DRAFT PUBLICATION

MEDIA EDUCATION FOR A MULTICULTURAL EUROPE
Education, neighbourhood media and empowerment of ethnic minority groups

1. INTRODUCTION

The media environment is constantly changing as a result of digital development. Nowadays, every citizen is able to choose from an ever-growing range of news, information and entertainment programmes. These programmes are accessible through global, national and local television, radio and Internet channels. The application possibilities of radio, television, print, Internet, cable and satellite are likewise becoming more and more diverse, from new generations of mobile telephone to Skype technology.

Today's European society is characterised by diversity. The media is expected to reflect this reality. However, in most countries ethnic and cultural minorities are not always fairly portrayed and are not fully participating in the public debates. Because of this and because of the wide range of available media, citizens with different ethnic backgrounds receive their information increasingly via different media sources, often based in different cultural environments.

In order to be able to participate in the media-ruled society in a conscious, critical and active way, all citizens must possess a considerable range of media skills. Citizens also need intercultural media skills in order to understand the meaning and background of information from different information sources and to make their voices herd in the public debate. This is essential for intercultural dialogues between different ethnic communities. So media literacy implies that citizens can function in society as active media consumers and producers.

Activities related to media literacy should therefore focus on increasing social cohesion, encouraging the intercultural dialogue and promoting citizenship. Developments and innovations in this area are taking place especially in education, at the neighbourhood media level and as part of the media empowerment of ethnic minority groups.

2. MEDIA4[ME]: NETWORK OF NETWORKS

This brochure was created within the framework of the Media4[ME] project. Media4[ME] is a professional network of media resource centres around Europe, who all work in the field of media education. The activities of the members are linked to themes as social inclusion, human rights, multiculturalism and intercultural dialogue.

The partners of Media4[ME] cooperate by exchanging intercultural good practice and methodologies; by promoting and sharing research and by designing joint activities for youth, adults and minorities in Europe.
Media4[ME] partners foster partnerships and cooperation with local, regional and national mainstream media, as these media are of great importance in the present multicultural societies

2.1. VISION OF MEDIA4[ME]

Media4[ME] defines intercultural media education as all media education activities, which contribute to intercultural media awareness and media empowerment. Directed at all age groups, in and outside formal education, these activities are intended to result in more intercultural critical media behaviour with media audiences and consumers. They are also aimed at a better use of media by minority groups, so they can make their voices heard and can participate in the public media debates. Vocational orientation on the media market is linked to all activities, as professional participation of ethnic minorities in the media is essential in order to make the general media output more diverse.

On the one hand, the media is contributing to a society that is becoming increasingly individualised and divided. This occurs not only through fragmentation and globalisation of the supply, but also as a result of target group policy and niche marketing.
On the other hand, the media is a tool to create communities. It works as a binding factor, and can improve the living environment in neighbourhoods and promote social cohesion, for example by offering a platform for intercultural dialogue.

School principals, teachers and coaches need to be aware of the importance of media education as part of their school regular curricula.
At the neighbourhood level, residents must gain insight into and avail themselves to ways to use (new) media as a binding tool. For spokespersons and experts from multicultural organisations, it is important for them to acquire more media contacts and develop better media skills.

Schools, community centres and organisations for ethnic minority groups need new, feasible methods in the field of media education. It can help them to look at inspiring ideas that have worked in other schools and organisations in their own countries and also in other countries in Europe. Everybody can benefit from these ideas and incorporate them into their own innovative media literacy programmes and careers activities.

2.2. AIMS OF MEDIA4[ME]:

- To encourage intercultural media awareness with all citizens;
- To promote media as a tool to facilitate social cohesion in multicultural neighbourhoods;
- To promote media as an empowerment tool in order to make minority voices heard in the public debates;
- To unite the efforts of intercultural media education resource centres and other organisations to improve the quality of their work and to develop sustainable infrastructures for intercultural media education in their countries;
- To encourage cooperation between members of the different networks on national and European level to promote intercultural media education as tools to

improve and facilitate social cohesion, intercultural dialogue and human rights in the European multicultural societies.

3. WHY THIS BOOKLET

This booklet has been produced as a result of transnational co-operation between the members of the network Media4[ME]. The network believes that intercultural media education is the only path to media literacy among the young and older citizens in Europe.

What do we want to achieve with this booklet?
• Raise awareness of the importance of intercultural media studies in and outside schools;
• Provide more information and inspiration about media education programmes and projects, backed up by European examples of good practice;
• Support teachers and media coaches in developing media literacy activities;
• Promote the inclusion of media literacy activities during school hours;
• Promote extra curricular media literacy activities to pupils;
• Encourage neighbourhood residents and professionals in the community to use media effectively;
• Promote empowerment training for volunteers and staff members in multicultural organisations.

3.1. WHO THIS BOOKLET IS AIMED AT

School Principals/Directors
Directing boards of schools are able to take decisions regarding budget for new activities and also provide the structure needed for teachers and pupils to engage in these activities.

All teachers
Media literacy should be a subject that encompasses other disciplines – i.e. through media education, pupils can learn how to use new software and audio-visual equipment, overcome language/cultural barriers and be involved in hands-on learning.

Language and drama teachers
Media education should include analysing media content (raising the awareness of pupils as audiences) and producing media projects.

Career coaches
From media education to vocational guidance: Schoolteachers in charge of coaching have access to advice on how to deal with pupils interested in careers in the media.

Residents in the neighbourhoods
Media education at the neighbourhood level is geared toward promoting media use amongst the residents as a means of sharing information, participation and intercultural communication.

Multicultural organisation volunteers and staff members
Media education trainings contribute to the media empowerment of the members of multicultural organisations. Training enables them to participate satisfactorily in the public debate.

