



MEDIA EDUCATION AND VOCATIONAL TRAINING IN A MULTICULTURAL SOCIETY

Information for teachers and media coaches in schools

(Published by the EU LEONARDO project 'CREAM' – Creative and Active Media Education)



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“IN THE GERMAN MEDIA, PEOPLE FROM MINORITY BACKGROUNDS ARE NOT REPRESENTED ADEQUATELY... MEDIA CONTENT THAT’S RELEVANT TO IMMIGRANTS IS NON-EXISTENT IN THE GERMAN MASS MEDIA.”

2005 report from the “Berliner Institut für Vergleichende Sozialforschung”

01

INTRODUCTION

EDUCATION AND THE MEDIA: A CHALLENGE FOR FUTURE GENERATIONS

The media plays an increasingly important role in our society. Television, radio and newspapers help to mould our perceptions of society – and have a particularly large influence on young people.

Secondary school pupils need to develop a more critical awareness of the media. They ought to learn how to interpret the media and become empowered both as ‘media consumers’ (when they’re analysing existing media content) and ‘media producers’ (when they’re involved in their own media productions).

The media should reflect the multicultural nature of today’s society. Young people from black and minority ethnic backgrounds should be made more aware of how their cultural and social backgrounds influence their reading of the media’s messages, as well as their approach to their own media projects.

Media literacy should be an important part of the secondary school curriculum. Many media literacy tools are already available to schoolteachers and media coaches, but these need to be of consistent quality and used strategically, in order to get effective results.

If students develop a more critical awareness of the media, then some might end up choosing to pursue a job in the media. This is possible only if there’s a strong link between secondary

schools and media training organisations - and the career guidance system is supported actively by the media industry.

Schoolteachers and media coaches are agents of change who can raise the media literacy of students and offer useful advice about vocational options – but to be effective, they need to be supported by students’ families/communities, media professionals and the media industry.

1.1 WHY THIS BOOKLET HAS BEEN PRODUCED

This booklet has been produced as a result of transnational co-operation between the Netherlands, UK, Italy and Germany.* The aim is that teachers and coaches can benefit from ideas that have worked in other countries and incorporate these into their own innovative media literacy programmes and careers activities.

What do we want to achieve with this booklet?

- Raise awareness of the importance of media studies in secondary schools
- Provide more information about media education, backed up by European examples of good practice

* See Appendix I



“I LEARNED A LOT ABOUT DIFFERENT CAMERA SHOTS. I WANT TO BECOME A PROFESSIONAL CAMERAMAN. TAKING PART IN GENERATION M CREATIVE BROUGHT ME ONE STEP CLOSER TO MY GOAL. I RECEIVED DETAILED INFORMATION ABOUT WHERE I CAN ATTEND A VOCATIONAL COURSE...”

Adrijan Demiri (20) – Participated in the Generation M creActive workshop in Cologne (August 2005)

- Support teachers and school coaches in developing media literacy activities
- Promote the inclusion of media literacy activities during school hours
- Promote extra curricular media literacy activities to pupils
- Provide vocational training for interested/skilled students
- Manage pupils' expectations

1.2 WHO THIS BOOKLET IS AIMED AT

Teachers

All teachers

Media literacy should be a subject that encompasses other disciplines – ie. 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.

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.

* See Appendix I

1.3 HOW TO USE THIS TOOL

- Read it!
- Pass it on to colleagues
- Use it in team discussions or training activities
- Use it as a signposting tool to additional information
- Discuss key concepts with students

02

MEDIA STUDIES

2.1 DEFINING MEDIA STUDIES

Media studies allows pupils to communicate successfully using a wide range of tools like text, pictures, videos, music, drawings and animation. Educating pupils about the media should be approached as an ongoing learning process, rather than just a one-off activity that can be organised within and/or outside the school timetable.

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.

2.2 MEDIA LITERACY

2.2.1 MEDIA EDUCATION TO SUPPORT COMMUNICATION SKILLS

Communication for pupils is no longer merely a matter of reading and writing. Learning how to use multimedia software, audio visual equipment and a PC is an integral part of each of the media education activities described below and the skills acquired through their use will help to develop pupils' communication skills.

