



EDUCATION AND MEDIA: A PARTNERSHIP FOR PROGRESS

The European Training Foundation (ETF)

is the European Union's centre of expertise supporting vocational education and training reform in third countries in the context of the EU External Relations Programme.

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Luxembourg: Office for Official Publications of the European Communities, 2005

ISBN 92-9157-452-X

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Printed in Italy

PRINTED ON WHITE CHLORINE-FREE PAPER



content

Foreword:	4
Kick-starting the dialogue	

Education and media literacy

Teach audiences how to read	10
Train the journalists	12
Be a story provider	14

Education and training through media

Teach with media	16
Use the packaging that works	17
Provide civic lessons	18

Education and training in the media

Use novel approaches to telling your news	22
Convince the boss	24
Share what you know, build networks	26

Annexes

25 key recommendations	28
List of participants	30
Bios of Speakers	30
Seminar agenda	32
Links	33

Kick-starting the dialogue



Photo: ETF/A. Ramella

which we learn are changing rapidly, it is remarkable how mass media have gradually moved topics related to education and training away from the main columns and into separate supplements, or abandoned them altogether.

A recent study by the Readership Institute at the Media Management Center at Northwestern University in Chicago showed that people in their twenties want to be informed about topics that are relevant for their lives. They want news so they can participate in discussions with friends and colleagues, but they also want information that

can help them improve their living conditions.

We live in a world dominated by the media. We also live in a world where information and knowledge are recognised as key factors in economic growth and individual well-being.

Information and knowledge are traditionally imparted through education and training and although the ways in

Education and training have a tremendous potential to improve these living conditions. They help to increase prosperity, they help to create sustainable growth and they encourage social inclusion both in developed and in less developed countries. By targeting people's livelihoods at the root, education and

training also help to develop active citizenship and democratic societies that respect human rights and cultural diversity.

There is, in other words, no doubt about the relevance of education and training to the consumers of any form of mass media – the ‘general public’. The problem seems to be that packaging information for consumption is key to success in the strongly competitive media market and that information about education and training is hard to cover with gripping headlines. Editors and their publishers are no philanthropists and their struggle to understand the massive changes that are taking place in the world of learning can easily lead them to shy away from the subject altogether.

This puts a good part of the responsibility for bringing back education and training news to the mainstream media on the shoulders of us – people who work with innovation in education and training on a daily basis. Rather than throwing eggs at journalists and editors for their lack of coverage of what we believe to be of underrated but genuine interest to their readership, we

must engage in a dialogue with the media to help them find their way through the myriad opportunities for coverage of the fascinating transit from the classic school system towards a new world of learning and to help them recognise the immensity of their own potential role in this process.

In this new world of learning, people are increasingly helping themselves to their own custom menu from an endless buffet of learning and training opportunities – some school-based, some on-the-job, others digital and virtual. Their greatest need in this

‘Rather than throwing eggs at journalists and editors for their lack of coverage of what we believe to be of underrated but genuine interest to their readership, we must engage in a dialogue with the media to help them find their way through the myriad opportunities for coverage...’

Bent Sørensen, Head of External Communication Unit, ETF

a partnership for
progress

guidance

confusing world of choices is for guidance. Such individual guidance is not something any public authority in a free market economy can or should offer. It is a classic issue of supply and demand. The demand exists; people *do* want to be informed about opportunities to improve their lives, just as they want to be informed about opportunities to improve their health, homes, and social lives. The media have an opportunity – a business opportunity even – to jump into the supply side of this. To inform people about their options and the day-value – in society and in the job market – of different opportunities, to employ their best watchdog roles when learning opportunities are in short supply or not meeting citizens actual needs, to keep a close eye on political promises and their fulfilment.

Kick-starting a renewed dialogue between education and training information providers and the media was one of the reasons we convened

the media seminar on education and training in Turin, Italy in April 2005. Representatives from media and education institutions from both EU Member States and neighbouring countries participated in this tentative but fruitful start that taught us a lot about how we can be better at informing editors and journalists of what goes on in the world of learning.

The following publication is a summary of that meeting. It touches on the various issues discussed throughout the day and presents some of the conclusions. I genuinely hope that both the seminar and this publication are the start of a much closer, more fruitful and mutually beneficial cooperation in the years ahead.

Bent Sørensen
Head of External
Communication Unit

Photo: ETF/A. Ramella



Photo: Getty Images



in focus

in focus

education and media literacy

Better coverage of education and training news requires a close cooperation between the institutions and the media. The experts in the education and training field have to understand how media operate and what methods can be used to reach audiences most effectively. The media, on the other hand, have to find their way through the labyrinth of education and training. They have to be led to the issues at hand and the exciting stories hidden behind them. That requires a commitment to both teaching and learning from both parties.

MULTIPLE CHOICE

Media literacy training is about bringing people to the media as much as it is about finding and forming tomorrow's media creators.

The video project *Multiple Choice* exemplifies it well: in collaboration with public broadcasters, production companies, the media training centre and regional authorities, the Dutch NGO Mira Media brought 500 students from various ethnic backgrounds to radio and TV stations to produce a show of their own. They involved another 50 talents in a dance, music and media event, coached by professional teachers. They set up a help desk, providing information on job opportunities, training institutes, qualifications and other important media developments and eventually screened 150 new media talents and media professionals for further mediation towards a job.

The objectives behind the project were simple: to have students taste the media world and encourage them to choose that path; to attract talents from multi-cultural backgrounds, to create a more diverse workforce and make the media more inter-culturally competent and finally, to work towards long-term media literacy solutions and ultimately, provide a choice.

For more information see:
www.miramedia.nl

Teach audiences how to read



Photo: Getty Images

Director of Development and Education at the World Association of Newspapers (WAN). "Kids have no way of learning how to do it if you don't make an effort and put the newspaper into their hands."

Teaching children how to read the paper is just the start of it. All actors on the media market have a responsibility to get involved.

"So far, there is little action on the part of broadcasters about how to read images,

how to understand what you are actually reading or listening or watching on TV," said Ed Klute, Director of the Dutch NGO Mira Media.

Today's overcrowded media market requires viewers to critically evaluate the messages presented to them.