3.2. HOW TO USE THIS BOOKLET:

- Read it!
- Pass it on to those who are interested and/or involved in media education
- Use it in discussions or training activities
- Use it as a signposting tool to additional information
- Discuss key concepts with students, media professionals and media trainers
- Contact the network if you need more information about media education tools

4. MEDIA STUDIES

Media education, media literacy and media expertise extend beyond regular education alone. It affects everyone and in many areas. It entails youth and citizens being able to use old (television, radio, press) as well as new media (Internet applications, text messaging). Citizens must be aware of the context in which information is being presented and how this information is gathered. This way, they are better equipped to contemplate issues on their own and form independent opinions.

Understanding the media is a complex business, so it might be helpful to make a distinction between:
   a) media appreciation and
   b) actively making your own media productions.
Within these two areas, we can identify different aims, methodologies and activities.

When choosing the examples of good practice mentioned here, the following three criteria were used:

1. Continuity:
   Projects of a structural nature ensure more effective anchoring of media education in schools and training at the neighbourhood level;
2. Implementation:
   Projects that consider implementation options from the outset represent added value;
3. Multiculturalism:
   Projects that pay attention to media representation of (ethno-cultural) diversity in society fits in with the social world of many youth and citizens.

This publication concerns three sectors, namely: educational establishments (4.1.); organisations involved in neighbourhood media (4.2.), and organizations dedicated to the media empowerment of ethnic cultural groups (4.3.).

4.1. EDUCATIONAL (ESTABLISHMENTS)

4.1.1. introduction

How do youth learn about social issues? What do youth themselves contribute to news services? How can you teach youth to adopt a critical attitude towards the consumption of information? How is news and information produced, what choices are made in the process, and is news objective and neutral? These are all relevant questions with respect to (intercultural) media education. In order to teach skills related to this topic, media literacy must be embedded in education. This has consequences not only for the existing curriculum but also for teacher competencies. Teachers must be made media literacy in order to be able to provide students with the proper guidance and support.

Special attention is required with regard to the media behaviour of migrant youth, which is extremely diverse. They have access to both the media in their parents' native country and the regular programmes in their adopted country. In addition, there is also a (relatively small) supply of so-called target group media: programmes made for and by specific ethnic groups.

The presence of pupils from minority ethnic backgrounds is becoming more and more prevalent in schools all over Europe. For these pupils, media studies are a powerful tool not only for education's sake, but also to aid integration.
Pupils from minority ethnic backgrounds can play an important role both as audiences and media producers (and future media professionals!). As audiences, pupils can analyse the media, exploiting their particular sensitivity to the multicultural aspects of media productions and offering a different perspective. As media producers, the audio-visual medium offers a way to overcome barriers presented by language difficulties.
Pupils from minority ethnic backgrounds want to be fully integrated into the class. Even if the school is highly multicultural, media education activities should be aimed at the class as a whole, not at minority ethnic groups in particular.

A large number of schools and specialised institutions have been involved in media education for years. In some countries, media education is often a required subject. The Council of Europe advocates a modular, 'cross-curricular' approach. All Member States share the belief that (primary and secondary) education must accommodate and focus on media education.

Media education has to be a concern of all members of a school team, from members of directing boards and school principals to teachers and media coaches. Media- literacy should also be a subject that encompasses other disciplines. Members of directing boards of schools are responsible for decisions regarding the budget and the structure needed for teachers and pupils to engage in media education; School Principals are agents of change who can raise the media literacy of students and offer useful advice about vocational options and (media)coaches are in charge of media- education in schools. They also advise students that are interested in a career in the media.

4.1.2. From media education to career guidance

In carrying out media analysis and media production activities, there will be students who show a particular interest or demonstrate particular media-related skills. It's important to provide these students with detailed information about vocational training and a possible career in the media, signposting them to the right training institutes or to extra-curricular activities through which they can further develop their interests and skills.
You will find more information about vocational training possibilities in the supplementary publication.

4.1.3. Examples of good practice

The media education projects described here address the following three skills:

a. Media Education to support communication skills
Communication for pupils is no longer merely a matter of reading and writing. In fact is not even anymore about learning how to use a computer, as many children nowadays know how to use one almost at the same time they learn how to read and write. Media education cannot be anymore limited to the analysis of media content

from printed or written media. Young people in Europe are exposed to media much more than ever not only through traditional methods such is radio and television, but much more through Internet and mobile phones. There is not much we can teach about how to create a picture or a video, but more about how to understand the media process and form them as critical audience.

Europe 4U	
Country	The Netherlands
Language	Dutch
Contact	Ben Vaske, b.vaske@etv.nl; Ed Klute, edklut@miramedia.nl
Target group	Secondary vocational education
Description	*Europe 4U* is a multimedia project to enlarge the knowledge about Europe and commitment with the European Union and to interest students to vote in 2009. Target group are teachers and students of Regional Training Centres and the viewers of regional broadcasters. The themes are: 'Personal view on Europe'; 'Europe around you'; 'Europe for you, now and in the future' and 'Europe is fun'.
No. Participants	80 students of 4 Regional Vocational Training Centres make a Digitale.
Materials	Website, 80 Digitales, Television series (6 episodes), Teach the teacher training, Lessons (in print).
Duration	2007 - 2009
Necessary budget	Flexible
Financed by/Funding	Europafonds, Ministry of Foreign Affairs the Commission of the EC, representation in the Netherlands