2.2.2 MEDIA ANALYSIS AS A MEANS OF IMPROVING UNDERSTANDING OF THE CONTEMPORARY WORLD

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.

2.2.2 MEDIA ANALYSIS – EXAMPLES OF ACTIVITY INSIDE SCHOOL

MEDI@TEEN – MEDIA EDUCATION WORKSHOP (ITALY)

A media education workshop was incorporated into the school curriculum for four months. The workshop's aim was to promote media awareness and develop the students' ability to assess the media's messages, paying special attention to intercultural issues. The project involved 25 12-18 year old students from minority ethnic groups, was led by a media educator (with the schoolteachers' collaboration) and involved a structured programme of activity including:

Media analysis

The first part of the workshop involved writing an essay on how students view the media, writing notes on the TV/radio programmes they had

seen or the newspapers they had read during the week and creating a collage in class using the week's most interesting news stories.

Textual analysis

This part of the workshop aimed at developing the students' capacity to analyse media productions (newspapers and magazines articles, TV news and advertising).

Production

The final phase of the workshop involved students in practical and hands-on media activities. The students interviewed passersby and foreign students on camera, prepared contrasting presentations on the same event, organised a talk show, invented a multicultural TV agenda and designed the front page of a

newspaper on immigration, revoiced a TV news piece and learnt how to write a press release.

Contact

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Class film and MovieZone

CLASS FILM AND MOVIEZONE – MEDIA EDUCATION EVENTS (THE NETHERLANDS)

A series of rural educational film programmes for primary and secondary pupils organised by the Dutch Institute for Film education (NIF). Each year, Class film and MovieZone show specially selected films in numerous cinemas and film theatres throughout the Netherlands. Both before and after a film screening, students have school lessons with educational material prepared by the NIF. There is also a teacher's guide – a film poster with instructions for students.

Contact

www.filmeducatie.nl



Mondo aperto workshops

MONDO APERTO WORKSHOPS (ITALY)

A series of four workshops for 15-18 year old pupils in secondary schools (funded by the Italian Ministry of Foreign Affairs and organised by Cospe). The aim is to provide accurate information on how information is communicated on a global scale, promote the active use of alternative information sources and develop news gathering and news production skills amongst the target group. Participants are introduced to the concept of stereotypes in the mass media, as well as to alternative news channels through reading news articles, analysing cases, holding discussions, playing games and taking part in exercises. Participants are given first-hand experience of journalism by analysing news

agencies and mainstream newspapers, doing internet research and writing articles both independently and in teams.

Materials available (not online)

Mondo Aperto CD-rom aimed at teachers who are interested in North-South information issues. The CD-rom analyses global information and its lack of impartiality, refers to relevant books/websites and includes the training modules and media materials produced during workshops.

Contact (English speaking)

Gabriella Oliani, oliani@cospe-bo.it

FROM GLOBAL TO LOCAL: HOW IMMIGRATION IS PRESENTED IN THE MEDIA (ITALY)

This series of three workshops for 60 13-18 year olds was organised by COSPE and funded by ASVO Bologna. It was part of a project aimed at monitoring how the local Bolognese media reported immigration at both a local and international level. The aim was to analyse the impact of the media on people's behaviour and perceptions, as well as the creation or reinforcement of stereotypes through dedicated web pages, workshops and seminars. The project aimed to explore the mass media as a cultural, political and economical phenomenon, understand the international dissemination of

information and its lack of impartiality. This training module is part of a series of activities that Cospe has been implementing over the last few years in Bolognese schools. The project aims to raise young people's awareness of how information is communicated globally and stimulate their critical reading of media reports, free from their own stereotyping, prejudices and bias.

Contact (English speaking)

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2.2.2 MEDIA CONTENT ANALYSIS – EXAMPLE OF ACTIVITY OUTSIDE SCHOOL

SPINXX.DE – AN ONLINE MAGAZINE FOR MEDIA CRITICISM BY YOUNG PEOPLE (GERMANY)

The portal www.spinxx.de gives young people aged 10-15 the chance to comment on current media productions (films, TV, computer games or books) and publish their thoughts online. Children and young people from different social and cultural backgrounds hold weekly editorial meetings in eight German cities to discuss their opinions and their reviews. They meet regularly to watch new films/TV formats, test new PC games and/or read interesting books. The local groups are part of a network that facilitates the exchange of ideas and training for group leaders, as well as practical help.

