The learning subject (introduction)

A pre-requisite of journalistic work on topics of intercultural is addressing racism and how it functions for individuals and for society. For this, sociological definitions of racism are helpful. In this part of the module, it will be shown that racism is, above all, a structural power relationship within society, rather than primarily misbehaviour of individual citizens. In many countries of Europe, racism is not regarded as a structural power relationship, although there is a long history of (European) racist dominance in the world. Political and media elites frequently define racism as identical with the ideologies and the deeds of right wing extremists. It is denied that the core of racism is in the centre of society. In agreement with Teun van Dijk, we regard racism as “a system of dominance and social inequality” which is characterised by a structural dominance of the white European majority against non-European or (those defined as) non-European people or cultures. This system has grown historically and it is still shaping European reality, although there are many efforts to combat racism.



CD- cover of documentation of module III pilot training in Darmstadt /DE March 2006

On the one hand, racism is not necessarily linked to the presence of migrants. There are racist attitudes toward Sinti and Roma or Jews, who aren't migrants. There are a lot of people who have racist attitudes although they have little or no contact with migrants in their everyday lives, for example elites. On the other hand, there is an explicit racist differentiation between “us” and “the others” concerning non-European migrants. They are prevented from immigrating to the European Union, with law-enforcement and military operations keeping the borders shut (“fortress Europe”). The dominant form of racism in Europe is not based on biological criteria, but an “ethnification of the labor force” (Immanuel Wallerstein). Immigration and ‘integration’ are desired and tolerated

if they bring an economic advantage. Those migrants who don't fulfil an economic function are excluded. Contemporary European racism is less characterised by explicitly racist action but by a particular policy and by elite discourses, for example, about “illegal immigration” or “European identity” and juridical and economic policies. However, the situation in Europe is contradictory and complex. Important aspects of (inner-) European policy are: combating interpersonal racism in the daily life of normal people; the creation of a European identity characterised by multiculturalism; and political campaigns against (right wing) racism (e.g., “European Year against Racism”). On the other hand, racist parties are tolerated, immigration is restricted to the economic function of migrants, and the borders of the European Union are increasingly being closed to immigrants.

One approach of this module element is to criticise the role of elites in the economy, media, and politics in reproducing racist discourse and policies. A misleadingly positive self-portrayal (e.g., discourse on human rights) is characteristic for the elites, and they deny having anything to do with racism. But they are part of what can be called institutionalised racism. To provide a journalistic critique of this kind of institutional (elite) racism is one focal point of this module element. Of course, there is also racism (everyday racism) among the normal population, which can be a focus of critical reporting in alternative media, but this is not at the centre of this module. There are specific rules for reporting on right-wing extremism and neo-fascism, which will be dealt in the module element “non-racist journalism” (1.3). It is easier to criticise the

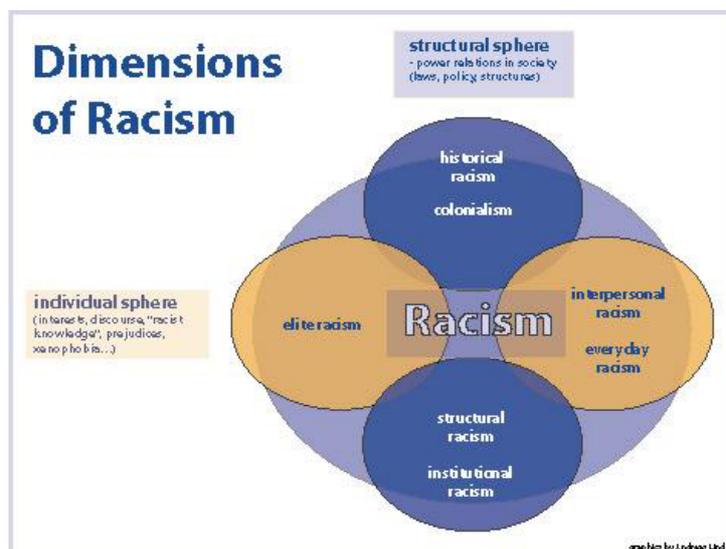
ideologies and deeds of right-wing extremists than to criticise mainstream ideologies and policies. However, reporting against neo-fascism in Europe is an important task in the fight against racism, for democracy and (social) human rights.

2.a The learning goals

- to get to know and to compare definitions and dimensions of racism
- to find out and to reflect on one's own comprehension of racism
- to develop a theoretical comprehension of racism, which helps in identifying racist media content
- to examine the particular influence of "elite racism" on the construction of racist or discriminatory media content
- to learn to distinguish different terms and their usage (e.g., "Ausländerfeindlichkeit" in Germany)
- to reflect on one's own images of the "others"

2.b The learning matter

Before definitions of racism are presented and discussed, the individual experience and definitions of the participants will be explored. As an initial exercise or "warm-up", there is brainstorming on the question "What is my definition of racism?" The answers of the participants will be collected and separated into different dimensions of racism (everyday racism / historical racism, (neo-)colonialism / institutional racism / right wing extremism) and discussed. It is assumed that the participants will mention various aspects and different dimensions of racism, so that these dimensions can be systematised and supplemented by additional information.



This exercise can be a smooth transition to a closer examination of "elite racism". An analysis of elite racism is crucial toward comprehending the relationship between media discourse and racism. Aspects of "Media and Racism" (1.1), especially of the discourse analysis, will be integrated and generalised, and complemented by additional information in a short lecture on elite racism.

- detailed presentation *Dimensions of racism*

3. Non-racist journalism / Racism and language

The learning subject (introduction)

Editors in non-commercial community media have a certain advantage over their professional counterparts because they are independent of audience ratings, and the content of their news is not dependent on the interests of (media) companies or political parties or organisations. Nevertheless, it is assumed that the editors of non-commercial or community media are influenced by dominant discourse in the same way as their professional colleagues in the public or commercial media sector.

The crucial question for this part of the module is how competent and responsible non-racist journalism can be pursued in practice. General models or codes of practice don't exist. In comparison to scientific analyses of racist media content, there is very little literature offering positive criteria on how to do it better. Several institutes and journalistic schools have collected examples of good practice, but this is mostly only an overview and description of best practice, rather than a detailed description of practical development, of the "how to". The non-commercial community media themselves have not developed specific "codes of practice" for non-racist or non-discriminatory journalism. The editorial statutes of these alternative media contain striking "anti-"slogans directed at avoiding any kind of discrimination. The absence of specific "codes of practice" often leads to problematic media content.

Most public broadcasters don't publish details on their training programmes. So the general codes of practice presented in this module are based on the few models developed by independent scientific institutes and journalists' unions (see literature on 1.3.) and on criteria formulated in the Inter.Media project.

This section of the module begins the transition from theory-based learning topics to practical exercises of the participants in the workshop, but for the time being remains on a reflective level.

3.a The learning goals

- to develop language skills for non-racist journalism (scripting, presentation, production of items and programmes)
- becoming sensitive to academic expressions and everyday terms and idioms which can have a racist or discriminatory impact
- to learn to distinguish terms and their usage
- to get to know criteria and codes of practice for non-racist journalism and for journalism against racism
- to get to know and to reflect on examples of good practice
- to develop criteria and standards for one's own journalistic activity
- to improve the opportunities of non-commercial or community media for reporting on intercultural issues and multicultural society

3.b The learning matter

A relatively short unit at the beginning of this module section will be an exercise on racism and language, especially media language. It is important for developing sensitivity to the impact of language on the development, meaning, function, and effect of words and concepts. This also implies becoming aware of one's own involvement in discriminating discourse. The main focus of this exercise is on how the participants use language in their own journalistic endeavours. This is not aimed at unmasking the participants. Discriminating diction and speech habits rooting in one's own socialisation and experienced as normal will be thematised and reflected on in the exercise "Weißeuropa – White Europe". This is a modification of an exercise from the „Baustein zur nicht-rassistischen Bildungsarbeit“ of the DGB-Bildungswerk Thüringen/Germany (Association of Trade Unions), a member of the advisory committee of the Inter.Media project. In this exercise, the meaning of 'white' in everyday language is explored. Terms which contain 'white' are set in contrast with terms containing 'black', and the participants are asked to consider opposites. The exercise is intended to open the mind for commonly used discriminatory terms.

► *method card: Non-racist journalism: Weißeuropa (EN/DE)*

didactical advice:

In an international group, terms have to be chosen in the language of reference. These terms should be familiar to the participants, or be clearly defined. Perhaps this exercise is only applicable in a workshop with German as language of reference.

The aim of the following focal unit on non-racist journalism is that the participants develop their own criteria and codes of practice for their journalistic practice – to be implemented in the following days of the workshop in their own practical projects. Initially, the trainers present criteria and codes of practice for non-racist journalism, derived from scientific research and journalistic praxis. The intention is not to set up strict guidelines, but rather to offer a framework in which participants can critically examine their own habits and can develop relevant criteria for their own work. Therefore the core of this part of the module is a detailed analysis of specially selected items from non-commercial or community media with a prepared questionnaire. This analysis, done by the participants themselves, is intended to initiate a learning processes and enable participants to improve their own journalistic productions.

Very sensitive and careful reporting is necessary. The prerequisite for it is broad knowledge on contexts and backgrounds. But that alone is not sufficient. It is important that journalists be conscious of the power of media discourse, especially of negative portrayals, accompanied by suggestive collective symbols, attributes, subliminal prejudice, and exaggerated and distorted images.

(JÄGER 1993. Translated from German)

In the following section, different proposals for codes of practice for non-racist journalism are presented. The presentation in the workshop will be more detailed than the description here. (For more detail see literature list.)

- the HOW of reporting is important. You must not popularise racist prejudice nor right-wing ideologies. You should abstain from negative portrayal, suggestive collective symbols, unexpressed prejudice, and exaggerated or distorted images.
- the prerequisite for reporting is wide knowledge of facts, contexts and backgrounds. In the centre of each media production there must be well-researched facts.
- You should report extensively on the everyday life of migrants and refugees. It is important to point out that they are not the source of societal problems: These problems would exist anyway, whether there were migrants and refugees, or not.
- Criminal actions of migrants and refugees must be seen against the background of the specific situations of these groups. If the reason for a criminal action is NOT the specific situation of migrants and refugees, it is not necessary to describe it as a criminal action of migrants or refugees. Remarks on the cultural background, the skin colour, or the nationality of a suspect can be mentioned as part of the facts, but not emphasised or dramatised. However, objectively inhumane criminal acts of migrants or refugees (e.g., vendetta) may not be mitigated.
- Right-wing extremism, its ideologies and protagonists, should be reported on in detail. It is important that coverage should not be restricted to right-wing assaults or other violent actions. It should also focus on right-wing think-tanks and on the connections between mainstream and right-wing discourse and policies. Media should never provide a forum for right-wing propaganda.
- Multiple discrimination of migrants as Non-Europeans, as objects and as victims must be avoided.
- Refugees and migrants should have the opportunity to speak for themselves in the media. You should not only speak about them, but with them.
- Choose your words carefully concerning refugees and migrants. Avoid generalisations and stigmas.
- Don't describe immigrants or ethnic minorities as homogeneous or monolithic groups ("the Turks"), but as equally complex, contradictory, and sophisticated as the dominant majority.
- Try to acknowledge to yourself any biases or prejudices you have about the minority they belong to and then try to put those ideas aside when interviewing people and preparing your story.
- Most situations involving conflicts between societal groups are complicated. Both sides generally have legitimate complaints and perspectives, and

presenting those perspectives fairly and accurately is an important part of the journalist's role. Try not to present difficult societal questions in black-and-white terms.

► Presentation *Non-racist journalism*

Such criteria for codes of practice are still more or less abstract. They can be experienced by analysing one's own journalistic practice. A content analysis of journalistic items is the main approach in the following section of the module workshop. The aim of this exercise, which requires about three hours of time, is to develop sensitivity for verbal usage in reporting, to foster the critical ability of the participants and their capacity to test the viability of criteria they have set up. The trainers choose radio items (alternatively: news articles, TV-items) out of the archives of non-commercial / community media as examples. These examples should be good material that can perhaps be improved in some points. The participants can also present their own previous media productions. There is a questionnaire for the analysis to evaluate and discuss the items according to several thematic emphases. Groups of two persons choose one item (3-8 min.), listen to it and evaluate it with the aid of the questionnaire. The results of the evaluations are presented in the following plenary session. In a following step, the participants draw up codes of practice for non-racist journalism according to the criteria most important to themselves.

The thematic emphases of the questionnaire are:

- **Background information / investigation / research:** Does the item provide enough background information? How thorough and credible is the research?
- **Image language:** Is there discriminating negative portrayal in the item?
- **Language:** What linguistic style characterises the scripted parts of the item, and what specific linguistic techniques are characteristic for the item (e.g., tempo, stress/accenuation, style, foreign words, dialect, political discourse...)?
- **Representation of the "others":** Who is quoted directly in the clip, and how are the "others" portrayed?
- **Relationship of the author to the "others":** How does the author position him- or herself toward the "others", and to what extent can this positioning contribute to reducing racism and discrimination?