ROC-TV	
Country	The Netherlands
Language	Dutch
Contact	Liza Fahner, liza.fahner@ncrv.nl
Website	www.youroc.nl
Target group	MBO-HBO students (15-22year)
Description	ROCtv is a narrowcasting concept for colleges and universities. Every school gets its own special programming, constituting of news, school news, messages en video shown on a website and flat screens hanging in the school. Most of the programming, including the videos, is made by the students themselves. Approximately twenty students participate in an editorial department. They make all sorts of short videos about school, free time, work, career and entertainment. They fill the website en make sure the programming for the screens is up to date. In addition to the content that is made by the editorial department, all other students and teachers can also contribute to the concept by putting messages and videos on the website, from which the editorial department make a selection for the screens. This way ROCtv creates a new appealing way of communication between the school and its students. The broadcast company NCRV trains the teachers and students how to work with ROCtv. In this workshop the NCRV shows how the concept ROCtv works and what it can mean for the schools
No. Participants	Unlimited
Materials	Website and programs for flat screens in school

Duration	Ongoing
Necessary budget	Depending on demands.
Funding/Financed by	

YOUTH IN THE MEDIA	
Country	GREECE
Language	GREEK / ENGLISH
Contact	EVE PAPATHEODOROU
Website	www.arsis.gr
Target group	YOUTH (MIGRANTS. REFUGEES, ROMA)
Description	Youth in the Media is a 5 month workshop (once a week for 2 – 3 hours) based on experiential education. It has 3 phases, the first (8 meetings) deals with the concept of racism, xenophobia, globalization and gender under the umbrella of Media and Human Rights. The second (8 meetings) deals with the training on Media techniques (print journalism, radio broadcasting, and video production – DigiTales). During the final phase (one month) the participants are working with their trainers on a project – case study (articles for newsletters, a show on the radio, a video production). The workshop can be adapted either in formal education (schools) or / and youth center. Trainers should have a 5 day training for trainers focusing on Human Rights Education and media techniques.
No. Participants	8-10
Materials	COMPASS, ALL DIFFERENT ALL EQUAL, DIGITALES
Duration	5 MONTHS
Necessary budget	10.000,00 euros
Financed by/Funding	National agency of Youth projects

Speaking Youth	
Country	Sweden
Language	Swedish/English
Contact	Simon Stromberg, Project Manager simon.stromberg@kultur.stockholm.se
Website	www.kulturskolan.stockholm.se
Target group	Children and youth, teachers, youth workers and decision makers
Description	Unga Berättar /Speaking Youth at Kulturskolan Stockholm is a media and democracy centre with a mission to enhance young people's creative side and make them tell their stories by using modern technology. **Speaking Youth was established in 2006 and until now more than 3000 participants have taken part in the workshops of the centre.** To reach as many participants and partners as possible, the centre currently is cooperating with many schools and organizations. Coaching and continuation courses give young people opportunities to work with storytelling and media in their regular activities. Speaking Youth mainly uses the method Digital Storytelling where the technique is secondary to the story. Typically, digital stories are produced in a 1,5 - 2 days workshop. The product is a 1-3 minute film that combines a narrated piece of personal writing, photographic and other still images, and a musical soundtrack. The philosophy behind this type of digital storytelling is one of using

| | technology to enable those without a technical background to produce works that tell a story using "moving" images and sound.

The action is a part of The Stockholm School of the arts ambition to reach young people that we don't already reach. The age range of the participants is 7-22 years, but most of the participants are between 13-18 years and come from a more vulnerable social context.

The work of Speaking Youth is built on a mobile platform and is not dependent of a particular location. That means that we can meet the participants at schools from all over Stockholm, meeting spots for young people, festivals (UNG08 summer festival), city library, etc.

The action was developed in cooperation with several partners. For example; The Swedish Educational broadcasting company, Film Stockholm (regional film and media resource centre), Konstfack (University of art and design), Musikhögskolan (The Royal College of music), museums, libraries and a lot of primary and secondary schools.

Results that we can see are that more schools involve personal storytelling and media production in the every day situation and that the voices of young people have been more manifested in many projects and the thoughts and stories of young citizens have gotten a more legible position in Stockholm. |
|---|---|
| No. Participants | 3 000 from 2004-to present |
| Materials | Mobile digital equipment |
| Duration | From 2004 - present |
| Necessary budget | |
| Financed by/Funding | The city of Stockholm |

b. Media analysis
Young people constitute an important part of media audiences. The skills acquired through close analysis and interpretation of the media will lead pupils to a better understanding of the contemporary world and their own power as media consumers.

STICHTING KRANT IN DE KLAS – THE NETHERLANDS	
Country	The Netherlands
Language	Dutch
Contact	Fifi Schwarz, fifi@krantindeklas.nl
Website	
Target group	Primary and Secondary education
Description	Stichting Krant in de Klas runs the Dutch Newspapers in Education programme. Media literacy is a key element in the NIE Netherlands programme, because newspapers are a key instrument in media literacy. Pupils and students become better aware of how media work, when they both follow the news *and* discuss the way media report about it. Therefore, the foundation: • facilitates schools in adopting newspapers, both on paper and online, as course material • conducts research about news media usage among youth • performs an active lobby for the adoption of newspapers and NIE in media literacy programs. The services of the foundation are not limited to news on paper. Recently, Stichting Krant in de Klas launched the Newspaper Portal, the first ever complete overview of all Dutch newspaper websites. This portal,

	which also offers a comparison between the various sites, is set up to help pupils and students enhance their information skills and media literacy.
No. Participants	Unlimited
Materials	Newspapers, Free downloadable assignments, Teacher training workshops, Online newspaper portal
Duration	The newspaper service (both on paper and online) runs in two-week periods; teachers can apply for newspapers at any moment in the year, with the exception of school holidays.
Necessary budget	
Funding/Financed by	The Dutch Newspaper Publishers' Association