"People should understand how media function and what kind of choices are being made and why," said Klute. "We have to enable them to have their own independent opinions."

Even better, publishers and producers should give their audiences the opportunity to experience media

Messages transmitted through the media can be very powerful. First, however, audiences have to be taught how to read them.

Publishers and producers are becoming more alert to the need for media literacy training. While before they could rely on those skills to be communicated at home and in schools, today they have to make an effort to teach media behaviour themselves.

"There's not much sitting around the breakfast table looking at a newspaper anymore," said Aralynn McMane,

interactively. WAN explored a project in Argentina where newspaper editors organised a journalist contest at local schools, having students submit articles about issues that were of interest to them, such as teenage pregnancy, for example. In the Netherlands, Mira Media brings students directly into the TV or radio station and lets them experience it first-hand.

“We want to get readers or viewers close to the medium; we make them media aware but also teach them how media should be used,” added Klute.

Using the media in the classroom teaches critical media behaviour from an early age and that is the age group media try to focus on, because as a

study conducted by WAN shows, people read less as they get older. That does not mean that adults should be neglected completely. An ever-more developing market, new media formats and the challenges of the multi-media industry make media literacy an ongoing task for everyone.

“Look at parents and teachers – if you do not teach them how to understand the new media, how are they going to deal with the information their kids or students are confronting them with?” asks Klute. “That’s life-long learning for you once again.”

‘If you invite your readers or viewers to your newsroom or studio, you actually get an interaction. That’s what we do in the Netherlands, we invite children for one day to a TV station, and they participate in a TV or a radio workshop with the people working in the station and then it starts to be interesting...’

Ed Klute, Director, Mira Media

SHE SAID, HE SAID



‘The public doesn’t always know what it wants. Maybe this is part of the educational role of media people, to introduce readers and audiences to things they thought they were not interested in.’

Ingrid Hvass, Communication Officer, the European Commission



‘People should understand how media function and what kinds of choices are being made and why...’

Ed Klute, Director, Mira Media

PRACTICAL SKILLS IS WHAT MEDIA NEED

Praxis-oriented journalism education is still a rarity in post-conflict countries such as the Former Yugoslav Republic of Macedonia. Faculties of Journalism like the one in Skopje follow an outdated and theoretical programme, far removed from the bustling reality of the current media market. An ill-equipped media generation is the result: internship programmes are unheard of; students graduate without ever having touched a camera or a microphone; editors, producers and directors have hardly any time and little will to train their young colleagues.

This is the challenge organisations like the Macedonian Institute for Media (MIM) are trying to combat. MIM was established in 2001 to support the professionalisation of the country's media. Through targeted training, conferences, research and monitoring analysis the centre seeks to implement professional standards throughout the country's media outlets and create forward-looking professionals, removed from the biased reporting, stereotypes and prejudices of the past.

Since the centre's establishment, more than 600 journalists participated in projects and programmes implemented on national, regional and international levels. In 2004 the institute initiated its biggest project to date; a one-year diploma programme in journalism, designed to address both the needs of newsrooms and prospective media professionals.



Train the journalists



Photo: ETF/A. Ramella

and training because journalists by and large are graduates," he says. "They know the worlds of schools and universities, but they have little knowledge of the middle ground, of the little world of vocational training."

Even those with experience find it difficult to convince editors to give them space on their pages. As a result, they distort stories to present them to fit the perceived political agenda – that is, if they write them at all, Nash continues.

Training journalists, teaching them how to find news within the education and training world could be a starting point. Zaneta Trajkoska, Managing Director of the Macedonian Institute for Media, believes proper training could change journalists' approach to having education topics in the media. She believes, ultimately, it would raise their professionalism and benefit the media themselves.

"We would like to teach journalists to 'defocus' a little bit," she says about her own institute. "We want to explain to them that even in countries like Macedonia there are some other valuable things, excluding politics, that can be found on their newscast and that can be of interest to people."

But training journalists can be a challenge in itself. Trajkoska describes them as a very particular group, one which presumes to know everything there is to know and has no need for continuous training.

Vocational education and training rarely hit the front page or prime-time slots. The issues surrounding education and training are often neglected, underestimated or even underplayed. Educational departments are fighting to have better time slots on their channels while editors and producers debate the pros and cons of putting vocational education and training on their agenda at all.

Ian Nash from the Times Educational Supplement blames it on the journalists' lack of interest.

"The media neglect vocational education

“Never say to a journalist that he is going to be educated,” says Ed Klute, Managing Director of Mira Media, a Dutch NGO. “Send him to a seminar to get him more professional.”

You might call them ‘professionalisation seminars’ or ‘executive development’ – whatever the name or method, the goal remains the same. Even more importantly, no matter what kind of training you plan, you need to get the bosses involved.

“You can do all the training of education writers you want, but unless the management is interested, you will not get anywhere,” says Aralynn McMane from the World Association of Newspapers (WAN).

Managers have to see it as a business approach. WAN brings publishers into schools to make them watch how newspapers and education work. They come away with a better sense of schools, but most importantly of their own importance as an educational medium.

All in all, the driving force behind training journalists should be the media community itself.

“All media actors need to participate in the changes to their own reality,” points out Trajkoska. “This is the way to get them to accept part of the responsibility for further training and creating a sense of ownership as well.”

Another twist on the story could be forcing them to write about educational issues by getting their clients to be interested in it. Ard Jongsma, Director of International Correspondents in Education (ICE) believes it is the clients, the people that buy the newspapers and watch television, that decide what is going to be shown.

“As long as journalists believe that their audiences do not want to watch or read anything about education, they are not going to publish anything about it,” he says. “We have to go through the back door. That might be the only feasible way of changing things.”

‘We need to raise the professional standards in journalism and ethical values and this should go through the education of young journalists based on the methodology learning-by-doing.’

*Zaneta Trajkoska, Managing Director,
Macedonian Institute for Media (MIM)*

PRACTICAL SKILLS (continued)

The programme is a good example of the hands-on approach adopted by the institute. The 24 students chosen to participate in the course in its first year represented a variety of backgrounds, from high school graduates, faculty graduates to active journalists at the time of enrolment. They participated in classes and projects on print, TV and radio journalism led by experienced journalists or professors from around the country. The diploma awarded at the end of the programme is not the only concrete result the students came away with. They were equipped with practical skills and an in-depth understanding of the current media market. The fact that every single one of them found a full-time media job immediately upon graduation is good proof of that.