Professional film reviewers and filmmakers sponsor spinxx.de – they coach the young reviewers and give them an insight into their day-to-day working lives, including visits to their workplaces. A wide audience is reached through spinxx events held in conferences and youth fairs, workshops and seminars in schools, libraries, youth and media centres and through online participation tools like surveys or submitting an online guest review. [spinxx](http://spinxx.de) helps to make young media consumers aware of media analysis and criticism.



Spinxx.de



The multicultural viewers panel

THE MULTICULTURAL VIEWERS' PANEL (THE NETHERLANDS)

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.

Contact

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2.2.3 MEDIA PRODUCTIONS – EXAMPLES OF ACTIVITY INSIDE SCHOOL



Making movies

2.2.3 STUDENTS LEARN HOW TO MAKE THEIR 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.

MAKING MOVIES (THE NETHERLANDS)

Making Movies is a film education project for lower secondary school pupils. In Making Movies, young people make their own short feature film or cartoon. Each Making Movies group is accompanied by film industry professionals who take equipment into schools for one, two or three-day workshops. Students work in groups of twelve to produce a film, or in groups of six to produce a cartoon. During the project, young people discover that making a movie involves learning how to communicate using both sound and vision. Once you understand the language of film, watching and making movies is a lot of fun. Young people learn more from this hands-on way of working. Action, elation, romance, and

humour... everything is possible! Seeing, feeling, making your own movie – that's what Making Movies is all about.

Contact

www.filmeducatie.nl

2.2.3 MEDIA PRODUCTIONS – EXAMPLES OF ACTIVITY OUTSIDE SCHOOL

MUSIC VIDEO CLIP PROJECT WERMELSKIRCHEN (GERMANY)

During the course of one weekend, school students aged 14 to 16 years had 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.

Contact

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Music video clip project



Young people's press office

YOUNG PEOPLE'S PRESS OFFICE (THE NETHERLANDS)

At The Young People's Press Office (JPB), young people spend ten weeks producing news reports for print journalism, 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. The aim is to bring the productions to the attention of local and regional media. In the Netherlands, the project is set up mainly by the young people themselves. Participants 'learn by doing' and the project helps to develop their self-confidence, team-working and social and media skills. Young people who participate in the JPB often feel a greater connection with their community and the organisation.

Contact

www.makeaconnection.org
and www.makeaconnection.nl

“I LEARNED ABOUT COMMUNICATION AND HOW TO USE VIDEO AND AUDIO. I HAD THE CHANCE TO GET TO KNOW MY NEIGHBOURHOOD AND THE TOWN. IT WAS A GREAT WORKSHOP AND I THINK IT IS AN INTERESTING JOB!”

Shanglong - Participated in the Creatività Migranti in Florence



Creatività Migranti – Checking the first rushes

CREATIVITÀ MIGRANTI (ITALY)

14-17 year old secondary school pupils of Chinese origin took part in a workshop funded by the EU Leonardo da Vinci project and the Comune di Firenze. This series of 20 classes was designed to give the young people a better understanding of the media, provide them with the skills required to produce their own media projects and give them new tools for self-expression and overcoming linguistic and social barriers. After an introduction to the project, participants were encouraged to contribute their suggestions and personal experiences. The next phase focussed on 'learning by doing'. Under the guidance of a journalist and director of a local radio station, the trainees were introduced to the media (ie. what they are, how they work, their

languages and peculiarities etc), through role-playing, practical exercises and visits to the radio studios where they made some recordings. They also learnt about reporting and investigative techniques under a journalist's supervision.

With the guidance of a film-maker, the young people identified a topic – playing truant from school – and started to produce a video on the subject. At first, they tried out the equipment and took it in turns to take on different roles in the crew. By only the second session, they had mastered all the technical aspects of the shoot (video, audio...). After a brainstorming session, they produced a schedule and a screenplay. Then they shot interviews using both outdoor and indoor locations. As the workshop progressed, everybody discovered her/his

favourite role. Through tackling the difficult subject of truancy, the participants learned a lot about life in general, as well as developing technical skills in video production. The video report was screened during a public seminar about adolescents and immigration issues and will be shown at other public events.