Beeld en Geluid / Netherlands Institute of Sound and Vision	
Country	Netherlands
Language	Dutch
Contact	John Leek / jleek@beeldengeluid.nl
Website	www.beeldengeluid.nl
Target group	All target groups within formal and informal education
Description	The Netherlands Institute of Sound and Vision (Beeld en Geluid) takes care of the preservation, conservation, description and presentation of more than 70% of the Dutch audiovisual cultural heritage. Part of it's collection's come from the public broadcasters, historic cinema journals (Polygoon), sound effects, music, documentaries, tv-ad's, etc. Enclosure and presentation take place by: - large online projects: Teleblik (formal education, national), Academia (universities, higher education), VideoActive (international), etc. - public presentation: Beeld en Geluid experience: 3500 m2 interactive exhibits, based on the collections and focusing on the impact of the media on our daily lives: media literacy pur sang. Selection of the used content in the experience has taken place along cultural diverse criteria. - educational programs and products: special tours and media workshops for students and teachers enable participants to analyse media, produce media and reflect on their results. There's also a special workshop-program that focuses on media and cultural points of view. Media-literacy and media-education are basic goals in the development and use of these programs.
No. Participants	National scope; varies per program.
Materials	Websites + online applications, workshop-spaces + exhibitry, printmaterial, etc.
Duration	Varies per program; workshops: 2-3 hour each.
Necessary budget	Varies per program
Funding/Financed by	Ministry of Education (experience, development w'shops), diverse European funds (European projects). Exploitation of w'shops: Sound and Vision.

c. Make your own media productions
When students are able to use different communication tools and have a more critical approach to analysing the media, they're ready to make their own media productions. They can learn how to produce radio and TV programmes, write articles for

newspapers or Internet
magazines, conduct interviews, cut and edit text and images and use music and animation to communicate their own point of view.

National Media Museum: Youth Media TV	
Country	UK
Language	English
Contact	Julie O'Regan
Website	http://www.nationalmediamuseum.org.uk/YouthMediaTV/
Target group	Socially and educationally excluded young people within the ages of 13 and 21 in the Bradford area
Description	Youth TV is a programme of workshops designed to provide an engaging, hands-on experience of television production for socially and educationally excluded young people between the ages of 13 and 21 in the Bradford District. Run in the Museum's broadcast quality television studio, participants: • Gain experience in TV camera operation, vision mixing, presenting and interviewing, as well as gaining experience in using the autocue and operating the sound desk • Develop content for the programmes they produce • Have the opportunity to discuss and record issues that concern them and their communities, facilitating and empowering the voices of young people. • Acquire elementary media production skills • Enhance their basic communication and team building skills • Acquire greater confidence, self-esteem and citizenship
No. Participants	Up to 12 per session, 500 per year
Materials	Broadcast quality TV studio, scripts, laptops, DV cameras for location filming
Duration	Introductory session: 3 days (4 hours per day) Level 1: 10 days (4 hours per day)
Necessary budget	£133k
Financed by/Funding	Funded by a range of external sponsors over the years including Lloyds TSB, Provident Financial and the Football Foundation

National Media Museum: Schools Linking Network	
Country	UK
Language	English
Contact	Julie O'Regan
Website	http://www.schoolslinkingnetwork.org.uk/home_page/home_page.aspx
Target group	Primary schools in the Bradford area from different ethnic, cultural, social and religious backgrounds.
Description	The Schools Linking Network aims to provide opportunities for children, their families and carers, from different ethnic, cultural, social and religious backgrounds, (who might not normally meet, because they live and attend schools in different areas of the district) to work and play together. The Project started in late 2001, after the disturbances in Bradford during the previous summer and the events of 9/11. It began with a meeting between the Year 6 classes from two primary schools; schools that had populations with different ethnic backgrounds, one Pakistani Muslim and the other mainly white British. Both of these schools were doing excellent work in different ways and one of the aims of the meeting was to bring the good work from both schools together. The project has developed organically over the past six years into a model, which supports schools across the district to develop working partnerships, so that children from different ethnic and cultural

backgrounds, who would not normally meet, because they live and attend schools in different parts of the district, have the opportunities to meet, work and play together. A recent external evaluation shows that this work clearly has a significant impact on cross-cultural relationships and attitudes.

The National Media Museum has been involved in the project for the last four years, most recently hosting media production days. Schools are integrated on arrival and participate in a range of activities including a gallery-based introduction to television production and producing a television advertisement. These activities encourage team-work and communication skills, helping to achieve some of the project's main aims. These included providing shared learning experiences which celebrate diversity, dispel stereotypes and remove barriers which cause racism, and which promote a cohesive community, developing the children's skills of enquiry, communication and participation and allowing children and adults to work with creative partners and to work in the district's cultural venues, to enhance the curriculum through creativity. Some schools elected to have practical media production training in school prior to coming to the museum, whilst others had a school-based follow-up session after their visit.