*For more information see:
www.mim.org.mk*

WHO IS WHO

ICE

International Correspondents in Education (ICE) is a global network of freelance journalists, editors and translators who specialise in education, training and labour market issues.

Info: www.ice-online.net

Mira Media

Mira Media is a Dutch NGO responsible for encouraging the participation of ethnic minorities in radio and TV.

Info: www.miramedia.nl

SHE SAID



'I think the challenge of people who want to promote education news is that they have to, in many ways, be the teacher for the people. They can't just do a press release that says they had a seminar; they really have to help the reporter find the news element that's really of interest to readers.'

Aralynn McMane, Director of Development and Education, World Association of Newspapers

Photo: ETF/A. Ramella

Be a story provider

Ian Nash, Further Education Editor of the Times Educational Supplement summarised it well: "There is a positive role for the media in reforming vocational education and training and influencing public opinion," he said "But we cannot do it without the help of the education news providers."

Educational institutions have to be a resource and provide stories as well. First, however, they need to learn how to deal with journalists. They also need to understand how the various media – be it commercial, public or educational – operate.

"Usually they don't know how to sell news to the media," said Zaneta Trajkoska, Managing Director of the Macedonian Media Institute in Skopje. "They do not know how to pack it, how to organize their own, let's say public relations, in order to reach the journalists and to get them to publish the story."

It's the institutions' responsibility to sell their stories. Sending a 50-page research report is certainly not the way to do it. Creating a human story around it, might. As Trajkoska puts it, you need to put a

"face" to it, to have a journalist listen up.

But selling stories to the press is not the everyday skill institutions like the ETF possess. Proper media training could provide examples on how to bring policy messages across. Partnerships, as Nash points out, could be another way out of the dilemma. Institutes need to build partnerships with national media outlets. They need to use those partnerships to conduct joint media research programmes, to generate exclusive stories and get better publicity for their issues at large.

"Communication departments should be much more than just a conduit for stories and information to the wider press," he emphasises. "They need to cooperate with the media; there is no way around that."

Photo: ETF/A. Ramella



Photo: Getty Images

A person wearing a VR headset is shown in a technical environment, possibly a laboratory or a control room. The person is looking upwards and to the right, with their hands near the headset. The background is dark and filled with various pieces of equipment, including what looks like a large screen or monitor displaying some data. The overall atmosphere is one of focused activity and technological immersion.

education and training through media

The media are a powerful teaching tool. They can be used to enhance traditional classroom instruction or provide a platform for democratic debates. Using new and attractive formats, they can be used to teach about critical thinking or active citizenship even if education is not the prime objective the editors or producers initially had in mind.

THE AMBASSADOR

In a prime-time reality TV show Israel selected its 'ambassador'. Fourteen university graduates aged 25 to 30 were competing to make the best case for their country. They represented various professions; they were chosen from a variety of backgrounds, even with children from immigrant or 'settler' families among them.

All the contestants battled in a series of tasks filmed in London, Paris, Washington and Jerusalem. They sold Red Sea vacation packages to French people on the Champs-Élysée, created one-minute TV tourism adverts for MTV Europe or represented their country in mock meetings with the press. The one who best demonstrated the qualities of a professional advocate won a job of communications director for Israel at Heart, a privately run advocacy organization based in New York.

The show sparked a debate about what it takes to represent Israel, particularly as all three finalists were immigrants. Can an Orthodox-Jew, raised in a British-oriented home, put Israel in a positive light? Can an Ethiopian immigrant with poor English-language skills defend her new home in front of an American public? In the end, it was Eytan Schwartz, born on the Upper East Side, who moved to Israel with his family when he was 7 that made the best case for the 'new' Israel which the show's organizers want to promote abroad.

"The show made us realize that there is nothing like an 'Israeli'," says Hillary Leila Krieger from the Jerusalem Post. "There are lots of different faces."



Teach with media



Photo: Getty Images

didactical tool. Newspapers have been used in the classroom even longer than that.

"Newspapers in education or NIE is an old and venerable idea," says Aralynn McMane from the World Association of Newspapers. "Teachers find that newspapers can be of use for any topic – politics, current affairs, sex education, you name it."

And it requires little effort to make it work. In countries in transition where teachers lack the funds to carry out research or buy teaching materials and a government that would support them along the way. One puts a newspaper into their hands and get them energised.

"The enthusiasm with which teachers embrace this is outstanding," recalls McMane. "They realise it's a different, fun and quite easy thing to do."

Using media in the classroom is about providing diversion, presenting an exercise that falls beyond the parameters of the general lesson plan. It is about teaching critical thinking and media literacy and equipping students with advanced language skills. Overall, it is about making everyday media help with teaching.

The Joint Inserts Bank for Schools (JIBS), an e-commerce website, offers a large catalogue of short programmes for use in an educational environment. Initiated by the European Broadcasting Union (EBU), the online catalogue provides short clips supplied by broadcasters on topics such as science, geography, citizenship, wildlife, mathematics, art or archaeology. It is a common market where teachers can look for the support material they need.

"Teachers needed something to visualise what they were talking about," explains Laura Longobardi, Project Manager with the EBU. "Take a blood cell, for example. You have to show how it looks, how it functions – these are things you cannot always explain using books."

The idea of teaching while using media is anything but new. With JIBS, teachers can download clips and use them as a

tools

Use the packaging that works

Popular media can sell your messages and they can do it well. Look at Israel. Reality shows are booming in the country: producers use them to entertain, to attract new and young audiences. Ultimately, whether intentionally or not, they use them to educate as well.

“For all of their silly elements and perhaps poor cultural lessons, reality shows are very effective in reaching people,” says Hillary Leila Krieger, a reporter with the Jerusalem Post. “These are very popular shows. And you have large audiences; you have young audiences, you have the people you want to reach in terms of being educated about education, about diversity and values, and who are going to be the ones ultimately conveying these ideas to others.”