The questionnaire also contains questions on the specific thematic focus of the item:

- **Focus "Best practise":** If the item is focussed on good practice against racism and discrimination, it is asked first what the thematic focus is (i.e. successful intercultural activities or projects / successful models of integration of migrants in the labour market, etc.) and then, what was very good and what should be improved in the item. It is also an aim of the whole exercise to motivate reporting on positive examples, such as successful initiatives against racism and right-wing extremism, or successful intercultural activities.
- **Focus "Reporting on crime (of migrants)":** There is also special attention to this focus. It is asked how criminal acts or other unlawful deeds of migrants or minorities are reported on, and what is the impact of the description of cultural background, origin, and skin colour of migrants in the item.
- **Focus "right-wing extremism":** It is first asked what the special focus of the item is (e.g., right-wing violence / ideology and political aims). Then it is asked whether there is enough background information on right-wing ideology and its protagonists, and whether there is information on the interconnections between mainstream and right-wing ideologies. For further thematic focuses, see the method card.
- **Focus "Reporting on religious or cultural difference / conflicts"**
- **Focus "Reporting on asylum or migration policy"**
- **Focus "reporting on 'integration' or the daily life of migrants in European societies"**

► method card / questionnaire *Non-racist journalism – analysis of items*

This questionnaire is also suitable for analysing items produced in accordance with ^{3. Non-racist journalism} non-racist codes of practice. It can help to evaluate whether the item promotes positive discrimination, whether it portrays migrants or refugees simply as victims, or tends to mitigate or conceal facts in a mistaken attempt at solidarity.

The questionnaire can be used for self-evaluation outside a workshop situation.

The skills acquired on this day will be useful in researching the practical projects that participants will work on in the interval between days 2 and 3. The learning matter of day 3 will provide additional skills for reflecting on and improving the content of the practical projects.

The workshop content of this day can be extended, e.g., by an expert lecture on the workshop topic in the evening.

Literature (relating to this part of the module)

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ROMMELSPACHER, Birgit 1995: Dominanzkultur. Texte zu Fremdheit und Macht. Berlin: Orlanda Verlag

to 3. Nonracist Journalism

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FLECHTKER, Beate 2003: make world – make speech. Sprache im Radio und Sprechen am Mikrofon. Handreichungen, Marburg, typescript.
NUJ (National Union of Journalists): Statement on Race Reporting, details are missing.
OnLine/More Colour in the Media: Europäisches Manifest der multikulturellen BürgerInnen-, Minderheiten- und Alternativmedien. www.multicultural.net
ZARA (Zivilcourage und Antirassismusarbeit) 2002: Strategien gegen Rassismus in den österreichischen Medien, Vienna, www.zara.or.at

4. Internet Research for Journalists

by David Röhler, Verband Freier Radios Österreich (AT), www.netzkompetenz.at

4.a Learning goals

The internet provides access to a wealth of information on countless topics, contributed by people throughout the world. Today (October 2005), Google has more than 8,000,000,000 web pages indexed.

The dream behind the Web is of a common information space in which we communicate by sharing information. Its universality is essential: the fact that a hypertext link can point to anything, be it personal, local or global, be it draft or highly polished. There was a second part of the dream, too, dependent on the Web being so generally used that it became a realistic mirror (or in fact the primary embodiment) of the ways in which we work and play and socialize. That was that once the state of our interactions was on line, we could then use computers to help us analyse it, make sense of what we are doing, where we individually fit in, and how we can better work together.⁵

To access this common information space, search engines and other means of retrieving information from the internet are of great value. Google is not the only way to gain access to valuable information. But Google is a very powerful tool. Participants will learn how to use this and other search facilities in a sophisticated way. They will be advised how to use advanced search options, such as search in news, pictures, specific documents, or news groups, among others.

Attention will be drawn to Google's growing monopoly in the search engine market, and there will be an insight into the mechanisms of Google and how it functions, as this is fundamental for those who want to find more specific information. Due to the way its search algorithm works, Google locates popular information. Popularity is quite seldom an aspect of quality. Especially for citizen journalists who want to cover issues like racism and xenophobia, migration and integration, valuable information is essential.

Besides learning how to find valuable information, participants will be given guidelines on how to assess the quality of information. Is a web site trustworthy? What criteria can be applied to check? How can hoaxes be recognised?

Participants will also be encouraged to use other specialised search engines for locating topics in news sources and alternative media, such as blogs. Weblogs are a very popular phenomenon nowadays. They offer a low-threshold method for everybody to publish. Alternative information and information often overlooked by traditional media can be found in weblogs. Therefore, activists in community media should know about the relevance of weblogs in the information sphere.

4.b Learning matter

The lesson will start with a short introduction on the structure of the internet, its history, and how the system of domain names works.

The introduction will be followed by a presentation of tools for on- and offline information searches.

- Search engines
- Common problems
- Catalogues
- Forums, newsgroups
- Meta search engines
- Special search engines (media, scientific, blogsearch...)
- Google and alternatives

⁵ The World Wide Web: A very short personal history <http://www.w3.org/People/Berners-Lee/ShortHistory>

How do search engines work? Can the quantitative algorithms of search engines be translated into quality? What is a spider? What is an index? What will future search engines be able to deliver? How can one make a search more effective?

Methodological Guidelines

The course will apply **John Keller's ARCS model** of motivational design – attention, relevance, confidence, satisfaction.⁶

Attention. Increase perceptual arousal by using novel, surprising, incongruous and uncertain events. Increase inquiry arousal by stimulating information-seeking behaviour; pose or have the learner generate questions or a problem to solve. Maintain interest by varying the elements of instruction.

Relevance. Emphasize relevance within the instruction to increase motivation. Use concrete language and examples with which students are familiar. Provide examples and concepts that are related to learners' previous experiences and values. Present goal-orienting statements and objectives. Explain the usefulness of the subject matter for both present and future uses.

Confidence. Allow students to develop confidence by enabling them to succeed. Present a degree of challenge that allows for meaningful success under both learning and performance conditions. Show the student that his or her expended effort directly influences the consequences. Generate positive expectations. Provide feedback and support internal anticipation of success. Help students estimate the probability of success by presenting performance requirements and evaluation criteria.

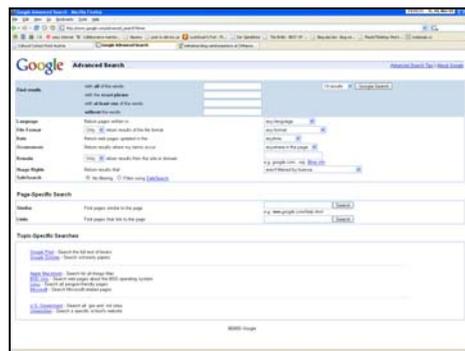
Satisfaction. Provide opportunities to use newly acquired knowledge or skill in a real or simulated setting. Provide feedback and reinforcements that will sustain the desired behaviour. Maintain consistent standards and consequences for task accomplishments. Manage reinforcement: keep outcomes of learner's efforts consistent with expectations.

Example of presentation: Google Advanced Search

The "Google Advanced Search" offers great features to enhance results.
http://www.google.com/advanced_search

You can do a lot more with Google search than just typing in search terms. With "Advanced Search", you can search only for pages:

- that contain ALL the search terms you type in
- that contain the exact phrase you type in
- that contain at least one of the words you type in
- that do NOT contain any of the words you type in
- written in a certain language
- created in a certain file format
- that have been updated within a certain period of time
- that contain numbers within a certain range
- within a certain domain or website
- that don't contain "adult" material



Example of presentation: Google

Google gives access to the largest human-edited directory on the internet. There, it is possible to browse information by topic, as it is categorised. The Open Directory Project is the most comprehensive Web directory that is not generated automatically by a machine. It is constructed and maintained by a vast, global community of volunteer editors. The Open

⁶ http://chd.gse.gmu.edu/immersion/knowledgebase/strategies/cognitivism/keller_ARCS.htm

Directory is the most widely distributed data base of web content classified by humans. Its editorial standards body of net-citizens provides the collective brain behind resource discovery on the web.

Example of presentation: archive.org

Finding web-sites no longer "online"

Huge resource for photographs, music, video, which can be used in other media productions. "The Internet Archive is a non-profit organisation that was founded to build an 'internet library' with the purpose of offering permanent access for researchers, historians, and scholars to historical collections that exist in digital format. Founded in 1996 and located in the Presidio of San Francisco, the Archive has been receiving data donations from Alexa Internet and others.



Internet research at module III pilot training in Darmstadt /DE March 2006 with David Röthler

In late 1999, the organisation started to grow to include more well-rounded collections. Now the Internet Archive includes texts, audio, moving images, and software as well as archived web pages in its collections."

<http://www.archive.org>

Example of presentation: Technorati

Technorati is a very powerful search engine for the "blogosphere". One can find up-to-date information published by citizen journalists.

<http://www.technorati.com>

Example of presentation: Wikipedia

Wikipedia is an encyclopaedia written collaboratively by many of its readers. Lots of people are constantly improving Wikipedia, making thousands of changes an hour, all of which are recorded on the page history and the recent changes page. Nonsense and vandalism are usually removed quickly, and their creators banned.

The Wiki principles (open access, collaborative content generation) of the Wikipedia seem to be of specific interest for people working in community media.

http://en.wikipedia.org/wiki/Main_Page

Example of exercise:

- Search for different approaches to integration of minorities in a number of European countries (to be specified in short group discussion). Make use of all the methods of research you know, and compare the results.
- Find weblogs dealing with minority-majority relations.
- Find latest news on successful projects fighting racism or/and discrimination.

In an exercise, participants will research the issues mentioned. They will be encouraged to use different methods of research (search engines, catalogues, Wikipedia). The results will be presented by the participants and will be compared. There will be a brief evaluation of the various means of research. The results of the research will be presented online using a social bookmarks service like del.icio.us.

5. Weblogs, audioblogs, podcasting, and intercultural journalism

The learning subject (introduction)

“**Weblogs** get people excited. Or else they disturb and worry them. Some people distrust them. Others see them as the vanguard of a new information revolution. One thing’s for sure: they’re rocking the foundations of the media in countries as different as the United States, China, and Iran. Bloggers are often the only real journalists in countries where the mainstream media are censored or under pressure. Only the blogs provide independent news, at the risk of displeasing the government and sometimes courting arrest.”⁷ Blogs range in scope from individual diaries to extended arms of political campaigns, media programmes, and corporations. They range in scale from the writings of one occasional author (known as a blogger) to the collaboration of a large community of writers. Many weblogs enable visitors to leave public comments, which can lead to a community of readers centered around the blog; others are non-interactive. The totality of weblogs or blog-related websites is often called the blogosphere.⁸ Blogging is closely connected with the evolution of “**social software**”.

“People today want to foster knowledge, deepen working relationships, and create a collaborative culture and esprit de corps. Social software can deliver on this promise.”⁹

Social software enables people to rendezvous, connect, or collaborate through a computer network or networks. It results in the creation of shared interactive spaces. The term came into more common usage in 2002. Social software can be defined as “software that supports group interaction”. The term also arose in the late nineties to describe software emerging out of alliances between programmers and societal groups whose particular kinds of cultural intelligence are locked out of mainstream software. In this understanding of the term, the societal, is understood to also have a political and aesthetic sense, not simply acting as a kind of glue for a collection of normatively understood ‘agents’ whose interrelations are mediated by software. What both positions share is an understanding that particular design decisions and the grammar of interactions made possible by each piece of software are socially significant.¹⁰

Among the social software applications one can find:

- Internet relay chat
- Internet forums
- Blogs or weblogs
- Wikis
- Social network services
- Social network search engines
- Social bookmarking
- Folksonomy (creating categories with others)
- Social shopping applications
- Peer-to-peer social networks
- Collaborative real-time editing

Social software is closely connected with the success of the open source software movement. Well known social software applications are OpenBC, social bookmarking (del.icio.us), tagging (flickr), etc.