No. Participants	Ten schools, approximately 30 pupils per class
Materials	DV filming kit, editing equipment
Duration	One or two days
Necessary budget	£230 charge per day for on-site sessions, £300 per day for school-based sessions – paid from Schools Linking funding
Financed by/Funding	Education Bradford, Bradford Metropolitan District Council, Pears Foundation and Department for Children, Schools and Families

Media Mind (Day of the media)	
Country	The Netherlands
Language	Dutch
Contact	www.rvu.nl/mediamind
Target group	Secondary school pupils
Description	The Day of the Media is a one-day event for 50 students organised with the support of regional broadcasters and media companies. Students receive media education before the event. A programme maker gives a talk to school pupils and explains what will happen during The Day of the Media where the young people will participate in media-related workshops with media coaches and media professionals. The Day of the Media participants have the chance to meet industry professionals and receive a special certificate. Hands-on learning is an important part of the day. These events result in inspiring video projects and other audiovisual material. Enthusiastic students, programme makers and teachers always ask "When can we do this again?"
No. Participants	50 students
Materials	Programmes for TV or radio
Duration	1 day

Shop4Media (digital playground)	
Country	The Netherlands
Language	Dutch
Contact	Valentijn Webbers, valentijn@digitalplayground.nl
Target group	Secondary school pupils (13-18 year)
Description	An online digital learning device. This website gives students the opportunity to, in their own pace at home or in school, learn about and experience the (creative) use of media. The six subjects ((Media, Image, Sound, Montage, Design and the Language of the image)

	give information in word, (spoken) text and sound. The student's knowledge is tested during a flashy quiz and every subject has a special 'try b4 u buy' area, where the students can experiment. Shop4Media is equipped with a student-tracking device for teachers. This helps them to monitor the results of their students. Shop4Media can be used in the reception process prior to attending a workshop, but also as a solitary lesson(cycle) on media.
No. Participants	Unlimited
Materials	www.digitalplayground.nl; www.shop4media.nl, dpages.digitalplayground.nl
Duration	Ongoing

Making Movies News	
Country	The Netherlands
Language	Dutch
Contact	www.filmeducatie.nl
Target group	Secondary school pupils
Description	In Making Movies News students discover that making news is a profession of its own. Once they find out how to do it, it will never be the same to watch the news. Each Making Movies News group is accompanied by film industry professionals who take equipment into schools for one, two or three-day workshops. 12 students can participate in a television workshop, 20 students in a radio workshop.
No. Participants	Groups of 12 (TV) or 20 (radio)
Materials	Forms online and printed
Duration	3-days workshop

Music Video Clip Project	
Country	Germany
Language	German
Contact	JFC Mediazemtrum in Cologne: Sascha Düx, sd@jfc.info
Target group	14-16
Description	Students get the opportunity to make their own media productions. The music video workshop took place in a youth centre in Wermelskirchen near Cologne. On Saturday, the participants worked in small groups, creating their own songs using MAGIX Music Maker software. This software uses readymade samples and loops that can be added easily to tracks. Each group developed a storyboard for a music video clip. By Sunday morning, all video material had to be shot, and the editing started, using MAGIX software that can be used for basic video editing. At 5 pm, parents and friends were invited to a final presentation, where the three video clips were shown on a big screen. For the participants, it was a first step in music video production – they felt a sense of achievement, completed their own music tracks and video clips and received an introduction to storyboard writing, camera work and non-linear editing.
No. Participants	Working in small groups
Materials	Video production
Duration	1-weekend workshop

4.2. COMMUNITY MEDIA PROJECTS

4.2.1. Introduction

Whether it is on a European, national or community level, media play a significant role in the supply and exchange of information. This includes everything from factual information such as information about rules, hours of operation or calendar of events announcements, but local media is also suitable for sharing personal experiences, visions or ideas about the neighbourhood, and for providing the outside world an impression of the neighbourhood. This may take the form of a digital podium such as a website with articles, submitted items or a forum. Today's technology makes it increasingly easy to distribute video footage using websites.

Stimulating and enabling communication with one another contributes to reinforcing social cohesion in the neighbourhood. It creates prior conditions to allow residents, organisations and administrators to engage in joint activities.

All residents and administrators in a neighbourhood or district should be involved in media education in some way and be aware of the impact of the media. From the members of the district council who are responsible for the administrative and financial prior conditions to the social workers and volunteers in the community centres and community media centres who organize and give media training, to the neighbourhood residents themselves who use the media, either passively or actively or both.

4.2.2. Examples of good practice

Community Media Centres / neighbourhood media studios

'Community media centres' or neighbourhood media studios can be established In consultation and in agreement with existing neighbourhood facilities such as libraries, schools, community centres and mosques. These are readily accessible meeting places that offer residents new opportunities for becoming media literacy. The initiatives and activities on offer may include a digital wall poster, an editing studio, IT facilities and media education-related courses and workshops.

The Game	
Country	UK
Language	English
Contact	Drew Mackie – drewmackie@mac.com
Website	www.usefulgames.co.uk
Target group	Communities and Professionals working to set up and run media centres
Description	The Game aims to introduce people with little technical expertise to the opportunities and issues in setting up and running social media programmes. It is thus not machine based and uses a simple card system to get participants to think through the benefits of various media elements to their community and the way that these could be integrated. Having made the choice of elements, partticipants then use storytelling to explore the future of the programme or of a community member affected by it. The game (in various versions) has been used by government agencies and communities in the UK and is available on the Internet at www.usefulgames.co.uk
No. Participants	Participants work in groups of around 7. Pretty much any number can be handled with the appropriate materials and facilitation support.