Reality shows have become a general framework to provide civic lessons, to debate the Israeli identity, to foster co-existence. In a show called *The Ambassador* a TV station sought to

determine the Israeli face that would present a more positive image of the country abroad. In *Leader wanted* participants coming from the non-profit field were competing for one million dollars which, instead of going into their pockets, would be used to set-up a new non-profit of their choice. Ideas about leadership, leadership potential and opportunities within the Israeli society were the prevailing themes throughout the show.

“The point in all these cases is that you might have an unattractive packaging like a reality TV show or a tabloid newspaper which is screaming for headlines, but these are the media that reach most people,” says Krieger. “They can and should be used to get positive education and diversity-oriented messages across.”

Photo: ETF/A. Ramella



THE AMBASSADOR (continued)

Particularly having an Ethiopian woman as one of the runners-up sent a message throughout the society saying not only that Ethiopians can be successful in Israel and that they can be leaders within their community and even celebrities on TV, but that they can also be the face of Israel.

Krieger herself wrote a story on what the woman's status in the show meant to the Ethiopian community.

“You can see a very direct result that came from it,” she recalls. “And it was mainly because it was such a grassroots-oriented programme as well as one conveying a larger message about the Israeli society and culture.”

For more information see:
www.israelatheart.com

HE SAID

‘Activities can help report about education. You need a certain kind of strategy; you need to create an event around an issue they can report about. It works better than just waiting until somebody comes and asks what issues you are dealing with.’

Ed Klute, Director, Mira Media

HE SAID



“If the European Commission produces pamphlets destined for teenagers in school telling them about the possibilities that are open to them, it would wind up feeding the yellow recycling cabinet. Using stakeholders such as teaching unions or associations of school directors to disseminate this information on our behalf, on behalf of education policy makers, might be a better way of targeting audiences and delivering the material to them.”

John Macdonald, Information and Communication Officer, European Commission

Photo: ETF/A. Ramella

Provide civic lessons

‘An opinion and the other opinion’ is the slogan the Aljazeera Channel has been using since the first time it went on air in 1996. Debating issues and having an opinion was not a common practice in the Arab media which was mainly used as a mouthpiece for government propaganda.

Aljazeera proved that it could be done differently.

“It showed that it was possible to be as creative and as inventive as anyone else in the world,” says Mostefa Souag, Bureau Chief at the Aljazeera Channel in London. “It showed that it was possible

to argue for one hour on a television programme and at the end shake hands and even hug in front of the camera.”

Aljazeera was an educational school in the way media should be done. As Souag recalls, various Arab stations reduced the amount of government propaganda they were producing because people stopped watching them. With the launch of the Aljazeera Training and Development Centre in 2004, the channel began investing in education of print and broadcast journalists around the region as well.

“Those who participated in the training took back that experience to their



Photo: ETF/A. Ramella



Photo: ETF/A. Ramella

countries and respective TV stations or newspapers and, of course, spread it," he says. "You can see in the last few years such a big improvement in the standards of media reporting in the Arab world that was unprecedented."

Media can teach values; they can provide civil lessons lacking elsewhere. Whether you spell out the word "conflict" or just address the issue via a story that has it as its base is irrelevant. The result remains the same.

Organisations such as the World Association of Newspapers (WAN) address the issues directly. They teach governments about press freedom and help newspapers teach their readers about press freedom. In an emerging democracy, they go a step further and support journalists by providing basic guidelines on how to create a

newspaper and how to survive on the market.

The Jerusalem Post provides yet another example of how promoting democracy through the media could work. Last year the paper won an award given for journalism that fosters co-existence after writing a story about Palestinian and Orthodox-Jewish students collaborating on a science project.

"Stories that have to do with conflict resolution and co-existence are by their nature tied to the conflict, but in a much more positive way," says Hilary Leila Krieger, a journalist with the Jerusalem Post. "That in itself can be an entry into the topic as well, especially as many of these stories are based in education settings, a space where people can interact

MOBILE CULTURE CONTAINER (MCC)

Questions about their future and peaceful coexistence were some of the issues young people from around ex-Yugoslavia put on the table when participating in the activities of the mobile.culture.container (MCC) project touring their regions. The MCC was set up as a travelling road-show to foster integration in former Yugoslavia's war-torn regions. Using creative modules such as music, dance, art exhibitions and workshops, the 16 'containers' aimed to provide a venue for discussions and peaceful interaction.

In its third year, the project focused on media and their role in emerging democracies. The organisers wanted to emphasise the importance of freedom of the media as a prerequisite for a peaceful future. Through workshops and media exercises they sought to demonstrate that the media can transport public opinion and work independently but that they can also manipulate and control a country's development, if misused.

mobile.culture.container addressed the subject of media responsibility by itself becoming a medium. Students were involved in radio, TV and newspaper workshops. Eleven editorial offices were founded across the entire region leading to a transnational network of correspondents between the offices. The media served as a platform for freedom of speech in order to counteract the hate-filled aftermath: the students used the media in order to show their attitude, their critical consciousness and their approval or disapproval of their situation.



MOBILE CULTURE CONTAINER (continued)

MCC was initiated by the Fund Defence of our Future based in Vienna, Austria, and implemented in the framework of the Stability Pact for South Eastern Europe. It ran for three years and toured various cities across the region such as Tuzla, Osijek, Cacak, Gorazde, Banja Luka and Mitrovica before heading to its final destination, Mostar, another city struggling from the aftermath of the war.

For more information see:
www.mobile-culture.org

WHO IS WHO

WAN

The World Association of Newspapers is a Paris-based international organisation defending and promoting press freedom and economic independence of newspapers.

Info: www.wan.asso.fr

Reporters Without Borders (RWB)

RWB is an NGO devoted to defending freedom of the press. RWB is member of a virtual network that monitors violation of free expression worldwide and campaigns to defend journalists, writers and others who are persecuted for exercising their right to freedom of expression.

Info: www.rsf.org

without such intense links and exposure to political issues.”