7 Handbook for bloggers and cyber-dissidents, 2005 Reporters Without Borders, www.rsf.org

8 <http://en.wikipedia.org/wiki/Blog>

9 <http://www.socialcomputing.org/programs/april04course.html>

10 http://en.wikipedia.org/wiki/Social_software

As a good comparison between Web 1.0 and Web 2.0 see the following table:¹¹

| Web 1.0 | Web 2.0 | Category |
|--|------------------------------|----------------------------|
| Web-Photo-Album | Flickr | Publishing photos |
| Mp3.com | Napster or BitTorrent | Sharing music and files |
| Britannica Online | Wikipedia | Encyclopedias |
| Personal websites | Blogging | Publishing > Participation |
| Cyberspace, virtual communities | Web 2.0 supports real life | Social networks |
| Content Management Systems | Wikis, collaborative Writing | Content creation |
| Directories (taxonomy, categorisation) | Tagging ("folksonomy") | Content classification |
| Stickiness | Syndication (RSS) | Interoperability |

Weblogs have become extremely popular in recent years:

- March 2005: 7,8 Mio Weblogs
- Summer 2005: 14,2 Mio Weblogs
- November 2005: 20 Mio Weblogs

The term weblog derives from the words "web" and "log" (diary). The authors of weblogs are called "bloggers" and the entirety of weblogs is called "blogosphere". Weblogs are very often published by individual persons. All entries are in chronological order, but there is the possibility of categorising or tagging them. Tagging is the process of enhancing an entry with metadata. Metadata can be, e.g., keywords for the description and categorising of information. Publishing information on weblogs is very easy from a technical point of view. There are no special skills required. These aspects make weblogs ideal for low-threshold approaches. Weblogs can be commented and linked with other internet resources easily. Blogging is more communication and participation than just publishing.

The motivation for having a weblog is societal. Building social networks is a genuine human desire. The problem of quality journalism is also a matter of interest in the blogosphere:

Web 2.0 and the "blogosphere" were conjured into existence, because there was a need for a media to voice out the opinions of the ones no one cares of. In other words Web 2.0 is sometimes filling the void that is below the level of "editored", "trusted", "Fox News" and even "tabloid". (...) Apparently the collective desire of the people to spew out unfiltered and uninteresting garbage was so great that a perfect media for it was condemned to be created.¹²

Nevertheless, weblogs are a very exciting phenomenon and there are many ways to find high quality content.¹³

Weblogs are ideal for intercultural communication projects because of the following two main reasons:

- **Low-threshold approach:** anybody can publish and comment without any advanced knowledge
- **Interactivity:** while radio remains more or less a method of one-way communication, weblogs are interactive. They offer the possibility for discussion among cultural groups, and people can participate beyond a limited broadcasting area. They can therefore add a great deal of value to conventional broadcasts, as they allow for feedback and participation.

¹¹ <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>

¹² <http://flocksucks.wordpress.com/2005/10/30/critique-of-poor-reason/>

¹³ <http://www.thebobs.com/thebobs05/bob.php> (German web-site listing awards for blogs in many languages)

Audioblogs

An MP3 blog is a type of weblog in which the contributor makes music files, normally in the MP3 format, available for download. They are also known as musicblogs or audioblogs. Alongside audio, more and more videoblogs are to be found on the web. People post videos and others can view and comment. Today, there are very few audio blogs without podcasting functionality.

Podcasting

Podcasting is a method of publishing audio programs via the internet, allowing users to subscribe to a feed of new files (usually MP3s). It became popular in late 2004, largely due to automatic downloading of audio onto portable players or personal computers.

Podcasting is distinct from other types of online media delivery because of its subscription model, which uses a feed (such as RSS or Atom) to deliver an enclosed file. Podcasting enables independent producers to create self-published, syndicated "radio shows," and gives broadcast radio programmes a new distribution method. Listeners may subscribe to feeds using "podcatching" software (a type of aggregator), which periodically checks for and downloads new content automatically.¹⁴

The term podcasting derives from "iPod" (Apple's popular mp3-player)¹⁵ and broadcasting. Any computer equipped with a soundcard and an internet connection can be used to listen to podcasts. But mp3-players like the iPod give people more flexibility on when and where to listen. Podcasting gives people the freedom to produce and distribute audio content in a very simple way. The broadcasts can be received independent of time and location. Broadcasting is freed from any restrictions related to the area of reception or the schedule. Productions of broadcasts are easily done nowadays with standard recording devices (mini-disc, tape, mp3-recorders) and open source audio editing software, such as Audacity.¹⁶

Podcasts are getting very popular these days (even George W. Bush has his own podcast at <http://www.whitehouse.gov/news/radio/>).

Besides many enthusiasts, traditional broadcasters have also adopted podcasting:

- <http://www.bbc.co.uk/radio/downloadtrial/subscribe.shtml>
- <http://www.mdr.de/podcast/>

The power of podcasting lies in its simple method of distribution of audio files.

5.a Learning goals

Among the **general** learning goals will be:

- To show the relevance of low-threshold publishing of text, image, and audio,
- particular for intercultural media
- To show the participatory approach of blogging: interactivity
- To show the social impact: the free speech imperative of the blog world
- To show the relevance of weblogs, audioblogs and podcasting for community media activities ("Citizen Journalism")
- To reflect the social software hype in a critical way

Among the **specific** learning goals will be:

- To set up a weblog, audioblog or podcast
- To fill it with information and to interact with the blogging community
- To learn how to raise awareness for weblogs, audioblogs, or podcasts

5.b Learning matter

The course will address the following learning matter:

- Definition of terms (weblog, content management system, wiki, social software)

¹⁴ <http://en.wikipedia.org/wiki/Podcasting>

¹⁵ <http://www.apple.com/ipod/>

¹⁶ <http://audacity.sourceforge.net/>

- Journalistic and political dimension of weblogs
- Relevance for intercultural media production
- Best practice examples
- Technical terms (hyperlinks, permalinks, trackbacks, comments, RSS)
- Common technical features of weblogs (archives, categories, meta data, search-function)
- Different types of weblogs (personal, public, political...)
- Weblogs and search engines
- Weblogs as social systems (community building, interaction)
- Technical requirements for setting up a weblog, audioblog, podcast (commercial and non-commercial services, open source tools)
- RSS aggregators
- Online weblog services
- Setting up a weblog
- Setting up a podcast (e.g. <http://odeo.com/>)
- Podcasting via telephone
- Software for podcasting (podcatchers, open source audio editing software)

From a methodological point of view, it is very important to activate participants to find out about the main aspects of these publishing tools themselves. They will be guided as much as necessary, but the aim is to empower participants to use progressive internet tools in a self-determined way.

Example for weblogs on racism: <http://thatblacklesbianjew.blogspot.com/>

"Writings on current issues, politics, people of colour, religion, women and whatever I feel like at the moment."



Example for a weblog / podcast on an intercultural issue: <http://rassismus.twoday.net/>

Japancasting! for studying Japanese or English as a Foreign Language. Free educational broadcasts on Japanese culture, history, society, educational system and comparative religions. Ancient legends are analyzed with discussion questions to discover East Asian values. There are interviews with professors and broadcasts by students at women's colleges. There are also links to scripts with some photos and illustrations for reading while listening, and links to online sources for further research. Your host in English and Japanese is Steve McCarty, Professor at Osaka Jogakuin College and President of the World Association for Online Education (WAOE).¹⁷



¹⁷ <http://stevemc.blogmatrix.com/>

Example for setting up a weblog at twoday.net

<http://twoday.net>



Example for setting up a weblog, podcast, or videocast at blogmatrix.com

http://www.blogmatrix.com/sparks_main/



Example for setting up an audioblog / podcasting with loudblog.de

Loudblog is a sleek and easy-to-use Content Management System (CMS) for publishing audio content on the web. It automatically generates a skinnable website and an RSS-Feed for podcasting. Just upload your audio files, add some notes and links, and you're done!

"Loudblog automatically creates a valid Podcasting-feed. Visitors can listen to your audioblog posts using a podcast client or 'podcatcher' e.g. iPodder. To do this they simply click on the 'podcast-feed' hyperlink and copy and paste the page URL into their chosen podcatcher. The podcatcher then opens iTunes, or another media player selected as the default player, and automatically plays the programme! As the 'podcatcher' regularly checks for new content visitors are effectively subscribed to your podcast channel! Visitors can also use the podcast feed in an ordinary RSS-Reader minus the audio content of the podcast of course."

<http://loudblog.de>

Example for setting up one's own podcast:

Create your own podcast!

1. create a media account on ourmedia18 and archive.org, and make sure to activate the application from the link sent to you via email
2. create your audio via Audacity
3. move the audio file up to ourmedia when completed
4. use the feed URL to add to iPodder, add a feed URL link to the side of your blog (e.g., podcast feed), or add a link to the mp3 file in your future blog postings

Capturing audio with your computer

For podcasting, the simplest way to create/edit audio using your computer is to download the open source tool called Audacity, which is both a PC and a MAC tool. To save your audio files to mp3, you will also need to download LAME19, which is an mp3 encoder. When you download LAME, please note where you downloaded it to, because when you

create audio in Audacity and attempt to convert it to mp3, it will ask you for the location of LAME. MAC OSX users can put it in their Applications folder; PC users can put it in their Programs folder. If you have problems locating LAME when you try to convert the audio to mp3, you can always resort to putting it on your desktop.

Documentation on Audacity is available, as well. This open source documentation contains all of the material for learning how to use Audacity. Audacity can be used to not only create audio direct from your machine, but also to edit existing audio files and to convert WAV files (another audio format) into mp3. To do the latter, you will need to open the pre-existing audio in Audacity and export to mp3 from the file menu.

For storage of your media files (applicable to both audio and video), you will need to create user accounts on both ourmedia and archive.org. On registering with ourmedia, there will be an email authentication sent with a username and password, which you will need to upload your material. In the future, when you try to upload your files to ourmedia, you will need to log in to both archive.org and ourmedia, so please remember the new assigned password to ourmedia which you get in your email (you can change the password in ourmedia when you first log in) and your archive.org password.

Linking to your podcast from iPodder and a pre-existing blog

To link to the podcast, you can login to ourmedia, click on "your page" (left hand side), and then scroll down the page (pass the missing icon for your photo, if you did not upload one) to the mRSS icon. Right click (PC) or control+click (MAC) gives you the feed URL, which you can plug into your iPodder application. Also, you can create a link on your blog on the left hand/right hand side called "Podcast Feed" and link to the mRSS feed from ourmedia. That way, people can subscribe to your podcasts. Finally, you can also link directly to the media file in ourmedia by clicking on the audio/video file link and then using that URL (which should end in .mp3 if it is audio, or .mov if it is a video) and adding it to one of your blog postings.²⁰

In a course setting, the participants will research for means to install their own podcast. There are already some online services in existence which offer web space for hosting a podcast. It would be favourable if there is web space and the required software already prepared for the participants. The workshop will guide participants through the whole process of setting up a podcast. The workshop will also demonstrate various technical means to reach this goal.

Up-to-date references can be found at my Social Bookmarking System
<http://del.icio.us/davidro/citizenjournalism>

6. Evaluating online information

by T. K. Vogel, Transitions Online (CZ)

The learning subject (introduction)

With the rapid growth in the availability of online information over recent years, the importance of finding and accessing such information has increased as well, spawning the emergence of high-powered search engines. But equally important as finding and accessing information is processing and evaluating it. This section will present some key issues related to the quality of online information and suggest ways how volunteer journalists can sift through the mass of data they would typically encounter in the course of researching their stories.

Separating credible information from information that might be biased or inaccurate has always been a critical skill for any journalist – a skill that has become more important than ever with the growth in the raw amount of information available on the internet. And the internet's very nature – its constantly evolving shape, which makes it difficult for reputations to develop over time, and its low threshold, which makes it possible, in principle, for anyone to publish content – adds to the difficulty of *evaluating* information, which has eclipsed the difficulty of *acquiring* it. But the size of the information pool need not be an obstacle to effective evaluation. After the previous section of this module has helped us *find* information, this section will assist us in *assessing and utilizing* it: in turning information, data, and all sorts of content into an end product that meets certain quality standards. The overall goal of this section is to help turn the daunting information pool of the internet in all its forms – databases, blogs, websites, traditional media sites, podcasts, etc. – into an asset for volunteer journalists rather than an obstacle in their work.

The key skill this section will convey is that of *distinguishing credible information from unreliable or biased information*. This is especially important for volunteer journalists (often also referred to as 'citizen journalists') since they (i) often rely primarily on freely available online information due to limited resources and (ii) work in the context of specific political or social agendas, which may make them more susceptible to accepting information that is in line with that agenda. This is by no means specific to volunteer journalists, of course; but the fact that they tend to be more openly political than traditional media, together with the fact that they typically lack the accountability systems of such media, makes this an especially acute problem for them. For example, a radio station serving a specific immigrant group may be more inclined to take claims of racism against that community at face value than a 'mainstream' station might be. (The same problem could be phrased the other way around as well: a traditional news outlet may not understand the issue of racism and therefore be blind to such incidents.) What this example also shows, however, is that these issues are by no means restricted to online information resources, the focus of this section. We will return to this point below.