Materials available (not online)

Le forche – video report.

Contact (English speaking)

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Mostafà Souhir prize

MOSTAFÀ SOUHIR PRIZE FOR MULTICULTURAL MEDIA (ITALY)

The Mostafà Souhir Prize was established in 2004. This annual prize aims to promote multicultural media productions as well as the work and achievements of the professionals involved in these initiatives. It intends to recognise the skills and competences of media operators from minority ethnic backgrounds and promote the potential of multicultural media. Within the Mostafà Souhir Prize, the special youth section aims to enhance the opportunities for cultural expression by young immigrants and encourage youths from minority ethnic groups to consider a future career in this sector. During the awards ceremony, the jury of journalists and media experts (both immigrants and native Italians)



“TO ME, COMMUNICATION IS FUNDAMENTAL IN ORDER TO BREAK DOWN THE BARRIERS SEPARATING TWO OR MORE CULTURES AND TO OVERCOME SELF-IMPOSED CONSTRAINTS”.

He Jinchuan (20) – Winner of the 2005 Mostafà Souhir Special Youth Mention



Pilastro effetto giorno – Watching the rushes

recognised the importance of multicultural media production created by minority ethnic youths in both making sure that the views of this section of society are represented adequately and providing positive role models for peers.

Participants in the ‘Mostafà Souhir Prize – Youth Section’ have the chance to meet senior media professionals from minority ethnic backgrounds who present positive role models to youths from similar backgrounds who are contemplating a career in the media. Thanks to the partnerships established with relevant stakeholders, winners are also offered the opportunity to publish their work on websites and in other media.

Website

www.premiomostafasouhir.it

Materials available (not online)

Catalogue from 2004 edition (in Italian);
video-documentary of the 1st Meeting of
Multicultural Media and Mostafà Souhir Awards
Ceremony 2005 (in Italian).

Contact (English speaking):

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PILASTRO EFFETTO GIORNO (ITALY)

This is a series of workshops for 15-19 year olds from the Balkans and African Maghreb run by COSPE and financed by the EU's Leonardo da Vinci project. After activities and classroom lessons, the students visited radio studios, and made some video and radio productions. These projects allowed them to discuss and present their neighbourhood as they wished. All the participants live in Pilastro, a ‘difficult’ neighbourhood in Bologna which started to develop at the beginning of the 50's following immigration from the south of Italy. It is still a highly-populated area with 60,000 inhabitants, most of whom come from minority ethnic backgrounds. There's little greenery, limited

transport connections with the city centre and only in the last few years have the authorities started to try to improve access to public services such as public offices, libraries and youth centres. Centro Deledda is one of these youth centres and has been set up by the district of San Donato with the public health service of Pilastro (Poliambulatorio ASL Pilastro).

The participants of the CREAM workshop were part of a group that had already produced a video ‘Il mattino è già un lavoro – Morning is already a job’ which showed their lives as adolescents in the neighbourhood. ‘Pilastro effetto giorno’ aims to improve their knowledge of the media and involves participants from elsewhere (eg. three boys from Maghreb) in order to incorporate different perspectives and

“I WOULD LIKE TO MAKE A VIDEO THAT TALKS ABOUT THE PILASTRO NEIGHBOURHOOD – THAT NOT ONLY DEALS WITH THE MANY PROBLEMS THERE ARE HERE – I KNOW ABOUT THOSE - BUT TALKS ABOUT OUR AFTERNOONS HERE. THERE ARE A LOT OF STORIES WAITING TO BE TOLD, SOMETIMES LEGENDS...”

Nelson participated in Pilastro effetto giorno



Creativita Migranti – Checking the first rushes

viewpoints into the project. After only two sessions, Abdul, Veronica, Raymond, Sebastian, Nelson, Sultan and all the other participants in the Cream Video workshop were expressing themselves freely with a camera and learning new techniques and expressions that bring them closer to the language used by their native Italian peers.

At the start of the project, the group discussed the project and its aims and encouraged feedback and contributions from all the participants. Then the action plan and expected outcomes were drawn up and finally, participants put 'learning by doing' into practice by producing a video. Before the actual video shoot began, the participants used the 'Video Box' to express their ideas, hopes and fears (in front of the camera) to the other members of the group.