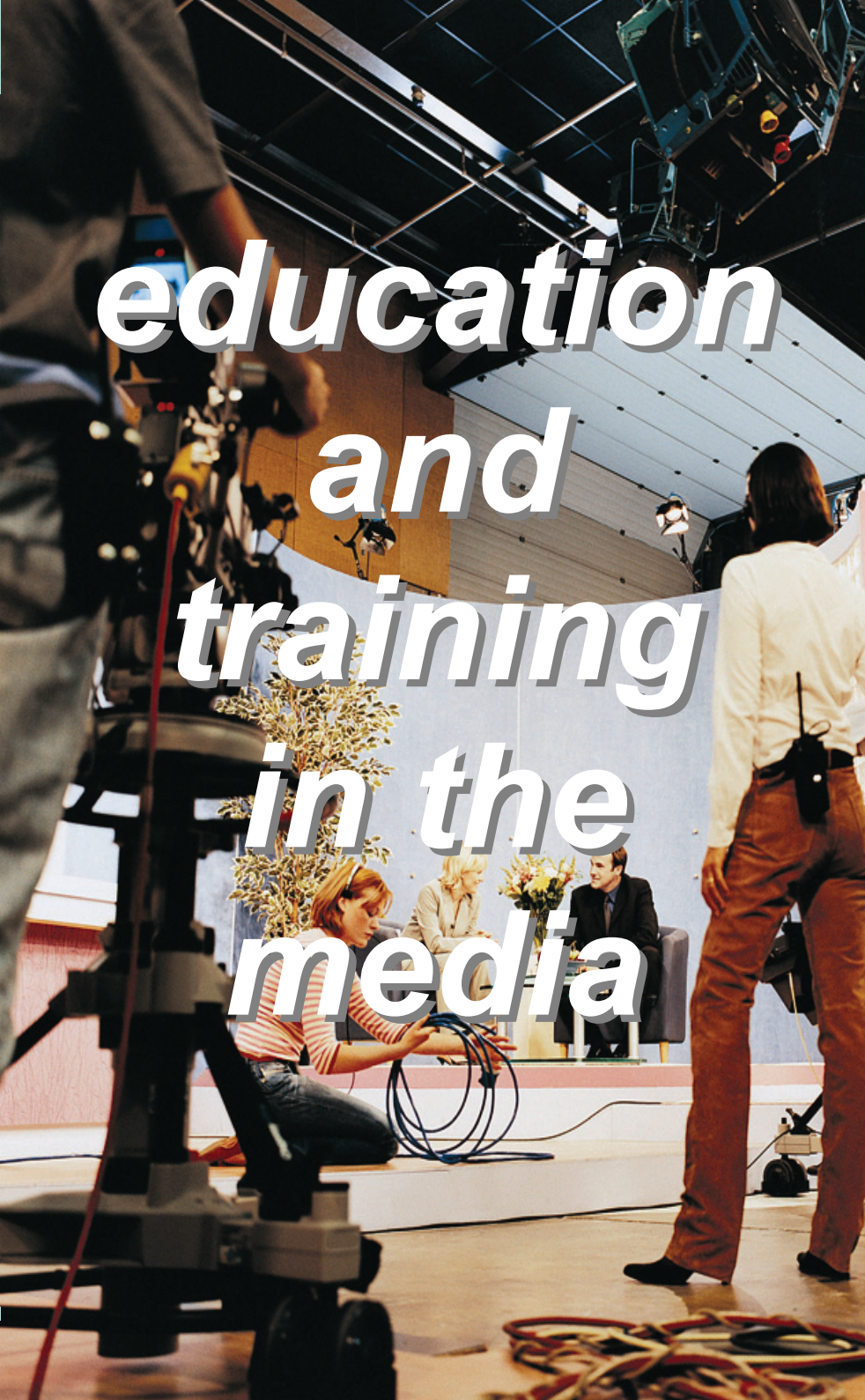
While the media or media activities should be used to provide civic lessons, human stories should be used to wrap them. The story must help engage the audience and get the message across.

“There might be a positive story in the conflict or you might turn it around into a positive one,” concluded Mette Terkelsen, a Danish editor. “You can talk about government policies and political agendas as much as you want. In the end, a good human story beats it all.”

human impact

‘We also try to work through newspapers associations because a newspaper association can be there when the trainers go home; the newspaper association can be active in creating press freedom in a country, keeping press freedom in a country, keeping an eye on the government.’

Aralynn McMane, Director of Development and Education, World Association of Newspapers

A photograph of a television studio set. In the foreground, a person is kneeling and managing a large bundle of blue cables. To the right, a person in a white shirt and brown trousers stands with their back to the camera, looking towards a set. In the background, three people are seated on a raised platform, appearing to be in a discussion or interview. The set is equipped with various studio lights and cameras, including a large camera on a dolly in the foreground. The overall atmosphere is professional and busy.

education and training in the media

Bringing education and training news to the mainstream media is the responsibility of those who work in either field on a daily basis. They have to learn how to sell their stories. They have to engage in a dialogue with the media, make journalists listen up and make them understand the massive changes that are taking place in the world of learning.

SHE SAID



‘Everything can be educational. You just have to put it in a different format, so people don’t realize that they are watching educational programmes when in fact they are.’

Laura Longobardi, Project Manager, European Broadcasting Union

WHO IS WHO

EBU

The European Broadcasting Union (EBU) is the largest professional association of national broadcasters in the world. On behalf of its members, it negotiates broadcasting rights for major sports events, operates the Eurovision and Euroradio networks, organizes programme exchanges, stimulates and coordinates co-productions, and provides a full range of other operational, commercial, technical, legal and strategic services.

Info: www.ebu.ch

Use novel approaches to telling

‘It’s a tough life out there,’ says Laura Longobardi, Project Manager with the European Broadcasting Union, of the changing status of educational television in Europe. “We don’t have the traditional educational departments anymore. It has become a highly competitive market with educational departments fighting to have better time slots and bigger budgets, if not trying to merely survive.”

Getting education reported has become more difficult than ever. The budgets are shrinking – editors and producers think twice before they invest in what they perceive as second-rate stories. When they do write about it, the publicity they provide does not always put education in a positive light.

Ian Nash from the Times Educational Supplement believes that when it comes to reporting on vocational education and training the situation is at its worst.

“When these issues are treated seriously, they are all too often treated in terms of underachievement, non-academic compensatory and second-chance education for young people at risk and adults who have failed,” he says.