6.a Learning goals

This section has four interrelated learning goals. The training event based on this section should help participating volunteer journalists:

- 1 To understand the importance that information be reliable and unbiased;
- 2 To become familiar with important online resources, especially open-access ones, and their credibility; know how to access credible information using these resources; and understand through an example how to detect biased or unreliable information;
- 3 To learn hands-on how to draft a brief news item based on the information collected and evaluated;
- 4 To be aware of the pitfalls of online research (imprecise, outdated, or unreliable information, bias and hidden agendas, etc.).

An additional goal is to acquaint participants with resources (especially blogs) for debate on quality issues and credibility in journalism (especially volunteer journalism). A first resource are the URLs listed in the annex to this section.

For most users of online information, evaluating that information comes down to evaluating the credibility of the source. In a sense, the evaluation of online and public information is no different from the evaluation of offline and non-public information, such as a statement by a source given to a reporter. The first step in properly handling online information is therefore to understand that an online source should be treated in much the same way as an offline source: it must be cultivated over time and constantly questioned for hidden motives.

Treating online sources effectively the same way as offline sources has a number of implications that will be addressed in this module:

- The information-seeker should not be tempted by the ease and speed with which information can be accessed online to think that using it could be similarly easy and quick: evaluating the credibility of information is a process that requires patience and precision. *Accessing* research online rather than offline does save time, but *evaluating* it follows a similar path and is equally painstaking as in the offline world.²¹
- Repetition doesn't make a specific piece of information more credible. Several blogs or other open sources carrying a specific piece of information may or may not constitute "multiple sources." The user still needs to find out whether they do. Since most blogs thrive on linking and quoting, the multiplication of information across the blogosphere cannot be taken as a measure of its reliability.

It is also useful to be aware of the reasons why users seek information and do research online rather than offline:

- The internet's "always on" quality means that – unlike libraries or live sources – the information it contains is instantly available whenever and wherever the user needs it.
- Online research tends to be more efficient in practical, technical terms: information-seekers do not need to leave their desk; the information is often in the same format (text, multimedia) as the end product; and it is much more easily tagged and searched or analyzed than, for example, handwritten notes or photocopies. (At the same time, it is this quality that leads to information overload and makes online information less useful than it could be.)

The obvious advantages of online research mean that many users substitute it for other kinds of research, for example in libraries or archives. This is often linked to the peculiar idea that "research" equals "finding information," when in fact it should also encompass the process of evaluating it, a process that involves the user's judgment.

Most important learning goal: Understanding the importance that information be reliable and unbiased.

This is the basis on which the entire section builds. Volunteer journalists must understand that, far from operating in an environment insulated from the general competition of ideas, views, and news, they are part of it: their credibility is a key asset they bring to their work exactly as it is for mainstream journalists. (This is not to say, however, that the rewards in each stream of journalism might be stacked against fairness and accuracy: that adhering to a specific ideological agenda might be a better career choice in either mainstream or volunteer media.) Following high standards in journalistic research is a building block of such credibility. Journalists, be they mainstream or volunteer, are credible to the extent that they treat their sources fairly and accurately and that the information they convey is reliable, unbiased, and as complete as can reasonably be expected.

The astounding diversity of online opinion makes the internet attractive to users, but many react to the overwhelming scale of the internet by falling back into traditional patterns of media consumption: they rely primarily on sources that confirm their own opinion or reaffirm their membership in a particular community. These elements are especially problematic in the case of volunteer journalists, who often pursue advocacy on behalf of what they see as marginalized groups. Many people seek out sources (e.g., blogs) with information they already know, or whose agenda they share: they want to have their own views validated by people they respect ("authorities").

Turning information into a story, and by implication, separating credible from unreliable information, is the essential task of the journalist, whether professional or not, and to some

extent of the blogger as well. It is true that most volunteer journalists and bloggers are not subject to the checks and balances of the professional mainstream media: most often their contributions are neither edited nor fact-checked. But recent scandals in the mainstream media – the Judith Miller and Jayson Blair affairs at the *New York Times*, for example – highlight the fact that these checks and balances work well in catching honest mistakes, but are powerless in the face of outright lying or political agendas. Moreover, one might hope that the honorable motivation that made volunteer journalists engage in an activity that brings few material rewards would also lead them to behave honorably while pursuing it. At the same time, the responsibility that comes with circulating information also requires that journalists be acutely aware of unconscious forms of manipulation and that they distinguish clearly between fact and opinion when researching a topic and presenting their research to their audience.

Transparency is an important aspect in the process of turning information into a story. To give but one illustration, the editors of the *Texas Monthly* rejected the idea of publishing blogs “because there would be no editing or fact-checking process,” according to a March 2005 piece “Blogs are not journalism” by Joe Pollack in the *St. Louis Journalism Review*. Pollack seems oblivious to the fact that it is precisely the unfiltered nature of blogs that makes them attractive to readers – or, indeed, that blogs can even increase the credibility of a traditional media outlet by making editorial decisions and decision-making processes more transparent to readers. A prime example of this approach is the Editor’s blog on the *Guardian* website, where – according to its welcome blurb – “senior *Guardian* staff write about the decisions they make, and the reasons behind them”.²² The blog was an experiment to accompany the print paper’s re-launch in a new format, and has not continued since.

Of course, journalists who blog are still, above all, journalists. They have reputations to protect and probably follow certain standards even when off-duty. But bloggers of any kind, and to an even greater extent volunteer journalists, *do* have a responsibility towards their readers. Even those whose main goal is to advance a particular political or social agenda should be expected to produce valid arguments based on valid facts, not mere assertions based on shaky information or deception. Processes of accountability as they exist in most traditional newsrooms are precisely designed to counteract the natural tendency of smart, opinionated people to promote their own worldview to the exclusion of others.

Most volunteer journalists are not subject to the systems of accountability that operate in the traditional newsroom, such as editing, fact-checking, and discussion in the editorial conference; they rely instead on a bond of trust – or, indeed, ideological affinity – between the journalist and the audience. (There are, however, outfits such as web-based iTalkNews that fact-check articles from volunteer contributors before they are posted on the site.²³) In the traditional model of journalism, reporters followed rules of professional behavior and were accountable to their editors, whose supervisory tasks were often complemented by fact-checkers, and newspapers or broadcasters would only publish information they deemed to be accurate, since anything else might jeopardize their reputation. The internet is in many ways too fast and too vast a medium for reputations to provide much guidance in evaluating information since reputation is based on the assumption of repeated interaction.

6.b Learning matter

This section of the module begins with a general introduction and discussion of why evaluating online information and sources for bias, unreliability, imprecision, etc. is an important part of the journalist’s work, touching on questions of credibility and trust (between reporters and their sources, and reporters and their audience).

Such evaluation is especially important when it relates to intercultural issues, not just because bias might be especially strong, but also because such topics tend to be politically and socially loaded. Very often, even the terms in which information is presented have meanings that need to be taken carefully into account in developing a story. Adjectives such as “gay” or “Roma” may carry specific connotations in different contexts, connotations of which the content producer needs to be aware. Given the prevalence of English-language sources, not just on the internet but on closed networks, as well (e.g., Lexis-Nexis), cultural subtexts and questions of translatability have gained importance and should also be taken into consideration.

Learning goal 1: Understanding the importance that information be reliable and unbiased.

We will also highlight the importance of unbiased language with the help of examples and try to understand what may indicate the unreliability of information. This may be briefly related to questions of journalistic ethics and different forms of editorial review. The manner in which information is presented and the rhetorical devices employed in that presentation can be important clues to its veracity or credibility. Such clues, operating at the level of written or spoken text, assume increased significance under the conditions created by today's information technology. The old evaluation systems, which saw the credibility of a specific piece of information primarily as a function of the credibility of its carrier, cannot cope with the internet because of its very nature – its size and its permanent evolution. This makes micro-evaluation – textual analysis, cross-checking, and so forth – more important. In other words, the specific item of news has moved to the center of evaluation instead of, or alongside, the reputation of a carrier (an individual or group blog, for example).

We will briefly discuss different strategies for non-traditional/community/alternative media (content producers as well as editors) to deal with questions of accuracy, bias, and trust.

Learning goal 2: Becoming familiar with important online and offline resources, especially open-access ones, and their credibility; knowing how to access credible information using these resources; understanding through an example how to detect biased or unreliable information.

This section opens with an overview of resources and techniques for research and will include the collection of information in real time during the workshop. We will take a specific issue or set of issues – for example, the ongoing debate in various European countries on “integration” of immigrant communities, especially those of Muslim background – and review online information resources relevant to that issue. We will ensure that materials covered in the previous section *Internet Research for Journalists* will not be repeated but rather covered under a different angle and in greater depth.

It is indisputable that the internet provides the greatest repository of information available to volunteer journalists, especially since cost considerations make many closed information repositories such as Lexis-Nexis – simply an alternative distribution channel for traditional media rather than a new medium like blogs – inaccessible. In consequence, a detailed discussion of the pitfalls and potentials of internet information search is necessary. In this section, participants will explore various open information resources in real time and learn some basic techniques to assess how reliable that information may be. A few basic questions help participants to make quick decisions on the credibility of information and information sources such as websites or blogs. These include:

- Does the source have an obvious agenda, and who maintains the source? Does the source have an obvious agenda, and who maintains the source? Take something as apparently objective as statistics. If information about crime rates among migrants -- a very controversial and much-debated topic -- is posted on an anti-immigration website, chances are that even if the numbers may be accurate, they are put in a specific context that makes them appear in a different light. They will also very likely have been carefully selected to advance a particular political agenda. A similar question is: does the source present information in a quiet, reserved manner that puts the focus on the facts, or is the information primarily used to aggressively make a point?
- How widely is the source quoted by other sources? The repetition of inaccurate information doesn't make that information true, but if a source is often quoted by a variety of other sources (including the media) that would lend it a certain credibility.
- How frequently is the source updated? How much information does it contain? Does the other information contained in the source look similarly credible, or are there noticeable differences in quality?

Learning goal 3: Learning hands-on how to draft a brief news item based on the information collected and evaluated.

Participants will be assigned targeted exercises (typically in small groups of three to four people depending on total number of participants) to develop their own news items based on the information they have collected online in the previous step on a specific subject matter, e.g., the integration of immigrant communities in European countries.

Learning goal 4: Being aware of the pitfalls of online research (imprecise, outdated, or unreliable information, bias and hidden agendas, etc.).

In the last part, participating volunteer journalists will carefully read and evaluate/criticize the pieces the group produced during the practical exercise and use them to discuss the pitfalls of online research – the mistakes that are most easily made in turning information into a news piece.

We will also relate online research to specific journalistic formats (interview, feature story, news report, portrait, opinion piece, etc.): different formats require different types of evidence and sources. Which types of sources and research are appropriate for which type of journalistic output? For example, a *portrait* of a community activist fighting discrimination of immigrants might follow less strict standards of fact-checking than a *news article* that deals with the discrimination of immigrants. In the first case, the reality of discrimination provides a backdrop for that individual's engagement and may be used to explain his/her personal motivations, which might well be based on 'facts' that would not pass a rigorous checking process, while in the second case discrimination is the focus of the story.

| Good practise example | |
|---|--|
| Inter.Media Partner Organisation | P 1 (BZBM) |
| Title of project / training | Radio.net: (internet and radio training for people with or without german passport) |
| Organisation | Freies Radio Tübingen/Reutlingen |
| Adress: | Hechingerstr. 203, D-72072 Tübingen |
| E-Mail: | mail@andreaslinder.de |
| Homepage: | www.wueste-welle.de |
| Contact person | Andreas Linder |
| Duration | 3 months |
| When did it take place? | October- December 2002 |
| number of participants | 30 |
| Type | radio training programme with emphasis on journalistic aspects, pedagogical project of active media work |
| Target group(s) | migrants from different countries of origin, women and men, adults of different ages |
| Main results | journalistic skills, empowerment of migrants, radio programmes, empowerment of women |
| The aim of the training was to give the opportunity to migrants and refugees to express themselves and their live in Germany via radio programmes. One part of the training was a basic computer and internet course. The other part was making radio programmes. Each week one group prepared radio items and a live-programme with our help. The making of radio programmes was prepared by a weekend workshop. The project was supported by Entimon programme for democracy and tolerance. | |

Some of these considerations are more practical, some more ethical, but volunteer journalists must apply them when researching and drafting their products, or else they risk just feeding an ideologically defined audience. This section of the training course will be an opportunity for participants, after applying some of the research techniques they acquired, to take a step back and analyze what they did with that information and where they may have to improve. Often, such close examination of news language as used by others can lead to increased awareness of one's own usage and potential bias. Ample time for case-to-case discussion of problems raised by the exercise should be left for this fourth and final part.

At some point during the course we will also visit some resources such as the Poynter Institute and other sites listed in the resource section dealing with issues including journalistic ethics, editorial review, and journalistic research/evaluating information.