Materials available (not online)
Videobox, 'Pilastro effetto giorno' video.

Contact (English speaking)
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2.2.4 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.

DVD DUTCH FILM ACADEMY (THE NETHERLANDS)

The Dutch Film and Television Academy (NFTA) in Amsterdam developed a special promotional DVD for secondary schools with background information on jobs in television and film. Young people are invited to tell their own stories and to translate these onto film. Teachers can use the DVD to stimulate discussion about choosing a media career.

Contact
www.filmacademie.nl

THE ROOTS&ROUTES PROJECT (THE NETHERLANDS)

In association with cultural, welfare and youth organisations, Roots&Routes seeks out and nurtures young people with particular talents in media, music and dance who do not usually have the chance to develop these interests professionally. Participants get the opportunity to hone their skills during intensive training with professional guidance, followed by a performance at an established festival. From audition to performance, the R&R media talents (young writers and film-makers) get 'on-the-job' training from media professionals as they film reports to be aired on Roots&Routes TV and elsewhere. The performances and regional television programmes promote the Roots&Routes

philosophy. After each project, proven talents will be nurtured and assisted in follow-up projects in the music, dance and media sectors, in association with production companies and performance venues. For the past two years, Roots&Routes has been an international project involving eight European countries.

Contact

www.rootsenroutes.nl.

2.3 MEDIA EDUCATION FOR PUPILS FROM MINORITY ETHNIC BACKGROUNDS

The presence of pupils from minority ethnic backgrounds is becoming more and more prevalent in schools all over Europe. For these pupils, media studies is 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.

03

VOCATIONAL TRAINING

3.1 FROM MEDIA EDUCATION TO VOCATIONAL TRAINING

In this chapter, we analyse how to link media education activities taking place inside and outside school to vocational training or careers advice aimed at students who show a particular interest in, or particular aptitude for, the media.

When you read the examples below, please remember that:

- You should always be aware of pupils' special interests and talents
- Any activities you carry out should involve team working with school coaches
- Talented and interested students should be provided with the right information about available opportunities

3.2 VOCATIONAL TRAINING/ CAREERS ADVICE FOR MINORITY ETHNIC PUPILS

In many minority ethnic communities, a professional career in the media is still not an obvious choice. Young people should get involved in the media at a very early stage. Students from minority ethnic backgrounds very rarely have family members or friends who work in the media who can provide them with positive role models. The media is often not highly respected as a potential career by minority ethnic cultures – and language difficulties can also present problems.

These circumstances can create serious obstacles for successful vocational guidance and career advice, however, minority ethnic

students can bring unique skills to the media such as different language competencies, a different perspective on local and national issues and an in-depth knowledge of their own country of origin, community and culture.

Interested and talented pupils with ethnic backgrounds have to be supported. Media education projects run all over Europe show that vocational guidance and careers advice should not be directed exclusively at minority ethnic groups. Students want to secure a job based on their own merits alone. Therefore, vocational training should not be aimed at specific ethnic groups, but the activities have to appeal to those young people in terms of content and communication, use of language, choice of images and the role models presented. Students

from minority ethnic groups have to feel that they are being taken seriously and that they will be given exactly the same professional access to the media industry as students from other backgrounds.

3.3 VOCATIONAL TRAINING: TIPS AND EXAMPLES OF GOOD PRACTICE

Signposting pupils to specific media education workshops/events taking place outside school

Tips

- Make sure that pupils have sufficient knowledge of the media
- Show pupils that they can make their own media productions
- Provide pupils and parents with information about different job roles in the media, so that they have a realistic picture of the media industry

- Give professions in the media more status by using practical examples/role models
- Set aside funding for media projects in your school

Advising pupils on internships/ apprenticeships in media companies/ organisations

Tips

- Be realistic about pupils' potential
- Don't lead pupils to believe that they can earn a lot of money right from the minute they enter the industry
- Network with teachers in other organisations who might have useful industry contacts and ideas re: innovative ways to teach media studies

- Make pupils aware that they need to persevere in order to get a foot in the door
- Jobs in the media aren't 'nine-to-five'
- Devote extra time to foreign pupils, because sometimes it takes a while for their talent and interests to shine through
- Don't concentrate only on the mainstream media, but also on alternative and new media

Work experience – Example of good practice

Work experience guidelines on Skillset website:
www.skillset.org

A period of work experience is increasingly seen as a way into a first job and many people believe that this is more important to employers than academic qualifications.