The newsroom structure is partly responsible for that: normally you have a reporter covering primary education and one dealing with higher education. Vocational education and training fall somewhere in the middle of that.

Often reporters do not understand the issues at hand. Education and training institutions, on the other hand, seldom recognize the media as a way of influencing public opinion. Both sides hardly cooperate – as a result messages get presented in a distorted and unattractive way. They are filled with institutional jargon which for the average reader is difficult to understand.

But the situation is changing, both Nash and other media professionals believe. Newspapers are realizing that education and a consumer story are not necessarily worlds apart. The beat the editors once assigned to the reporter just starting out, nowadays becomes a challenge in itself.

“If you want to promote educational news, you have to become a teacher as well,” says Aralynn McMane from the World Association of Newspapers (WAN). “You cannot just do a press release that says ‘they had a seminar’; you have to find the news element that’s of interest to readers. I think that’s the key there.”

Finding the news element is about finding the framework that works.

“Everything can be educational,” says Longobardi. “You just have to put it in a different format, so people don’t realize that they are watching educational programmes when in fact they are.”

your news

In Germany, the show *Living History* experimented with new ways of delivering history lessons. The reality-show placed participants in 19th century settings and followed them as they tried to make ends meet. In France, a programme called *Odyssey of the Species* reconstructed the development of the human species from prehistory until today. Within months, the high-budget programme excelled any expectations its producers had: it hit prime time and became one of the most watched programmes on French TV.

“They call it a docu-drama; it is a drama based on scientific assumptions on how things actually happened,” explains Longobardi. “It’s great television – it’s educational and entertaining at the same time.”

Educational institutions have to think about new formats. They have to publicise their ideas in the form of feature articles and bring out the human aspect their audiences are looking for. As Ian Nash concluded in a speech on the current status of education and training in the media, it is the responsibility of the institutions to make partnerships with the media for better publicity, to lead the debate through the editorial columns and to raise the profiles of experts and key practitioners in the education and training field.

“You have to provide novel approaches to telling your news,” he said.

HE SAID



‘When [VET] issues are treated seriously, they are all too often treated in terms of underachievement, non-academic compensatory and second-chance education for young people at risk and adults who have failed.’

Ian Nash, Further Education Editor, Times Educational Supplement

WHO IS WHO

TSL Education

TSL Education Ltd. is the UK’s leading educational publisher. Its newspapers, magazines, websites and exhibitions cover the complete professional educational field, from early years through to higher education. TSL also publishes the leading international literary weekly, the Times Literary Supplement.

Info: www.tsleducation.co.uk

Photo: ETF/A. Ramella



Photo: ETF/A. Ramella

BUILDING PARTNERSHIPS: THE TES AND THE OECD

Ian Nash, Further Education Editor with the Times Educational Supplement recalls:

In 1996, Caroline St John-Brooks, an academic and journalist, went to the OECD to help craft a new series called What works. It was a synthesis of journalism and research. Six or seven experts and researchers spent time in different countries on case studies for a report which could draw together common strands of policy and practice in specific areas such as adult learning or teacher training. Sometimes other journalists were called in.

Very effective partnerships grew with the Times and the Irish Independent. When Caroline returned to the Times Education Supplement as an editor, she continued the link. She brought an enormous wealth of experience and insight to the international scene which she could never have done by remaining a journalist. As in the ETF, the results of the work produced a series of recommendations and policy ideas based on good practice for all countries to look at: Another set of rules and guidelines.

I think you can learn a lot from the OECD approach. It may not be transferable; indeed, it may not even work as it did in the OECD – those things are short lived. But it's about approaching the press and thinking how you can use partnerships creatively.

Convince the boss



Photo: ETF/A. Ramella

programmes are unheard of.

For media professionals this creates obstacles that are hard to overcome.

"We are facing a situation where presidents of political parties buy off TV and radio stations and use it for their own political agendas," says Zaneta Trajkoska, Managing Director of the Macedonian Institute for

Behind every newspaper is an owner; behind every TV station is someone who pays its bills.

Education news will not get reported if the one who pulls the strings cannot be convinced. For some media, this requires a talk with the editor. For others, it is a gap that cannot be bridged.

The idea of the free and independent media outlet is an admirable one, but in reality it is hardly to be found. Examples from Macedonia and Russia show how even today governments and political leaders own the media and control all access to it. In Russia, almost all of the media are under governmental control. They are used for propaganda purposes and specialist channels or educational

Media. "By now, every one of the ethnic communities has its own political party and each one of those is working towards possessing its own media outlet. Call it a 'media hell'."

The question of ownership becomes an important one. Even more so the question of how the latter is applied. Aljazeera is financed 100% by the Qatar government, yet there are no regulations that restrict the channel's work.

"You are given money, you are told to do the best you can professionally, and you don't have to worry about advertisers," explains Mostefa Souag, Aljazeera Bureau Chief in London. "It's a blessing few media enjoy."

Even when building partnerships with foreign media or donor institutions, the question of finances becomes important. Financial support can be misunderstood as a means to promote a hidden political agenda. Even when it comes to exchanging educational programmes or cooperating on projects that have an educational agenda, the perceived misconception has to be taken into account.

“Sometimes it is worth to just not take the money or decide to look for another partner if you are going to put yourself in a position where everyone will come up with a conspiracy theory,” concludes Aralynn McMane from the World Association of Newspapers.

Ownership and financing of media outlets are two aspects education and training institutions cannot ignore. While the political situation in the country and the status of the media within it might dictate the terms of the debate, they always have to seek to persuade the management.

“You have to get the boss involved,” points out Ed Klute, Managing Director at Mira Media. “You have to make him realise that investing in education is nothing but a business approach.”

‘The one who owns the media is usually the one who owns the training, and until a short time ago, it was also the one who controlled access to the media. But now because of the digital revolution and the internet, in a way anybody can be a journalist. I know that this is putting the real journalist in a crisis, but on the other side it is a huge opportunity for everyone to have access to content and to information and to images at maybe a non-professional level, but in a much more democratic way.’

*Laura Longobardi, Project Manager,
European Broadcasting Union*

SHE SAID

‘If you are having a situation where the government controls the media and is putting an effort on propaganda, it makes it really difficult to come through with other issues.’