After these more theoretical sections, the participants will present

their own practical research outcomes. These will be reflected in small groups in accord with the learning content of days 1 to 3. Suggestions for improvements will be developed. This leads to the practical phase of improving and finalizing the practical projects, accompanied and supported by the present trainers. All technical equipment will be needed for this process.

Annex: Resource Section

(check Inter.Media web site for up-dated version)

The *Stanford Web Credibility Research Project* (not necessarily focused on journalism) "investigates such questions as:

What causes people to believe (or not believe) what they find on the Web?

What strategies do users employ in evaluating the credibility of online sources?

What contextual and design factors influence these assessments and strategies?

How and why are credibility evaluation processes on the Web different from those made in face-to-face human interaction, or in other offline contexts?"

<http://credibility.stanford.edu/>

The *Poynter Center* is well-known for its research related to journalism. It has an "online" section at <http://www.poynter.org/default.asp>

It also has a "Media Credibility Bibliography" which has some useful items related to online information: http://www.poynter.org/content/content_view.asp?id=1205

a Computer-Assisted Reporting Bibliography: http://www.poynter.org/content/content_view.asp?id=1181

a Public Journalism Bibliography: http://www.poynter.org/content/content_view.asp?id=1223

a New Media Bibliography: http://www.poynter.org/content/content_view.asp?id=899

The website of the *Blogging, Journalism & Credibility* conference of January 2005 at Harvard's Berkman Center for Internet and Society contains transcripts, discussions, and links, at: <http://cyber.law.harvard.edu/webcred/>

Is Journalism Dead is a group blog debating issues posed to the "mainstream media" by the advent of blogging and the Internet more generally, at <http://isjournalismdead.blogspot.com/>

Dan Gillmor, author of *We the Media: Grassroots Journalism By the People, For the People*, discusses the question of objectivity and argues that the concept should be abandoned in favor of four underlying principles of quality journalism: thoroughness, accuracy, fairness, and transparency.

The relevant article -- *The End of Objectivity* -- can be found here:

http://dangillmor.typepad.com/dan_gillmor_on_grassroots/2005/01/the_end_of_obje.html

Gillmor also blogs on questions arising from new media and their implications for the traditional media at:

<http://bayosphere.com/blog/dangillmor>

Ourmedia bills itself as a "global community and learning center where you can gain visibility for your works of personal media." An open-source project built and staffed by volunteers, it freely hosts grassroots video, audio, music, photos, text and public domain works and also provides a community space to share and discuss personal media: <http://www.ourmedia.org/mission>

CyberJournalist.net is "a news and resource site that focuses on how the internet, convergence and new technologies are changing the media. The site offers tips, news and commentary about online journalism, citizen's media, digital storytelling, converged news operations and using the internet as a reporting tool." <http://www.cyberjournalist.net/news/000162.php>

The *Independent Media Center* (Indymedia) "is a network of collectively run media outlets for the creation of radical, accurate, and passionate tellings of the truth. We work out of a love and inspiration for people who continue to work for a better world, despite corporate media's distortions and unwillingness to cover the efforts to free humanity:" <http://www.indymedia.org/en/index.shtml>

Wikinews is "a group of volunteers whose mission is to build a website with present up-to-date, relevant, newsworthy and entertaining content without bias:" http://en.wikinews.org/wiki/Main_Page

7. E-Learning for audio live-streaming

by Ilja Gerhardt and Mateo Zappa (Radioschule Klipp und Klang Zürich, CH)

The last day of the module III workshop is focused on very practical publishing and on evaluation. It begins with the editorial preparation of an audio live-stream. The participants plan their running order and finalize their presentation scripts. Music is selected. They assign roles and tasks within the group for the duration of the live-stream. This is followed by a technical test of the audio live-stream equipment. Hardware and software, as well as the internet connection, must be functional in this preliminary test. All these steps are accompanied by the present trainers. The following main publication part is the realisation of a (probably 1-hour) radio programme via audio live-stream. This programme will be transmitted to a radio station. Alternatively, this live programme can be produced in a radio studio, if that is possible. After the programme, the individual items and articles will be published by the participants on a workshop website and other websites by creating weblogs and audioblogs. Here, the participants will make use of what they learned on day 2.

Concept

Technical abilities are one major step towards participation in a media-dominated world. The ability to print or to publish on the internet is as close as the next printing shop, the next internet access, etc. The only way to enter this world is to acquire the skills necessary for handling these technical options. The hurdle is normally taken at the very first step, since this threshold often determines the success of such learning efforts. Other technical processes, such as radio or TV broadcasting, have an even higher technical threshold. This means that initial steps have to be taken together with a trainer, who lowers the threshold as well as he or she can. With our e-learning component, which is available on the CD in this handbook and also on the project website, we try to allow for a smooth first step towards radio-streaming: A kind of online teacher assists you and takes you by the hand.

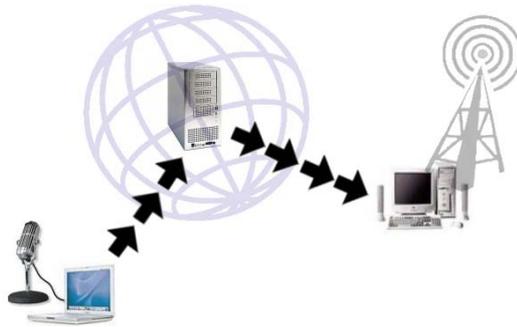
What is radio-streaming?

Radio-streaming means, in its simplest form, setting a radio station at someone's home. You are the broadcasting station, and the signal you are transmitting can be received all over the world, with a computer as a radio receiver. The same technical set-up can also be used for the direct transmission of concerts, live happenings, and events in general from their location into a (real) local radio station for conventional broadcasting from there. The streaming equipment at the location consists of a computer with internet access and audio equipment. That's all that is technically required to stream. Just one element is missing so far: Someone who is able to set things up, to be the broadcaster. With the help of this e-learning component, you will learn to set everything up, avoid problems, and acquire the basic vocabulary to understand what's going on.



Radio programming via audio live-streaming at module III pilot training in Darmstadt /DE March 2006

To establish a reliable connection to a radio studio, it is also important to know how to receive a stream in acceptable quality. Just receiving a radio-stream is normally, under trial conditions, no problem at all. But when it comes to reliability, being self-confident helps to avoid problems. The e-learning component walks you through the first steps and ensures that you will be a reliable stream receiver.



Audio live-streaming

Handling this technique is not only a technical challenge: Especially when people need to cooperate under unfamiliar technical conditions, the social factor becomes prominent when something is going wrong. To understand where the main pitfalls lie, we also need to cultivate some social skills. An important point is the whole set-up of the studio and the social factors in radio-streaming.

- ▶ The e-learning course is available on the internet and also on the CD in this handbook.
Just go onto the website or put the handbook CD into your computer.

What you learn

- basic vocabulary
- sending out a stream
- receiving a stream
- communicating over the internet and checking the quality of the stream
- how to prevent trouble
- not to get mad if something goes wrong

Methods leading to this knowledge

There are several approaches you can take to this course:

- You can start from scratch if you want to follow a straightforward track through the course: here, everything is explained step by step, and at intervals you are asked to check your knowledge. This is the best approach if you have no clue what this is all about.
- You might just check the knowledge you already have by starting with the quiz.
- By printing out the streaming manual, you will have an offline version for studying and practicing vocabulary.
- If you are already experienced or if you have already taken the course, you can also print out the checklists.
- If you want to gain some practical experience, the course allows for practice in several ways: checking your skills directly on your computer or listening to some sound samples.
- Using a streaming CD, like StreamBOX or dyne:bolic, you will be equipped to get a streaming environment up and running within minutes. In the workshop we use the StreamBOX-CD as an example.

Just go ahead and give it a try ...

The e-learning component is available at

<http://intermedia-online.org/elearning>
<http://streambox.org/elearning>
and (in an offline form) on the CD in this handbook.

C Module III description in chart form

Four-day workshop with practical project

Preparation for the workshop:

The participants should work through the E-learning module in advance of the workshop – this will make it possible to set up a live-stream with the aid of the trainers during the workshop.

Day 1 Media and Racism

| time | content | Learning goals | methods | Material/media | Activities of participants |
|-------------------------------|---|---|--|--|--|
| 09.00 – 09.15 ca. 15 min. | <i>activity:</i> Warming Up „head-lines“ | Media are constructing images of „us“ ad „the others“ by images and collective symbols | headlines out of newspapers, radio and television are distributed Every participant receives one card with a headline. On a blank card every participant writes one other headline out of his/her memory. | | reflection and discussion |
| 09.15 – 09.45 ca. 45 min. | 1 -Racism and the media discourse and power relations (on national and European level) | to provide knowledge about the image of migrants and other groups which media are constructing to provide knowledge about the relationship between media content and racism | the main assumptions of social science, politics and journalistic practice are presented in a short lecture. A summary of the content will be given as handout. | cards or ► presentation <i>media and racism</i> with data beamer TV with beamer, CD-player | discussion: To what extent do community media and their editors mirror dominant discourse? What are the special conditions in this media sector? |
| | break | | | | |
| 10.00 – 12.00 ca. 120 min. | <i>activity:</i> discourse analysis Examples of media content surrounding migration topics show how media construct reality and how they (can) influence racist images and behaviour | to provide the know-how to be able to recognise, analyse and assess racist discourse in mainstream media. to provide knowledge of how migrants (and other groups) are represented in the media | The participants receive up-to-date reports on the topic of the workshop out of different media. they analyse and assess it in small groups by using the prepared questionnaire <i>see method card „discourse analysis“</i> | cards, text markers, pens if radio or TV items are used: radio/audio player, TV; beamer ► activity card <i>discourse analysis</i> | the participants analyse, assess and discuss news, radio and TV reports on the topic of the workshop |
| | break | | | | |
| 12.15 – 12.30 ca. 15 min. | <i>activity:</i> My definition of racism | to find out one's own definition of racism | brainstorming | cards | brainstorming |
| 12.30 – 13.00 | 2 - Dimensions of racism | to provide knowledge about definitions and dimensions of racism | the main assumptions of social science and politics are presented | cards or ► presentation <i>dimensions of racism</i> with | discussion: Are we – as Europeans and well |

| | | | | | |
|-------------------------------|---|--|---|---|--|
| ca. 30 min. | structural/institutional racism, elite racism, everyday racism, right-wing extremism, fascism, Anti-Semitism, multi-dimensionality of power relations | <ul style="list-style-type: none"> - to provide knowledge on the specific impact and the attributes of elite racism for the construction of racist media discourse - to work out an understanding of racism, which helps to recognise racist media discourse | in a short lecture. A summary of the content will be given as handout. | data beamer | educated people – part of the same elite we are talking about? If yes, what does that imply for us? |
| | break for lunch | | | | |
| 14.00 –14.15 ca. 15 min. | <i>activity:</i> „White Europe“ associative game | to open the mind for commonly used discriminatory terms | Warming up: see method card „White Europe“ | | |
| 14.15 –15.00 ca. 45 min. | 3 – Non-racist journalism / language and racism Who speaks how about whom? Examples of good practice for journalism against racism and discrimination Codes of practice for non-racist journalism | <ul style="list-style-type: none"> - to provide verbal skills for non-racist media practice (text, scripted presentation, radio items, programmes) - to sensitise to everyday idioms, which can be racist or discriminatory - to show and reflect examples of good journalistic practice against racism | <p>Presentation of examples of good practice out of ECRI, EUMC and scientific analyses.</p> <p>short lecture: presentation of criteria for non-racist journalism.</p> <p>A summary of the content will be given as handout.</p> | <p>cards or beamer</p> <p>► presentation <i>non-racist journalism</i></p> | <p>makes notes: Which codes of practice are most important for me?</p> <p>Presentation and discussion after the lecture</p> |
| | break | | | | |
| 15.15 – 17.45 ca. 150 min. | <i>activity:</i> „analysis of items“ Analysis of articles, reports and items from the non-commercial community media sector with prepared questionnaire | <ul style="list-style-type: none"> - to promote critical and self-critical abilities, - to develop one's own „codes of practice“ | see method card „analysis of items“ | cards, articles, listening examples, audio players, prepared ► questionnaire <i>analysis of items</i> | group work: analysis of items related to the topic of the workshop, with questionnaire. Presentation in plenary session. Development of individual “codes of practice” for non-racist journalism |
| 17.45 –18.00 ca. 15 min. | Evaluation | Reflection of learning content, learning process, activities of the participants, atmosphere in the group, competence of trainers...) | Short session with oral and written feedback | cards | reflect the learning process and their activities, give feedback to the trainers and the other participants |
| | break for dinner | | | | |
| 20.00 – 21.30 | lecture of expert, film or debate e.g., pilot workshop: European migration policy | - to provide expert knowledge on the topic of the workshop | lecture / discussion / entertainment | beamer, projector, silver screen | record the lecture – to be used for further research |