Materials	Cards, story sheets, flip charts, pens
Duration	Around 1hr to 1.5hrs
Necessary budget	Minimal – printing costs and management of event
Funding/Financed by	Community groups / public agencies / NGOs

Cybersoek	
Country	The Netherlands
Language	Dutch
Contact	Dita van Middendorp (dita@cybersoek.nl / +31 (0)6-17330776
Website	www.cybersoek.nl (Dutch language)
Target group	People living in Zeeburg and Bos en Lommer (two neighbourhoods of Amsterdam)
Description	Cybersoek is a Digital Meeting Place in Amsterdam, a community and training centre where local residents learn how to work with computers and meet each other. For more than six years the staff have been organizing various training sessions and workshops in the fields of internet and new media in Zeeburg. Since 2006 Cybersoek is also working in Bos en Lommer where it is planning to start another centre. Cybersoek is open to everyone, young and old alike. It is a spot where novice and experienced web-users can find all sorts of useful tools and training programmes readily at their disposal and where people with different backgrounds can meet each other, participate in courses, work together on specific projects and start cross-cultural friendships. Cybersoek offers specific projects and trainings to people looking for a job, or willing to improve their knowledge of Dutch language. It helps to close the digital gap, works on social cohesion in Amsterdam neighbourhoods and improves participation and integration of its citizens.
No. Participants	200-250 clients per week
Materials	Diverse range of computer programmes and books for improving computer knowledge and language skills.
Duration	Since 2001 - ??
Necessary budget	€250.000 per year
Financed by/Funding:	The district government of Zeeburg and a number of other organisations; Dienst Werk en Inkomen, Dienst Maatschappelijke Ontwikkeling, Jantje Beton, Oranjefonds.

Mediawijs (OBA)	
Country	The Netherlands
Language	Dutch
Contact	Rob Visser; r.visser@oba.nl
Target group	Different age groups: visitors of the library
Description	The library assumes the role of neighbourhood-oriented media centre, with various (local and national) media and educational partners working together closely. Participants are recruited actively: at school, on the street and in existing initiatives.
No. Participants	Unlimited

Materials	Different media-productions
Duration	Ongoing

UK SoundTV/Beatz!Camera!Action	
Country	UK
Language	English
Contact	Andy Porter/Darren Burke
Website	www.uksoundtv.com www.beatzcameraaction.com
Target group	Young people 13-21
Description	UKSoundTV is a youth-led Broadband Channel covering urban life and culture made for and young people. It broadcast over a two year period and atttracted over 5 million unique visits from across Europe and the United States. The young people created their own programming – comedy, documentary, interviews, news supported by media professionals. They also scheduled, presented and recorded 2 x 3 cam-mix two live shows with dance, music, comedy and debates in front of a live audience of two hundred local people – friends, peers and parents. Beatz!Camera!Action is an allied music artists development programme to support young hip hop/grime artists in making music videos, creating opportunities for live performances and developing their careers. Several of the videos were transmitted on the UK's Channel U urban channel, and MTV Base.
No. Participants	UKS: Core youth producer participants:20. Wider group of participants and performers: 80. Beatz Camera Action – 80.
Materials	Video, tv, broadband
Duration	UKS: July 2005-July2007 plus; BCA 1975 ongoing
Necessary budget	UKS – 180K BCA - 60K
Funding/Financed by	UKS – Equal (ESF) Big Lottery. Neighbourhood Funding. BCA – Film London. CIDA/Arts Council. Equal. Home Office connected Fund

Neighbourhood television and Internet platforms
With or without the support and under the supervision of media professionals or students, neighbourhood residents can voluntarily create their own TV, radio and/or Internet programmes. This provides them with the opportunity to take a personal approach to reporting on everyday events in the neighbourhood.

Boschveld 55	
Country	The Netherlands
Language	Dutch
Contact	Jan Breugelmans, j.breugelmans@fontys.nl
Target group	Students
Description	Students live in a multicultural neighbourhood for about 4 months and make TV, radio and Internet-programmes/reportages about the people who live there.
No. Participants	Limited
Materials	TV, radio and Internet-programmes/reportages
Duration	Three months

Masefield ipTV	
Country	United Kingdom
Language	English
Contact	Paul Murphy
Website	www.c21vox.tv
Target group	Intergenerational project Over 55s and 13-19s
Description	An intergenerational project to promote community dialogue and cohesion in a run-down housing estate
No. Participants	Up to 50
Materials	Broadband internet, mobile telephones (N95), ipTV
Duration	3 years
Necessary budget	£200,000 over 3 years
Financed by/Funding	Initial finance from Community Network South West, Birmingham (approx. £14,000)

Neighbourhood media projects
Neighbourhood media projects are taking place in a growing number of cities. Youngsters help older people use new media or work with them to create digital stories about their lives.
JongerenPersBureaus (JPB) and KinderPersBureaus (KPB) produce video reports to spotlight and address appealing and not so appealing things in the neighbourhood.

Youth Press Agencies	
Country	The Netherlands
Language	Dutch
Contact	Malou Durve, Jantje Beton, m.durve@jantjebeton.nl
Website	www.makeaconnection.nl
Target group	12-16
Description	At the Youth Press Agencies (YPA) young people spend ten weeks producing news reports for print journalism, radio, TV or the internet under the guidance of media professionals. The young people choose their own subject matter from issues arising from their own community or life experiences. In the Netherlands, the project is set up in an after school setting like in community centers. Youth participants 'learn by doing' and the project helps them to develop their life skills such as self-confidence, team-working and social and media skills. The aim is to bring the productions to the attention of the neighbourhood and local politicians, via local and regional media. Also the project aims to sustain the activity in the community centers, in order to provide youngsters with a permanent platform to express their opinion
No. Participants	± 500
Materials	Reader, presscards, t-shirts, telephones (on demand)
Duration	2005-2008
Necessary budget	Flexible
Financed by/Funding	The Youth Press Agencies are part of the international Make a Connection project; a global youth development initiative of Nokia and the International Youth Foundation which aims to equip youth with the basic life skills they need to succeed

StampMedia – Press Agency for Youngsters	
Country	Belgium
Language	Dutch
Contact	Stefan Kolgen – co-ordinator – stefan@chipsvzw.be
Website	http://www.stampmedia.be