Most jobs in the industry are never formally advertised, although there are some exceptions, such as specific training schemes leading to jobs. Most people will tell you it's a 'contacts business' – and they're right!

Be prepared to work in very junior positions, often for long hours, six or seven days a week, for low wages.

Keep these points in mind

- Work experience should be time limited
- Don't be out of pocket – an employer should at least cover your expenses
- Make sure you receive a proper induction – especially with regard to Health and Safety
- Find out if the company will assist you with on or off the job training to help your career

- Make sure you get credit for the work you have done
- Don't let anyone pinch your ideas

Signposting pupils to the right vocational training institutes

Tips

- Use examples of different job roles in the media and role models
- Promote communication between schools and further and higher education
- Appoint media coaches in schools with specialist skills in the media and media career advisors

Choosing the right course – Example of good practice

Choosing the right course guidelines on Skillset website: www.skillset.org

Hundreds of institutions run courses covering all aspects of the media, from practical and technical courses, to more theoretical ones. You must decide what type of course you want and the balance you are looking for in terms of theory and practice. Courses vary considerably in length, from 3 year degree courses, to part-time evening courses of 10 weeks or less.

Find the course to suit you!

There are so many media and media-related courses that the choice can be overwhelming, but whether you are looking for a full-time degree or a short practical course there are

some basic questions you should consider before making your decision. First and foremost, ask yourself 'why do I want to do this?' Whatever your reason - education for its own sake, or to acquire a new skill - it is worth doing some research to make sure that the course you choose meets your needs.

Check the facts

Colleges and training providers compete for students and with little quality or impartial guidance, it is important to look beyond the marketing to check that a course is right for you:

- Ask for full details of the course, in addition to the prospectus and any publicity material. Reading lists can give a useful indication of course content.

- Check the balance of theoretical to practical content
- If possible, visit the training centre and see the course in action. Speak to current and former students to find out if the course met their expectations.
- Find out what links, if any, the college or training provider has with the industry.
- Are 'real-life' industry placements involved and does the college/training provider help to organise these?
- Find out where in the industry former students/trainees have ended up.
- Is the method of teaching appropriate for the course?

Time and money

Most courses and training cost money. Subsidies may be available for short courses, but the hunt for funding can be a full-time job in itself. Make sure you can afford a course before you start and be aware that high cost isn't synonymous with quality.

- Find out how much the course costs and whether there are any hidden costs, such as equipment, materials, resources
- Consider if it is worth the investment of time and money in terms of the benefits you are likely to acquire, e.g. will additional skills lead to more money in the long term?
- Is there a need for this type of skill?
- What are the payment methods - e.g. can you pay in instalments?

- Does the course attract a subsidy?
- Is the course eligible for a grant or any other kind of funding?
- How much time will the course take up and can you spare this time?
- Are there hidden time requirements – e.g. practical work/work to complete at home?
- Can you balance this with other demands, e.g. family commitments, freelance work, etc?

Equipment

- Is it owned by the training centre or hired in?
- Is it up to date/in good condition?
- Will there be enough 'hands on' contact?
- How proficient can you reasonably expect to become by the end of the course?

- Is it available out of hours?

Tutors

- What are the backgrounds and credentials of the tutors?
- Do they have teaching skills and/or are they industry professionals?
- How recent is their industry experience?
- Is their presence on the course guaranteed, or only if they are available?
- What is the student/tutor ratio?
- Can you expect personal tuition?

After the course

- Is there any job-search and/or careers advice attached?
- Is there a job tracking system in place?

3.4 EXTRA-CURRICULAR ACTIVITIES: TIPS AND EXAMPLES OF GOOD PRACTICE

In your own country, there are media centres and other organisations that arrange media activities outside school, at weekends or during holidays. For students with a particular interest in, or aptitude for, the media, these activities offer the chance to develop their abilities and have direct contact with media professionals.