Day 2 Online research and publication

| time ca. | content | Learning goals | methods | Material/media | Activities of participants |
|-----------------------|---|---|---|----------------|--|
| 09.00 – 09.15 | 4 -Tools for (internet-) research | | Introduction by presentation | Beamer | |
| 09.15 – 09.45 | Discovering websites for researching | To discover relevant web-sites; what previous knowledge do participants have? | Learning by doing, feedback of participants, exchange of knowledge among participants | | Search web-sites containing information on issues like intercultural communication, racism |
| 9.45 – 11.15 | Introduction to Google | To familiarise with all the specific options Google offers (images, video, news, newsgroups, catalogue, froogle, print...) | Presentation | | exercises |
| 11.15 – 12.45 | Catalogues, libraries, other search engines / societal background | To get to know other resources in comparison with Google To learn about the search engine market and politics | Presentation | | exercises |
| | break for lunch | | | | |
| 14.00 – 14.15 | 5- Tools for publication | To understand the relevance | Introduction by presentation | | |
| 14.15 – 14.45 | Weblogs | To discover relevant weblogs, to learn how to use search engines and catalogues of weblogs | Learning by doing, feedback of participants, exchange of knowledge among participants | | Search weblogs containing information on issues like intercultural communication, racism |
| 14.45 – 16.30 | Online weblog services Publication of content and participation RSS | To learn about possibilities for publishing one's weblog To experience how information can be published on weblogs To demonstrate the options of content syndication and networking | Presentation, learning by doing; Set-up of an account at bloglines.com or feedburner.com | | every participant installs his or her own weblog |
| 16.45 – 17.45 | Podcasting, introduction subscribe to podcasts | To learn about history, relevance To learn how to find and subscribe to podcasts | Presentation Installation of podcatching software | | exercises |
| 17.45 – 18.00 | Evaluation | reflection on learning content of the day, of learning process, of activities of the participants, of atmosphere in the group | Short session with oral and written feedback | cards | |
| Evening 20.00 – 21.00 | Planning of practical projects (| deciding for topics for research and deciding on genres – interviews, features, online-articles...) | Working in small groups, brainstorming for thematic focusses | | develop concepts for research and practical projects in small groups |

**Practical project as homework between the two workshop phases:
Research and realisation of an audio item or online article (individual work or small groups)**

Day 3 Advanced journalistic research and evaluation

| time ca. | content | Learning goals | methods | Material/media | Activities of participants / |
|---------------|---|--|---|--|--|
| 09.00 – 09.30 | 6 - Advanced journalistic research The importance of evaluating information | Understanding the importance that information be reliable and unbiased | Introductory presentation with discussion | | discussion |
| 09.30 – 10.30 | Overview and discussion of various information resources and research techniques; brief example | Familiarity with important online and offline resources, especially open-access ones, and their credibility; knowing how to access credible information using these resources; understanding through an example how to detect biased or unreliable information | Guided online research and collection of information | Internet resources | Direct research and collection of information, and subsequent evaluation and analysis |
| | break | | | | |
| 10.45 – 11.30 | Drafting a news item | Learning hands-on how to draft a brief news item based on the information collected and evaluated | Group work (2-3 persons) | Information collected in previous step | Drafting (and discussing in small groups) a brief news item |
| 11.30 – 12.45 | Discussion and evaluation of news items | Being aware of the pitfalls of online research (imprecise, outdated, or unreliable information, bias and hidden agendas, etc.) | Analysis in plenary of all news items produced in previous step, discussion of problems they raise | News items produced in previous step | Analysis and discussion |
| | break for lunch | | | | |
| 14.00 – 15.30 | Evaluation | Presentation and review / reflection of practical projects. Development of suggestions for improvement in accord with the learning content of days 1 - 3. | Plenary session / presentation of current status of practical projects / reflection and development of improvements | Audio players, beamer | Present their practical projects, reflect in small groups, develop suggestions for improvement |
| | break | | | | |
| 15.45 – 17.30 | Review / improvement and finalisation of practical projects | improving journalistic content of the practical projects | Trainers accompany the groups and support practical work | Audio equipment, notebooks, computer work stations | Work on texts and items |
| 17.30 – 18.00 | Evaluation | reflection on learning content of the day, of learning process, of activities of the participants, of atmosphere in the group | Short session with oral and written feedback | cards | |

Day 4 Audio live-streaming and programming

| time ca. | content | Learning goals | methods | Material/media | Activities of participants |
|---------------|--|---|--|---|---|
| 09.00 – 10.30 | 7 - Editorial preparation of audio live-streaming planning of running order, preparing presentation scripts, selection of music, assignment of roles and tasks in the group for the duration of the live stream | | working groups | | |
| 10.30 – 11.30 | Technical preparation of audio live-streaming preparation of equipment, test of hardware and software, test of internet connection | self-reliant preparation and use of technical equipment (audio, internet) | | audio-equipment (players, mixer, microphones), notebooks, internet connection | practical use of learning content of E-Learning component |
| | break | | | | |
| 11.45– 12.45 | Realisation of audio live-stream (transmission into the studio of a radio station) alternatively: live programme produced in radio studio | reinforcement of learning content of E-learning module; practical application, assisted by the trainers | | | |
| | break for lunch | | | | |
| 14.00 – 15.30 | Digitalisation and online publication of practical projects publication of practical projects on workshop website, creation of weblogs and audioblogs, creation of additional content, publication of practical projects on public web portals | | | | make use of their knowledge of content of day 2 |
| 15.30 – 17.00 | Evaluation Review / Reflection on the whole workshop | | plenary session / mutual reflection with methods prepared by project evaluation team | questionnaire | |
| 17.30 | End | | | | |

D Organisational requirements

An Inter.Media module III workshop requires an advanced technical environment. At least two seminar rooms are needed. One of them must be large enough to accommodate up to 15 participants and must be equipped with a data beamer, (white)boards, and flipcharts. The other room should have up to eight computers with internet access and audio hardware and software. One additional audio studio would be useful. Other small rooms for group work could improve working conditions for the trainers and the participants.

E Learning materials

on CD-ROM and website:

- ▶ Presentation / handout *Media and power relations* EN / DE
- ▶ Presentation / handout *Media and racism - common trends in Europe* EN / DE
- ▶ Presentation / handout *Media and Racism: Germany* EN / DE
- ▶ Method Card / activity *Media and Racism – Discourse analysis* EN / DE
- ▶ Presentation / handout *Dimensions of racism* EN / DE
- ▶ Presentation / handout *Non-racist journalism* EN / DE
- ▶ Method Card / activity *Non-racist journalism: Weißeuropa* EN / DE
- ▶ method card / questionnaire *Non-racist journalism – analysis of items* EN / DE
- ▶ Handout *Fahrplan Internetkurs* DE
- ▶ Presentation *Internet-Recherche* DE
- ▶ Presentation *Qualität von Internet-Dokumenten erkennen* DE
- ▶ Presentation *Nachrichten-Suche* DE
- ▶ Presentation *Weblogs, Wikis and Social Software* DE
- ▶ Presentation *Introduction to Social Bookmarks, Weblogs & Wikis* DE
- ▶ E-Learning tool *Audio live-streaming* EN

F The trainers

The trainer team consists of at least two trainers. One of them is experienced in the topical area of media and racism and the other (or both) on journalistic research and genres. Together they should accompany the participants through their practical projects. An additional trainer representing a target group or political organisation (e.g., an NGO), to be involved in planning and realising the workshop, would be of advantage. This person can contribute his or her expert knowledge on political, journalistic, or pedagogic aspects. Another additional person should provide support by seeing to it that the technical equipment is complete and functioning properly.

G Target group

The participants must have existing skills in the production of journalistic items or articles, as well as (for audio applications) know-how in digital editing. The module is not suitable for journalistic newcomers. It is directed toward colleagues who wish to engage in non-racist and non-discriminatory journalism (in intercultural editorial groups) – on topics pertaining to politics and society, everyday life and culture. The composition of the group should be heterogeneous with regard to age, gender and cultural background. This is a prerequisite enabling exchange on intercultural experiences and making intercultural processes possible in the workshop.

History and course of the project Inter.Media

The initiative for Inter.Media was launched by the Bildungszentrum Bürgermedien (DE). Eight partner organisations were identified for the project: Verband Freier Radios Österreich, Civil Radio Budapest, Transitions Online Prague, Gemeinschaftswerk der ev. Publizistik Frankfurt (Evaluation), Echanges et Productions Radiophoniques Paris (which left the project April 2005), The MediaCooP / NEARfm Dublin, Turkish Trade Union Coordination Commission Ankara and Radioschule Klipp und Klang Zürich. (► The Inter.Media Partnership, page 115)
 The project application (► CD-ROM, website) was accepted by the EU as one out of 10% of all applications. The EU accepted a project budget of 336.000 Euro. The EU grant covered 56% of total project costs while partners contributed the remaining 44%.

In addition to an international partnership and a budget an EU grant application also includes a detailed work plan. According to the work plan, the project Inter.Media was divided into five phases:

| Phase | Period | key activities |
|---------|-----------------------|--|
| Phase 1 | Oct. 2004 – Jan. 2005 | Initial conference Best practice research |
| Phase 2 | Feb. 2005 – Aug. 2005 | Development of Inter.Media modules in international working groups |
| Phase 3 | Sep. 2005 – Dec. 2005 | Pilot training courses and evaluation |
| Phase 4 | Jan. 2006 – June 2006 | Development of handbook Finalising handbook, CD-ROM and web content |
| Phase 5 | July 2006 – Sep. 2006 | Dissemination of project results Final conference |

Phase 1

The initial conference was held in Frankfurt/Main (DE). The members of the partner organisations got to know one another, exchanged experience and coordinated the beginning of the cooperation. This conference also offered an opportunity to initiate work on the content of the project. The partnership developed criteria for good intercultural training practice. Workshops took place in areas of non-racist education, diversity approach, multilingual practice in multicultural societies. The core of the first phase of the project was research on good intercultural (training) practice at national level. The German, Austrian, and Irish partner organisations collected those examples, which were subsequently analysed by the project coordinator. The results of this “best practice research” (► CD-ROM) were used for the development of the Inter.Media modules in the next phase of the project.



Collection of criteria for good intercultural training praxis at the initial meeting

Phase 2

In this central phase of the project, international working groups with members from different partner organisations each developed the Inter.Media training modules. One of the main aims of having an international presence in all groups was to ensure that different experiences and views would inform the module concepts. This aim was only partially achieved due to the large number of German speakers in the project, which itself resulted from the fact that the

Bildungszentrum Bürgermedien was responsible for the whole project and played a main role during its implementation, while the Austrian and Swiss partners were also strong. Another reason was that the French partner left the project soon after the outset, which reduced exposure to the different and very sophisticated French experience. The work on the content of the modules was very intensive and took a lot of time. The main part of this work had to be done indirectly – by e-mail and exchange of files via FTP. Direct communication and cooperation was possible at two partnership meetings, in March 2005 in Budapest and in June 2005 in Dublin.



Module development meeting in Budapest
March 2005

Phase 3

The main activities of the third phase were the pilot seminars designed to test the module concepts. The pilot seminar for module I took place in September 2005 in Kunbably (Hungary), the pilot seminar for Module II in October 2005 in Dublin. Unfortunately, the pilot seminar for module III, which was planned for Mannheim (DE), had to be cancelled due to insufficient number of applications. A second and successful attempt was undertaken in March 2006 in Darmstadt (DE). The module groups used the pilot seminars for reflection on their training concepts.



Katja Friedrich, Pinar Alkan and Fiona Steinert at partnership meeting in Prague
November 2005

They were supported by the evaluator Barbara Eschenauer from GEP, who participated personally in one pilot seminar and who developed instruments for evaluating the others. The experience in the pilot seminars and the results of the evaluation were used to revise the module concepts. The reworked concepts were discussed at the next partnership meeting in November 2005 in Prague. The work on the modules was finished by December 2005.

Phase 4

The key activity of phase 4 – the production phase – was the development of this handbook and of the content for the CD-ROM and the website. The editorial work on the module concepts was undertaken by two persons from different partner organisations for each module. The editors also worked in exchange with the original authors of the module texts. At a further partnership meeting in Salzburg (AT) the first handbook version was discussed and the editorial work on the handbook was subsequently finalised, after which the text was translated. Finally, all texts and files were handed over to the CD-ROM editorial group and the layout group for the handbook. At the last partnership meeting in May 2006 in Istanbul, the final versions of the products were presented and, after that, produced.



Meeting of partnership in Istanbul May
2006

Phase 5

The final phase 5 was used for dissemination and public relations activities. The project results were presented on the national and international level. At the final conference in September 2006 in Budapest, the training staff of the partner organisations conducted workshops on the content of the Inter.Media modules, and the partners discussed possible new EU projects.