*Natalia Rostova, Journalist,
Novaya Gazeta*



‘We need clear guidelines from the EU on reporting on education. The EU should make it obligatory to report on the subject – this would make it easier for all parties involved.’

*Rubina Möhring, Head of the Culture
and Science Department, ORF Austrian
Broadcasting Corporation*

HE SAID



‘Media have to help bring back the idea that investing in people, in the minds, in the skills of people, is the most important investment. There’s no development in technology or any other things without that investment. People must have the feeling of investing in their own future when they invest in education.’

Mostefa Souag, London Bureau Chief, Aljazeera Channel

Share what you know, build networks

Some 22 different broadcasters and 45 participants from 15 countries gathered around the table for the last annual meeting of the European Broadcasting Union’s (EBU) science and education group. They came to meet each other, to learn what others were doing and to see if co-operation could be formed and if there were common goals and needs.

“We provide lots of space for strategic discussions, we have pitching sessions where broadcasters look for partners on a project they have in mind,” says Laura Longobardi, a project manager with the EBU. “Our goal is to stimulate a discussion and help our members get involved in co-productions which we believe are always worthwhile.”

‘Good practice should be shared’ – this is true for media professionals and experts from the education field alike. Media outlets can learn to collaborate on projects, to see what worked and what did not. Educational institutions can build partnerships amongst each other and also with the media they are trying to reach.

Partnerships work for better publicity in educational stories as much as anywhere else. The Dutch NGO Mira Media seeks to coordinate

between organisations from around Europe which all have activities relating to diversity issues on their agenda. In 2004 Mira Media organised a European Week of Action during which groups could plan and execute their own activities while being part of a larger theme.

Currently Mira Media is planning a European Week of Media and Diversity which would give the participating countries the possibility to highlight activities concerning these issues.

“We believe that networking and cooperation as tools for empowerment of local and national organisations are very important,” says Ed Klute, Mira Media’s Managing Director. “That’s the way you can move forward both on the national and international scale. That’s how you make the lobby for any issue – be it education or diversity – much stronger than before.”

‘Networking and cooperation as tools for empowerment of local and national organisations are very important.’

Ed Klute, Managing Director, Mira Media

annexes



25 key recommendations

FOR THE MEDIA

- Teach your audiences and sources how media function
- Build partnerships with education and training institutions
- Attend seminars on education and training
- Do not underestimate the education and training beat: assign it to a journalist capable of covering it properly
- Assure all aspects of education and training are covered in the beat

FOR EDUCATIONAL INSTITUTIONS

- Bring media professionals into your classrooms and make them see 'it'. Teach them about their responsibility as education providers
- Use media as a didactic teaching tool
- Involve students in media production and make its use educational and fun

Photo: ETF/A. Ramella



FOR PUBLIC INSTITUTIONS LIKE THE ETF

Overall:

- Create partnerships for better publicity
- Reach people outside of the education and training field
- Raise the profiles of people, of the key thinkers, experts, practitioners and civil servants in the education and training field

Connecting with the media:

- Bring the journalists to the good stories
- Invite media people and editors to your events. Organise briefings with editors who care about the topics
- Be a resource on education and training issues
- Share research

Presenting your stories:

- Link education and training to real life – show the human impact
- Provide targeted information: create a monthly list with your Top-5 stories; present facts and figures but think in formats that keep people's interest
- Explain things in a jargon-free way
- Involve local correspondents to rewrite your press material, to do research on local angles and to spread your messages
- Address a wider audience: use other topics or specialist publications to talk about your issues.
- Lead the debate through the editorial columns
- Use the thematic approach. Facilitate subgroups, more focused on the various aspects of education
- Organise interactive events to present education and training news
- Provide novel approaches to telling your news
- Provide opportunities for discussion e.g. through web-logs

lead the
debate
present

BIOS OF SPEAKERS

Marc Gramberger has worked as a journalist for print and electronic media for many years. Currently he is managing director of his own, Brussels-based consultancy, Prospex. Marc has worked with a variety of organisations in the international arena, both private and public. These include multinational corporations such as Vodafone, SCA, Qatar Telecom, Lek/Sandoz, SAP and international organisations such as the Organisation for Economic Development and Co-operation (OECD), the World Bank, and various EU institutions.

Laura Longobardi has been the project manager in the European Broadcasting Union (EBU) TV Department since June 2001. Her work focuses on documentary projects and educational programmes. Before joining the EBU, she worked for the Italian Broadcasting Company (Rai, Radiotelevisione Italiana) where she was in charge of the international relations for the thematic digital channel for children (RaiSat Ragazzi) and later of the press relations of the digital offer of the Italian public television.

Ed Klute is the director of Mira Media, an independent Dutch NGO promoting the representation of minorities in the media since 1990. Ed is a member of the management committee of the European network On Line/More Colour in the Media. He was one of the founders of the



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Photo: ETF/A. Ramella

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BIOS OF SPEAKERS

(continued)

European organisation Public Broadcasting for a Multicultural Europe (PBME), and organised conferences on media and minorities and multicultural broadcasting in Noordwijkerhout (1992), Solingen (1994) and Strasbourg (1995).

Hilary Leila Krieger currently serves as the Social Affairs reporter for The Jerusalem Post, Israel's first and leading English-language newspaper. Her topics of coverage include education, immigration, race relations, children's issues, women's issues, and welfare. Before moving to Israel three years ago, Hilary worked at several papers in her native New England. Among other things, she covered politics at The Boston Herald and local communities for The Concord Monitor.

Aralynn Abare McMane is director of development and education for the World Association of Newspapers (WAN) based in Paris. Before joining WAN, Aralynn was a reporter and editor for newspapers in France, New York and Florida and worked in journalism research and education in both Eastern and Western Europe. She serves on the board of the European Journalism Centre, is the author of several comparative studies of journalists and founder of The Paris Reporting Project, a study abroad programme for U.S. journalism students.

Ian Nash is Further Education editor of the Times Educational Supplement (TES). He worked as an advertising copywriter for three years before starting in journalism. After seven years in local, regional and trade newspapers, he



BIOS OF SPEAKERS (continued)

joined the TES as a reporter in 1986. He created FE Focus, College Manager and a series of special reports on education, business links and lifelong learning. In 1998, Ian was seconded to the OECD to research and write the book 'Overcoming Exclusion through Adult Learning'.