Target group	Youngsters (age 16-26) - vulnerable young people
Description	StampMedia is the first press agency in Flanders entirely run by young people (age 16-26). The target group are 'vulnerable young people' (low education, poor, other ethnic origin, ...).
No. Participants	100 - 200
Materials	Videocamera(s) – photo camera(s) – audio-recording sets – computers for research and editing (video/photo/audio) – internet access – powerful A/V-servers
Duration	3 years
Necessary budget	180.000 – 200.000 euros
Financed by/Funding	City of Antwerp, Youth department

Piazza dell'Arte	
Country	Belgium
Language	Flemish
Contact	Frank Van Gastel, frank@piazzadellarte.be
Website	www.piazzadellarte.be
Target group	PDA aims for youngsters from the age of 14 regardless their background
Description	PDA is a mobile multidisciplinary educational art organization, born out of the conviction that all people, regardless their background, have to have equal chances to develop themselves' creatively. On the field we try to lower the step towards art, by bringing the art-experience to them. We manage to do this with a caravan of busses equipped with all the latest in multimedia equipment. This way we stimulate them to be creative with all possible multimedia techniques and contemporary art forms; so to speak Piazza combines a mix of high-tech technology, low-tech recycling of materials and the bare tools provided by the human body: word, movement and human sound. PDA aims for youngsters from the age of 14, and makes camp in their own environment: This can be in schools, suburbs, youth centers, cultural centers etc… Our young participants can choose one of the twelve presented workshops/disciplines: Drama, Dance, Electronic Music, Percussion, Digital Photography, Video Animation, Video Journalism, Experimental video, Press and Communication, Multimedia, Costume Design and Monumental Art. After only four days (sometimes even one or two days) this method results in a show combining live performances and audio-visual multimedia installations, which is each time shown and presented to a live audience. PDA's activities unfold in two major parts: ▪ School projects (project weeks in schools in the whole of Belgium) ▪ Project weeks during holidays and projects that insure continuity in the less developed neighborhoods during the whole year. Furthermore we organize projects on all kinds of other cultural events, such as e.g. participation in video-, multimedia- or theatre festivals for youngsters.
No. Participants	▪ 120 youngsters in school projects ▪ 20 - 80 youngsters in project weeks during the holidays depending on the number of workshops.
Materials	▪ A variety of high-tech materialls

	Apple computers (each computer equipped with specific software) used for different purposes (video, sound, photography, ..), laser printers, professional digital cameras, video projectors, digital mini-dv cameras, flatscreens, synthesizers, groovebox, drumpads, samplers, etc... ▪ low-tech recycling of materials ▪ the bare tools provided by the human body: word, movement and human sound.
Duration	since 1999
Necessary budget	As a general rule, the more we can know for certain about the nature of the project (number of youngsters, number of workshops, involved partners, etc..) the more we can confidently place a cost and budget range on the project.
Financed by/Funding	Flemish government, Province of Antwerp, City of Antwerp and private sponsors

Crafta Webb	
Country	England
Language	English
Contact	Nic Millington
Website	www.ruralmedia.co.uk
Target group	National and international rural audiences
Description	Crafta Webb is the latest in a series of ambitious community films produced by The Rural Media Company. Over twelve months we worked in 3 isolated villages enabling 120 residents aged between 10 and 70 yrs to research, script and produce a powerful 40min drama, which takes as its starting point the 19th Century story of a local squatter village to explore the contemporary issues of migration and demographic change. The film, which opens in Lithuanian, features a cast that is entirely new to both acting and filmmaking. A 40-page book accompanies the resulting film, with a foreword by iconic British filmmaker, Ken Loach, and numerous DVD extras. Nic's presentation will include a screening of the Crafta Webb 'making of' film and a discussion on the role of community filmmaking within social and economic regeneration.
No. Participants	120
Materials	Film, print, etc
Duration	12 months
Necessary budget	£70,000
Financed by/Funding	LEADER + and Heritage Lottery Fund

4.3. ORGANISATIONS FOCUSED ON THE MEDIA EMPOWERMENT OF ETHNIC MINORITY GROUPS

4.3.1. Introduction

The goal of media empowerment is to stimulate the participation of all citizens in the public debate with the use of the media.
Citizens who possess media skills not only have more insight into the way the media works, they also have a sharper perception of the impact that certain reporting has on their immediate surroundings. In addition, media expertise helps form a better relationship with the press.

The reports on ethnic cultural minority groups is frequently one-sided, hurtful or untruthful. On the one hand this is because journalists and producers are not fully informed or do not have access to alternative sources of information.
On the other hand, spokespersons for ethnic cultural minority groups are still lacking in media contacts and do not have the necessary media skills. Given their lack of media presence, they do not sufficiently participate in the public debate and fail to respond to developments that concern them in a timely and adequate manner.

All members of ethnic cultural minority groups should be involved in media education in some way and be aware of the impact of the media. This particularly applies to the committee members and spokespersons of these organisations. They play a key role in establishing and using independent media platforms in order to engage in discussions amongst themselves and subsequently share their opinions with the public.

4.3.2. Examples of good practice

Media training
Media training for spokespersons and experts from multicultural organisations aims to promote critical media behaviour. It is also intended to help build skills required in order to deal with the press and establish independent media platforms. These workshops can contribute to more balanced participation of ethnic cultural minority groups in the public debate, which in turn can lead to more balanced reporting and portrayal of these groups.

Perslink mediatraining	
Country	The Netherlands
Language	Dutch
Contact	Giovanni Massaro; gimass@miramedia.nl
Target group	Spokespersons for migrant organizations
Description	Participants receive information about the 'Dutch media landscape'. They learn how to use a range of tools for publicity, such as how to write a press release. In addition, attention is paid to personal presentation during interviews. Participants practice with actual cameras, and engage in exercises and role play which is observed and used to provide them with feedback.
No. Participants	12
Materials	Brochure, hand-outs, video camera, VHS recorder and monitor.
Duration	2 days

Media monitoring and Media analysis
The reports in the media shape our view of the world and have an impact on the social relations in the multicultural society. Therefore, it is important for all citizens to take a critical approach to examining and assessing media reports. Doing so involves asking questions such as: does this reflect careful reporting? How a theme is tackled / How multicultural is the content, and how multicultural is the team behind a programme?