The Inter.Media partnership

Presentation of partner organisations / Planned use of the project results



Bildungszentrum BürgerMedien

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Eight employees (full time and part time), 100 freelancers (trainers) approximately 2,500 trainees per year A registered not-for-profit organisation which offers training for media volunteers in its member areas. Members of the BZBM are the Media Authorities of Rheinland-Pfalz (LMK), Nordrhein-Westfalen (LfM), Hessen (LPR Hessen), Baden-Württemberg (LfK), and Saarland (LMS), the German-speaking Community of Belgium and the City of Ludwigshafen.

The spectrum of training offered includes one- to three-day seminars on technical and journalistic basics for radio and TV (about 150 courses per year), as well as various certified courses. A second aspect of the organisation is a variety of training and consultation options which are geared towards the content needs of various societal groups. Special emphasis is placed on the qualification of staff in the non-commercial radio and TV sector. Project and quality management, coaching programmes and future workshops are some of the topics covered. In addition, the BZBM develops training materials (e.g. "Der Radioschein", Training handbook for non-commercial local radio, Avid- und Canopus-trainings, etc.) and maintains an internet information platform for citizens' media in Germany: www.connex-magazin.de. The head of the organisation is in Düsseldorf, the administration is in Ludwigshafen. In Dortmund there is a branch. Another branches are planned.

The BZBM cooperates closely with the Open Channel in Eastern Belgium and granted training support accompanying the Interreg-Project „Euroclick“, run by the Open Channel Southwest Pfalz (DE) and TV Bitch (FR). The Staff has extensive experience in intercultural media work with different national and international projects. In previous professional positions, the BZBM employees also gathered extensive experience in EU projects in the field of international partnerships, project management and project controlling (ADAPT, Ziel 2, Konversion, Leonardo, Now).

Specific activities in the project

Project management and coordination. Participation in steering group. Organisation of opening event and first partner meeting. Contribution to development of training modules I, II, and III. Planning and hosting of a pilot seminar and a work meeting to edit handbook. Coordination of and contribution to production of handbook, CD-ROM, and website.

Staff involved in the project:

Katja Friedrich: CEO of BZBM, head of project
Andreas Linder: project coordinator, module development, trainer
Evelyne Becker: secretary, financial administration
Stefanie Brosch: office, controlling
Angela Isphording: module development, trainer
Antje Schwarzmeier: module development, trainer
Beate Flechtker: module development, trainer

Other persons / organisations which participated actively in the project (advisory committee)

Landesanstalt für Kommunikation Baden-Württemberg / Landesanstalt für privaten Rundfunk Hessen / Universität zu Köln, Forschungsstelle für interkulturelle Studien / DGB-Bildungswerk Thüringen, editor of „Baustein zur nicht-rassistischen Bildungsarbeit“ / Bundesverband Freier Radios (BFR) / Institut für Medienpädagogik in Forschung und Praxis München / Netzwerk Interkulturelles Lernen, c/o Deutscher Volkshochschulverband

Planned use of the project results

The BZBM will offer Inter.Media training for editors and staff of non-commercial media organisations in Germany, as well as seminars for students at universities. Further international projects are planned to deepen international cooperation and training.

VERBAND FREIER RADIOS ÖSTERREICH

Verband Freier Radios Österreich

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The Austrian Federation of Community Radios is the umbrella organisation of 12 associated member stations and 3 non-broadcasting members with altogether approx. 30 employees (full- and part-time) and 2500 radio volunteers.

The VFRÖ pursues lobbying in the field of media policy and networking activities among the free radio stations in Austria. The association was founded in 1993 as a lobby for the legalisation of community radios in the Austrian media landscape. Following the liberalisation of the radio broadcasting regulation in 1997 the VFRÖ is meanwhile

active in the areas of:
establishing the legal recognition for community radio in Austria
achieving public funding for community radio
issuing statements on media legislation
representation of its members in negotiations with the copyright societies
supporting the co-operation between its members and the establishment of new community radio initiatives
organisation of an annual media conference
national, European wide and international networking with community media organisations
providing structural solutions for programme exchange (Cultural Broadcasting Archive – <http://cba.fro.at/>)
participation in and support of project activities (LiteRadio, babelingo, Second Generation Music etc.)

In 2002 the working group "babelingo" was founded as an initiative of the VFRÖ – in co-operation with community radio activists in Germany and Switzerland. "babelingo" (<http://babelingo.net>) promotes multilingual programme production in community radio. Its aim is to foster communication between majority and minority groups but also between the different migrant communities which make an important part of the programme schedules of the Austrian free radios.

The work of the VFRÖ within Inter.Media is amongst others based on the experiences and activities of the "babelingo" radio festival (<http://www.lora.ch/babelingo/>) which took place in Zürich in autumn 2003.

Specific roles and tasks in the project

Leading partner in development of training module II, participant in development of module III
Organisation of third partner meeting (March 2006, Salzburg);
Contribution to production of handbook and CD-ROM.

Staff involved in the project:

Helmut Peissl (communication and networking)
Fiona Steinert (Austrian project co-ordination)
Gerti Spielbüchler (financial administration)
Frank Hagen (development Module II)
Sandra Hochholzer (development Module II)
David Röhler (development Module III)

Members of the Austrian Inter.Media advisory committee are:

Brigitta Busch, Centre for Intercultural Studies, Universität Klagenfurt – <http://cis.uni-klu.ac.at/>
Cornelia Kogoj, Initiative Minderheiten, Wien, Innsbruck – <http://www.initiative.minderheiten.at>
Johanna Dorer, Institut für Publizistik und Kommunikationswissenschaft, Universität Wien
Brigitte Brand/Tamara Kapus, ISOP, Graz – www.isop.at

Planned use of the project results

The VFRÖ will apply the Inter.Media training materials in a series of workshops for its member stations. The handbook will be distributed to all members and promoted amongst other organisations active in the field of intercultural and anti-racism work.



Transitior

Transitions Online

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Internet: <http://www.tol.org>

Transitions Online (TOL) is a Czech non-profit civic association founded in 1999. Funding comes largely from US-based private foundations and European governments, as well as TOL's own self-financing activities. TOL has two main branches, an online news magazine and a training institute. TOL acts as an incubator for up-and-coming talents by offering local journalists ongoing, intensive

training. On a daily basis its experienced editors work closely with correspondents to improve the content, sourcing, structure, and language of their stories.

Internet newsmagazine: Since its founding in 1994, TOL's flagship publication has become the leading newsmagazine on the 28 countries of Central and Eastern Europe, the Balkans, and the former Soviet Union. TOL has correspondents and other contributors in 28 countries. As a public-service media outlet, TOL has a multi-faceted mission, built around a core endeavor to use local voices to provide probing, informed coverage of the former Communist world. This coverage often includes comparative, cross-regional analysis, with the hope that readers in countries at a different stage of the transition to democracy and a market economy will benefit from the lessons learned by those that have moved at a faster pace. TOL's local reporters and analysts also gain access to an international forum for their work on issues ignored or censored by their local media. TOL also places a special emphasis on topics underreported by the mainstream media, such as minorities, gender issues, human rights, the nongovernmental sector, and the environment. These articles reach a global readership composed of policymakers, media leaders, academics, and individuals interested in the post-communist transition, and a local audience through syndication. TOL content has been reprinted by CNN.com, Time.com, The Guardian, and other print news media. TOL was the winner of the 2001 NetMedia Award for Outstanding Contribution to Online Journalism in Europe and the 2003 NetMedia Award for Best Innovation in Online Journalism.

Training institute: Training journalists in post-communist Europe and Central Asia has been a key part of TOL's core mission from the outset. From its early emphasis on online, on-the-job training for young reporters, TOL has expanded into organizing specialized seminars in Prague and Sarajevo on a variety of themes, such as covering EU integration, war crimes, diversity, reconciliation, and corruption. The institute now also offers long-term web publishing internships on how to launch and sustain online news services. In 2006, TOL will begin its first distance education project, in cooperation with the BBC World Trust. By sending constant feedback to contributors, TOL editors provide on-the-job-training that allows journalists to immediately put into practice what they learn. This model allows us accomplish two things: to bring underreported news from the 28 countries we cover to TOL's audience, and to contribute to the overall improvement of journalism standards in those countries. TOL has helped improve the writing and reporting skills of hundreds of journalists from the region.

Specific activities in the project

Contribution to training module III and editorial assistance to entire handbook. Organisation of partner meeting in Prague (November 2005).

Staff involved in the project:

Jeremy Druker (director, editor-in-chief)
Robert Hollback
Toby Vogel (editor, module development)

Planned use of the project results

TOL will use some of the modules, perhaps in adapted form, wherever appropriate in its regular training programme, especially in situations where intercultural issues are important.



Gemeinschaftswerk der
Evangelischen Publizistik
gGmbH

Gemeinschaftswerk der Evangelischen Publizistik

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The non-profit company „Gemeinschaftswerk der Evangelischen Publizistik gGmbH“ (GEP) is the central media organisation of the Protestant Church in Germany. The GEP has several departments with about 150 employees. Well-known are the news agency „Evangelischer Pressedienst“ (epd), the Media Academy and the School of Journalism. The Academy offers training and continuing education for beginning and advanced journalists in all media. The seminars are open to anyone interested in independent, critical journalism and wishing to improve personal skills. Another GEP-department offers publishing products and services (print and online) and the department „Media and Culture“ deals with media content (radio and television, film, books and journals, public relations) under ethical and pedagogical aspects. The focus is to promote and stimulate dialogue in society about media and to improve the quality of the media products for instance through special awards (Robert Geisendörfer Award in the field of Radio and TV, Illustration Award for children and youth books, or the labeling „film of the month“).

Dr. Barbara Eschenauer belongs to the department „Media and Culture“. As a media and social scientist she is responsible for evaluation in the project Inter.Media. She has experience in empirical social research and in the realization of research projects on media education. Associated with the Media Academy for many years, she has extensive experience in adult education and in the fields of coaching, team development, process accompaniment, and project consulting.

Specific activities in the project

Project evaluation, participation in the steering group and in the production of the handbook

Staff involved in the project

Barbara Eschenauer (media researcher, evaluator)

Planned use of the project results

Articles in GEP-publications or other specialized journals (for instance, developmental policy, adult education, cultural policy) about the project and the training programme, recommendation and dissemination of the training programme in church-related and secular institutions engaged in educational work

Echanges et Productions Radiophoniques

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EPRA left the project in April 2005



6 full-time employees, 2 part-time technicians, 110 member stations in FR EPRA (= Radiophonic Exchange and Production) Association of local radio stations in FR, NGO working in fields of integration and anti-discrimination. EPRA works together with free radios („radios associatives“), university broadcasters, and Radio France International (RFI). EPRA is supported by FASILD (Fund to Support of Integration and Fight Discrimination), which is funded collectively by the French Ministry for Social Issues, Employment and Solidarity, the Ministry of Culture and Communication, and the Ministry of Youth, National Education and Research. EPRA purchases programme elements from free radio stations and from Radio France International (RFI) and produces a daily 3-hour radio magazine (on air since 1995), which is re-distributed via satellite free of cost to about 120 radio stations in FR. Topics of special interest are anti-discrimination, migration, racism, integration, and culture. EPRA also has years of experience in journalism training courses.

Staff involved in the project:

Tshiteya Mbiye (director)
Nachida Baba-Aissa (public relations, experienced trainer)

Civil Radio FM98 Budapest

HU - 1116 Budapest, Sztregova utca 3.
Tel.: 489-0997, 489-0998, 489-0999
<http://www.civilradio.hu>
EMAIL: civilradio@civilradio.hu
Internet: <http://www.civilradio.hu>



7 employees, 150 volunteers. A community radio with cultural emphasis, in cooperation with NGOs. Civil Radio FM98 Budapest was founded as an independent and non-commercial radio station in 1993 by the Association of Community Developers, the Open Training Association, the Hungarian Institute of Social Workers and the Lágymányos Public House. More than 100 associations, institutes and foundations participate in the programme council. Civil Radio supports civil society, socially active groups and grass-roots movements in Budapest, granting publicity for their activities. It also offers training courses for civil groups to improve their communication skills and their media presence, particularly within Civil Radio programming.

Specific activities in the project

Contribution to the development of training modul I. Organisation of the first work meeting for preparation of modules. Planning and realisation of pilot seminar in module I. Presentation of the Inter.Media project in Berlin at the "European Media Literacy Conference IV: Media and Social Intervention" in November 2005. Editorial work on the handbook. Organisation of the final conference in Budapest.

Staff involved in the project:

Dr. Gergely Gosztonyi (coordination, module development)
Ferenc Péterfi (CEO, director)
Ádám Magyar (experienced trainer, technician)
Gábor Gécz (editor)

Planned use of the project results

Use the handbook in training courses and as a tool (with radio clips and film) when establishing new community radios all over Hungary.