Mostefa Souag is editorial bureau chief at Aljazeera's London office. Before joining Aljazeera, Mostefa worked as a writer for Middle-East Broadcasting Corporation Television in London and served as professor of literary theory at the University of Algiers.

Zaneta Trajkoska is the managing director of the Macedonian Institute for Media (MIM) in Skopje, Former Yugoslav Republic of Macedonia. Before joining the institute in 2001, Zaneta served as a reporter and journalist with various Macedonian broadcast and print media. She later covered media campaign activities on various USAID projects and served two years as the executive director of the Macedonian Press Centre.



Photo: ETF/A. Ramella

Seminar agenda

MEDIA SEMINAR ON EDUCATION AND TRAINING

Turin, 29 April 2005,
European Training Foundation

09:30

Welcome and introduction

*Bent Sørensen – Head of External
Communication Unit*

10:15 – 11:15

Moderation

Marc Gramberger, Prospex

Newspapers in Education

*Aralynn McMane, Director of
Development and Education, World
Association of Newspapers*

Education Programmes on Public Television

*Laura Longobardi, Project Manager,
European Broadcast Union*

11:15 – 11:45

Coffee break

11:45 – 12:30

The role of education and media for conflict resolution and its application in popular media

*Hilary Leila Kriger, Journalist,
Jerusalem Post, IL*

The status of education and training in the media

*Ian Nash, Further Education Editor of
Times Education Supplement, UK (video
contribution)*

12:30 – 14:00

Lunch

Photo: ETF/A. Ramella



14:00 – 15:30

Media training and Education in the Mediterranean region

*Mostefa Souag, Bureau Chief,
Aljazeera Channel, London*

The role of Schools of Journalism

*Zaneta Trajkoska, Managing Director,
Macedonian Institute for Media
Skopje, Republic of Macedonia*

15:30 – 16:00

Coffee break

16:00 – 17:30

Networking and partnerships as a tool for increased focus

*Ed Klute, Managing Director, Mira
Media – Online/More Colour in the
Media*

Brainstorming on recommendations

- for the ETF/EU
- for the Media

17:30

Conclusions and Wrap up

Links

MEDIA NETWORKS AND NGOS

Aina

www.ainaworld.org

Article 19

www.article19.org

CPJ

(Committee to Protect Journalists)
www.cpj.org

European Broadcasting Union

www.ebu.ch

International Correspondents in Education (ICE)

www.ice-online.net

International Press Institute

www.freemedia.at

IFEX

(International Freedom of Expression Exchange)
www.ifex.org

Internews

(Information Access for Everyone)
www.internews.org

Mira Media

www.miramedia.nl

Reporters Without Borders

www.rsf.org

World Association of Newspapers

www.wan.asso.fr

MEDIA TRAINING INSTITUTIONS

European Journalism Centre

www.ejc.nl/

International Center for Education of Journalists, Croatia

icej.hnd.hr/

Macedonian Institute for Media

www.mim.org.mk

Montenegro Media Institute

www.mminstitute.org/mediabooken/

Novi Sad School of Journalism, Serbia:

www.novinarska-skola.org.yu/index.php

South-Eastern European Network for the Professionalisation of the Media

<http://www.seenpm.org/>

information

links

SPECIALISED PUBLICATIONS

Assessment in education: principles, policy & practice

[www.tandf.co.uk/journals/
titles/0969594X.asp](http://www.tandf.co.uk/journals/titles/0969594X.asp)

Bref

(Newsletter from Céreq)
www.eadi.org/

EADI Newsletter

(published by the European
Association of Development,
Research and Training Institutes)
www.eadi.org/

ECN Newsletter

(published by the South East
European Educational Cooperation
Network)
www.see-educoop.net/

European Journal of Education: Research, development and policies

www.blackwell-synergy.com

Formation Emploi

(published by Céreq)
www.cereq.fr

Higher Education in Europe

www.tandf.co.uk/journals/

Higher Education Management and Policy

www.oecdbookshop.org

IIEP Newsletter

(published by Unesco's International
Institute for Educational Planning)
[www.unesco.org/iiep/eng/newsletter/
news.htm](http://www.unesco.org/iiep/eng/newsletter/news.htm)

Inffo Flash

(published by Centre INFFO)
www.centre-inffo.fr

International Journal of Vocational Education and Training

cord.org/iveta/journals.htm

Journal of Vocational Education and Training

www.triangle.co.uk/VAE/

Lifelong Learning in Europe (LLinE)

www.vsy.fi/evk/pub/lline.html

Live and Learn

(published by the ETF)
www.etf.eu.int

Le Magazine

(published by the European
Commission, DG Education and
Culture)
[europa.eu.int/comm/dgs/
education_culture/mag/index_en.html](http://europa.eu.int/comm/dgs/education_culture/mag/index_en.html)

Newsletter Education

(Bulletin on education issues
published by the Council of Europe)
[www.coe.int/T/E/Cultural_Co-
operation/education/
Newslettereducation.asp](http://www.coe.int/T/E/Cultural_Co-operation/education/Newslettereducation.asp)

Norrag News

(Network for Policy Review Research
and Advice on Education and
Training)
www.norrag.org/

Times Educational Supplement

www.tes.co.uk/

Higher Educational Supplement

www.thes.co.uk/

Training +Development

www.astd.org/astd/publications/td_magazine

Training and Employment

www.cereq.fr/publicinformationpools.htm

Unesco-Unevoc Bulletin

www.unesco.org

Vocational Training European Journal

www2.trainingvillage.gr/etv/editorial/edcomm.asp

EUROPEAN UNION INSTITUTIONS**Europa**

(European Union online)
www.europa.eu.int

Cedefop

(The European Centre for the Development of Vocational Training)
www.cedefop.eu.int

ETF

(European Training Foundation)
www.etf.eu.int

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cooperation

European Commission

Education and media: a partnership for progress

Luxembourg: Office for Official Publications of the European Communities

2005 — 35 pp. — 21 x 21 cm

ISBN 92-9157-452-X

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