The Multicultural Viewers' Panel (The Netherlands)	
Country	The Netherlands
Language	Dutch/English
Contact	Garjan Sterk, gsterk@miramedia.nl
Target group	12-18
Description	On the Internet site www.miramedia.nl/kijkerstoets, young people can fill in a questionnaire about the level of multicultural diversity in news/ current affairs programmes on Dutch television. The Multicultural Viewers' Panel is intended for everyone who is critical of the multicultural content of news and wants to ask questions such as: "How multicultural is this type of programme?", "Are you concerned about diversity in the media?" or "Have you seen an exemplary news item and want to compliment the programme-makers?" The Multicultural Viewers' Panel is a new tool to reduce the gap between minority ethnic groups and the media.
No. Participants	Unlimited
Materials	Forms online and printed
Duration	Ongoing

Quick Response	
Country	Sweden
Language	Swedish
Contact	Arash.mokhtari@redcross.se & quick.response@redcross.se
Website	www.quickresponse.nu
Target group	Journalists and journalist students
Description	Quick Response is an editorial staff that investigates how Swedish newsmedia reports on immigration, integration and xenophobia. On our website we publish our own articles about the media's coverage on these issues.

The working method is journalism and the editorial staff reviews the media using the Swedish ethical rules for press, in other words the same journalistic methods as the news media the editorial investigates. Quick Response's target groups are mainly journalists and journalism students. We regularly hold lectures and seminars. The aim is to boost discussion about how to report on immigration, integration and xenophobia. |
No. Participants	2
Materials	Website (www.quickresponse.nu), 8 largets newspapers in Sweden
Duration	Stated 1998 and still ongoing
Necessary budget	
Funding/Financed by	Quick Response is funded by the Swedish Red Cross and The Swedish National Board for Youth Affairs

Media empowerment projects
Projects that focus on providing knowledge and media skills help create more self confidence and aptitude for approaching and using the media.

Combeat	
Country	The Netherlands
Language	Dutch
Contact	
Target group	
Description	

No. Participants	Unlimited
Materials	
Duration	Ongoing

Supplementary
The following provides additional examples of good practice that act to set precedents as well as foundations for the previously mentioned projects and activities.

Media Coaches	
Country	The Netherlands
Language	Dutch
Contact	www.mediaenmaatschappij.nl
Target group	The professional and educational staff of libraries, adult education organizations, teachers primary and secondary education, youth workers and staff of parent organizations
Description	The project MC provides adult learners with pathways to improve their knowledge and competences, by improving pedagogical approaches of adult education organizations which widen access to Media literacy. It concentrates on the improvement of the necessary educational infrastructures by developing and extending present media literacy practices and projects in the adult education sector and develops joint approaches to improve quality in qualifications of teachers and other staff in adult education and the quality assurance of services and institutions. MC is a good method to create an efficient network of a new type of media education professionals who are able to take a central coaching position in their organizations. They use their knowledge to support colleagues and to transform the educational activities of the institutes in order to offer qualitative courses and workshops to the target groups. By being part of an active network, MCs have the possibility to adapt their projects to new developments and methodologies. As media literacy is crucial for achieving full and active citizenship, the partners therefore, will be able to adapt and transfer innovative solutions to implement Media Literacy in Adult Education sector.
No. Participants	25
Materials	
Duration	Courses of 3 month

[Projectname] TEACHERS' TRAINING IN MEDIA EDUCATION AND MEDIA LITERACY ISSUES	
Country	ROMANIA
Language	ROMANIAN AND ENGLISH
Contact	rodica.anghel@cna.ro
Website	
Target group	Teachers of English Language and Humanities
Description	Introductory part presenting figures resulting from various Romanian and foreign researches on children's exposure and consumption and usage of media programs Brief presentation of media theories combined with brief presentations of legislation regarding child protection form audiovisual materials that might impair their normal physical, mental and moral development. Brief presentation of media key concepts and teaching methods

	Examples of lessons for teaching the written press, radio and television for 8-11 years old and/or for 12 -14 years old
No. Participants	expexted but not confirmed 500
Materials	PPT presentations, xeroxed pedagogical materials, booklets
Duration	1 month courses
Necessary budget	Aprox. 15.000 Euros
Financed by/Funding	Looking for financial support

5. Members of Media4[ME]

- Mira Media (The Netherlands) - www.miramedia.nl
- UCK (the Netherlands) - www.uck.nl
- British Film Youth Academy (UK) - www.byfa.co.uk
- Centre for Social Inclusion MM (UK) - www.csi.mmu.ac.uk
- Film and Television Studies MMU (UK) - www.mmu.ac.uk
- JFC Mediumzentrum Cologne (Germany) www.jfc.info
- Mediaeducation network (Germany) - www.mediaeducation.net
- Centro Zaffiria (Italy) - www.zaffiria.it
- Media Education Centre (Serbia) - www.mediaeducationcentre.eu
- The School of Arts of Stockholm (Sweden) - www.kulturskolan.stockholm.se
- ARSIS (Greece) - www.arsis.gr
- Media Animation (Belgium) - www.media-animation.be
- Grupo Comunicar (Spain)
- Laboratori de Mitjans Interactius (Spain) - www.lmi.ub.es
- XenoMedia (Spain) - www.xmbcn.org