Dublin North-East Community Communications Co-operative Ltd

Bunratty Road,
Dublin, IE -Dublin 17,
Tel: +353 1 867 1016, +353 01-848 6111
Internet: <http://www.nearfm.ie>

Dublin North East Community Communications Co-op, or The Media Co-op, is primarily a Community Development project which uses radio, TV and ICT as its media. Community Development involves the empowering of local people through the provision of information and skills as well the development of a community identity. Community media is a unique tool in this respect. The Media Co-op is the legal entity that owns NEARfm, NEARTV and NEARIT media platforms.

Our aim is to empower community groups – which have traditionally been isolated and marginalised by mainstream media, which by its nature fails to address the concerns of individual communities – to use media and ICT to promote themselves and speak directly to the community.

Community media as a model is a democratic medium assisting the work of both public and voluntary organisations as part of an emerging, non-profit community development sector.

We are about "Access", which emphasises our aspiration to afford equal access for every person and organisation in our Community.

We experiment with alternative formats and treatments of media and technology to ensure that we have a beneficial effect in the community. We believe that community media should encourage all within its hearing to live democratically, to respects other opinions, to develop a living spirit of the community. We introduce new realities, alternative models of society, tell different stories, experiment with dialogue techniques, and facilitate personal growth and community development.

The Media Co-op has 22 part-time and twelve full-time employees. The project is financed through grants from different statutory bodies, including FAS and the Vocational Education Committee (VEC), and government departments such as the Department of Community Affairs or Department of Foreign Affairs.

NEARfm, the radio project of the cooperative, has participated in several European projects concerned with intercultural topics and open-border policies, e.g., "Voices without frontiers", organised by AMARC Europe with international broadcasting cooperation on the World Day against Racism (21 March). NEARfm produced development education and anti-racist shows under the framework of Development Cooperation Ireland and kNOW Racism.

Mission Statement

To address the education, information and entertainment needs of people living in the coverage area of the service

To provide an alternative to the mainstream media and a voice for those underrepresented or excluded

To promote community development

To provide an outlet for local creative expression

To experiment with the boundaries of possibilities in information and communication technologies

To provide a broadcast based training ground for people to gain skills, experience and confidence

To promote the sense of community in the locality

To promote interculturalism

Specific activities in the project

Leading partner in development of training module III, participant in development of module I. Content development and technical preparation of the e-learning-components (module III). Organisation of the second partner meeting. Preparation and realisation of pilot seminar, module II. Contribution to handbook and technical creation of CD-ROM.

Staff involved in the project:

Ciaran Murray (CEO)

Sally Galiana (experienced trainer and radio manager)

Gavin Byrne (technician, module development)

Other institutions which participated actively in the project (advisory committee)

Planned use of the project results

We would be particularly interested in facilitating Inter.media training for other community media projects – 20 community radios in year 2006 – in Ireland, as part of our strategy to promote Interculturalism in Irish society.



Tekgıda-İş Trade Union

in the name of Turkey Trade Union Coordination Commission
TÜRKİYE-AB SENDİKAL KOORDİNASYON KOMİSYONU
(Turkey Trade Union Coordination Commission)
Konaklar sok. No: 1 4. Levent İstanbul Turkey
Tel: 00 212 - 234 49 96
Fax: 00 90 - 212 278 95 34
Internet: www.tekgida.org.tr

Contact information for the Project
Bayındır Sok. No.10, Yenisehir, Ankara Turkey
Tel: 00 90 - 312 432 56 60
Fax: 00 90 - 312 433 68 09
Email: alkanp@tekgida.org.tr

Turkish Association of Trade Unions with an office in Brussels. The Commission consists of several Confederations of Trade Unions in Turkey. TURK-IS, HAK-IS, DİSK, KESK are the take part in the Commission. These are members of the European Trade Union Confederation (ETUC). The Commission has an office in Brussels. Experience with target groups: residents of Turkey, employers and Turkish migrants living in EU member countries, in particular countries of project partners D, AT and FR .

Tekgıda-İş is the biggest Trade Union which has organized in food and tobacco sector in Turkey which is a member of TURK-IS Confederation. Tekgıda acts on working life and social responsibility projects in Turkey.

Specific activities in the project

Contribution to the development of training module III and to the completion of the handbook. Participation in a pilot training course. Contribution of valuable expertise on the specific migration situation of Turkish citizens within the EU countries. Dissemination of project outcomes among Turkish citizens' media and educational agencies and within the European trade union movement.

Staff involved in the project

Yücel Top (CEO)
Pinar Alkan (Coordinator, Journalist)
Hasan Tahsin Benli (Journalist)
Alev Başaran (Secretary)

Planned use of the project results

Increasing awareness to the subject of migration problems, cultural diversity, discrimination in the public and media sector especially in community radios.

Dissemination of project aims and results in the Turkish and European public.

To give support to European partners about discrimination, migration, cultural diversity and non-advantage groups problems' practises.



Klipp und Klang Radiokurse

Schöneeggstr. 5, CH – 8004 Zürich,
Tel +41 44 242 00 31, Fax +41 44 242 00 41,
info@klippklang.ch,
<http://www.klippklang.ch>

4 part-time employees, ca. 20 free-lance trainers. As a registered organisation, „klipp & klang“ has been conducting radio training since 1995 for volunteers of community radios in Switzerland, by commission of the association of non-commercial local radios, UNIKOM, and with the support of the Federal Office of Communication, BAKOM. Alongside a wide spectrum of standard journalistic courses, „klipp & klang“ also offers infrastructure, financial aid, contacts, and know-how for the realisation of individual training ideas. In this way, courses and workshops in various languages or on theoretical topics are created, which are specially geared to particular editorial groups. Since 1998, „klipp & klang“ has also offered a six-month journalistic training. For some years now "klipp & klang" focuses on special training projects in an intercultural context. "klipp & klang" trainers were part of the team in the Babelingo Audio Festival in September 2003, organised by Radio LoRa in Zurich, where multilingual radio programmes were produced in international workshops.

Specific activities in the project

Contribution to development of training module II. Participation with ever one trainer at pilot seminar module II and module III. Development of e-Learning tool for audio livestreaming. Contribution to production of outcomes. (externally financed partner)

Staff involved in the project:

Reto Friedmann (CEO)
Adriane Borger (experienced trainer)
Ilja Gerhardt (e-learning tool)
Mateo Zappa (e-learning tool)

Other persons / organisations which participated actively in the project (advisory committee)

UNIKOM, www.unikomradios.ch
Radio LoRa Zürich, www.lora.ch
Radio RaBe Bern, www.rabe.ch

Planned use of the project results

"klipp & klang" is planning a project which involves five Swiss community radios, offering exchange and development of intercultural knowhow. The Inter.Media modules will serve as a tool and model to organise a process of discussion in between the different radios and to find for every single radio organisation their own way of dealing with the intercultural topic.

Besides, "klipp & klang" will go on working on the multilingual aspect of radio production. It is planned to publish teaching material in German on this topic which will serve for radio producers as a self-studying tool and can also be used by radio trainers dealing with the subject.

The Inter.Media Certificate

Example for module I Certificate

Logo Intermedia partner organisation


INTER.MEDIA

Logo cooperating organisation

Certificate „Inter.Media“

Mr Mme NN
Address

has successfully completed

the “Intercultural Media Training” module I

“Models for intercultural organisation and communication in community media“

The main individual practical project of Mr./Mme NN in the training was:

XX (f.e. interview to topic.../ organisation of... /

The training was held on month day-day XX, 200X and month day-day, 200X by the Inter.Media partner organisation NN, in cooperation with organisation(s).
The duration of the training was XX days.

location, day month 200X

NN
representative
partner organisation

Trainer 1 Trainer 2

Inter.Media MODULE I: Models for intercultural organisation and communication in community media

1A Open access: Organizing and managing non-discriminatory access of migrants and other socially disadvantaged persons to community media

1B Community media as a space for intercultural encounter: Forms of intercultural / non-discriminatory communication, organisation and activity in community media

1C Intercultural / non-racist forms of organisation and activity in journalistic-editorial work contexts

Main training content:

- the diversity approach
- what is interculturalism?
- principles and scopes of intercultural opening of community media organisations
- policy against discrimination organising of access for all
- diversity action plan / practical work
- open structure for diversity: how to realise improvements?
- experience of team work under every day working conditions
- motivation for intercultural interaction

Common activities and results of the workshop:

- interview
- package with interview excerpts
- report with narrative elements
- mixture of text and music
- speech items


Socrates
Education and Culture

Intercultural Media Training was developed by the Socrates Grundtvig project Inter Media Oct. 2004 – Sept. 2006.
Main contractor of this project: Bildungszentrum BürgerMedien, Turmstr. 10, D-67059 Ludwigshafen.
www.bildungszentrum-buergermedien.de
Website with project documentation and learning material: www.intermedia-online.org
Handbook "Intercultural Media Training" with CD-ROM can be ordered at: partner organisation / address

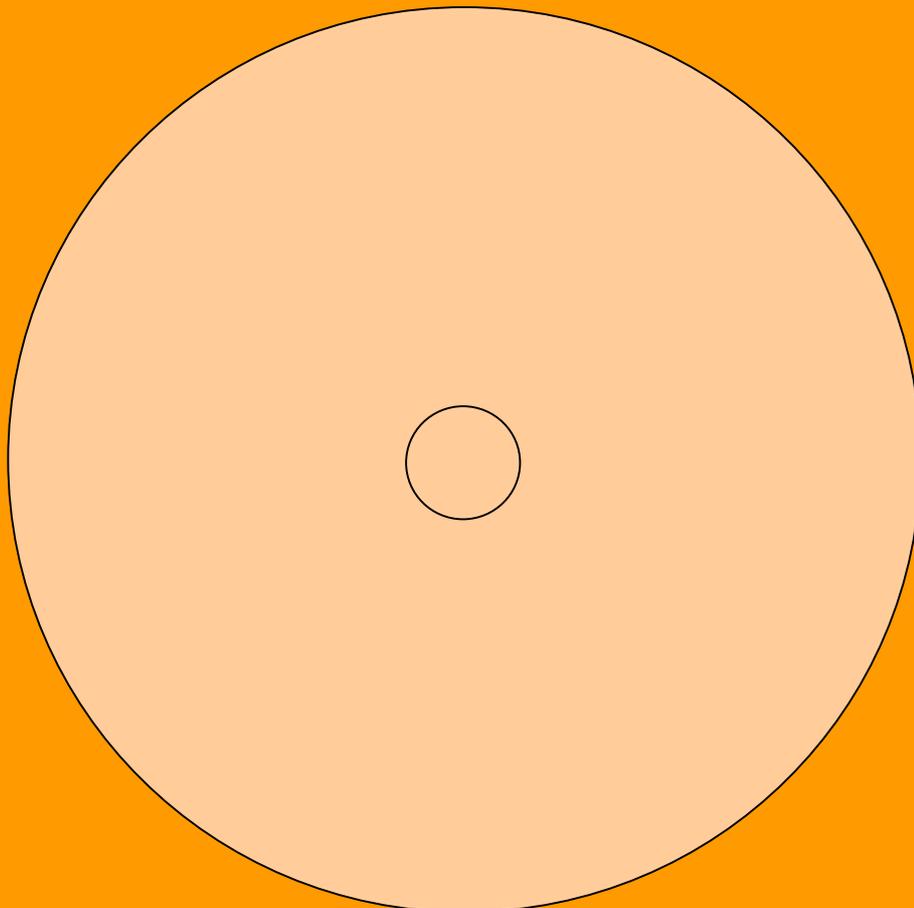
Intercultural Media Training in Europe

Interactive CD-ROM

created by Gavin Byrne (The Media CoöP, NEARfm, Dublin / IE)

Language of navigation. English.

The CD-ROM contains the handbook in an electronic version and supplementary material such as handouts, detailed description of methods, presentations, learning tools, additional information, evaluation forms, audio examples, and other media – in all languages available. The material on the CD-ROM and the website www.intermedia-online.org can be used for self-teaching. The website also offers options, in a free wiki-system, for interactive feedback on the learning material and for revising and expanding it.



"Intercultural Media Training in Europe" is the result of a two year Socrates-Grundtvig project (Oct. 2004 – Sept. 2006), founded by the European Union. It offers a training programme that includes diverse approaches to intercultural learning, for employees and volunteers of about 1500 non-commercial community media in Europe. It is a part of the effort to combat racism and other forms of discrimination in Europe. It aims to support open access to non-commercial community media and to raise awareness among minority and majority groups concerning cultural and social diversity. It supports learning intercultural skills through organisational and journalistic cooperation in non-commercial community media. The intention of this handbook is that the implementation of "Intercultural Media Training" across Europe will lead to an exchange across cultural and national borders.

<http://www.intermedia-online.org>