3.4 EXAMPLE OF EXTRA-CURRICULAR ACTIVITY

ELECTION CHANNEL (GERMANY)

From 16-19 September 2004, media workshops for young people were held in Cologne, Essen, Bonn and Solingen as part of the multimedia event, Election Channel. Inspired by the elections that were held on 26 September 2004, the 61 participants had the opportunity to cover local politics through producing radio, video and online reports. The project started with a video conference for four German cities so that they could get to know each other better. By visiting radio and TV stations as well as editorial offices, the students got to know what being a journalist, reporter or cameraman entailed; they got a brief insight into journalistic methods and could ask what a reporter's everyday life was really like. Participants went on to make their own reports

about local politics – interviewing young voters and local politicians and producing documents about the election campaigns and local political topics relevant to young people. Material was posted daily on www.wahlkanal.de and the project culminated in a live web-TV show broadcast from Cologne, Essen and Solingen. All the workshop participants received a certificate.

Contact

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04

MANAGING EXPECTATIONS

The media is an attractive career option for many students, but can be perceived as being inaccessible. The competition between media students (the media professionals of the future!) is high. Very often students do not know that media companies offer a wide range of job opportunities for not only highly-visible journalists and actors, but also cameramen, editors and production managers. It is important to make students aware of the natural talents and personal qualities required to kickstart a career in the media, as well as the skills that can be acquired through formal and informal education.

If you have a talented student in your class, it's important that you don't give the false impression that it's easy to find a job as, say, a journalist with a public broadcaster.

To avoid creating unrealistic expectations about job opportunities:

- Guide the student to appropriate vocational training
- Explain the benefits/drawbacks of traineeships/apprenticeships to students interested in getting a job in the media

4.1 INVOLVEMENT OF OTHER RELEVANT PARTIES

In order to manage students' expectations, it's important to involve not only the students and training providers, but also other parties that can influence students' career decisions.

4.1.1 INVOLVEMENT OF PARENTS IN THE ACTIVITIES

Parents tend to have an ambivalent attitude towards the media. Whilst they're often curious about the media, they're often afraid of the detrimental influence the media can have on their children. Parents' involvement is of primary importance, in order to satisfy their curiosity and to eliminate their fears about the media.

Media education

Different approaches are used to involve parents in media studies activities:

- Workshops run by experts showing parents how the editorial choices made by journalists and programme-makers shape media projects



ChiCam

4.1.1 PARENTS' INVOLVEMENT – EXAMPLE OF GOOD PRACTICE

- Taking parents through footage of films, commercials, talk shows etc, in order to better understand how these are constructed and how their messages can be interpreted
- Role-playing where parents act out their own and also their children's reactions to various media-related scenarios

The next step is not only to involve parents directly in their children's media studies activities, but also get them to make their own media productions, through which they can demonstrate to their children their own views about the media.

CAREERS ADVICE WITHIN AN EDUCATIONAL SETTING

Choosing a career in the media is exciting, but can also be daunting, so children need their parents' support. It is important to involve them from the beginning of the career decision-making process to make them aware of the skills and the training needed to get a job in the media.

CHICAM (THE NETHERLANDS)

Children Communicating About Migration (ChiCam) is an international 'action research' project. The aim is to use media production as a tool through which refugee and immigrant children can communicate their experiences and relationships through new media. In the context of increasing global migration, the rapid growth of new communication technologies and concern about the specific needs of children, these research areas were chosen because they represent key areas of policy concern for Europe. Six media clubs for refugee and immigrant children aged 10-14 were set up in six European countries. The clubs operated after school on a weekly basis for a year with some additional days during school holidays. The clubs made

videos and posted them on the internet. In each participating country, researchers and media specialists employed by the project collaborated with youth workers and teachers who were already working with the children. The clubs became a social meeting place as well as a place to learn about and produce media projects. Using the internet, a communications network was established in order to share children's media productions and generate dialogue.

Website

www.chicam.net

Contact

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You are online @ Generation M

4.2.1 EXAMPLES OF INVOLVEMENT/ PRESENTATION OF ROLE MODELS

4.2 INVOLVEMENT OF MEDIA PROFESSIONALS (ROLE MODELS)

To show that having a career in the media is a realistic aim, rather than a pipedream, it's useful to present to the students case studies of people who have succeeded in the industry. Be careful when you're choosing these stories: if you only cover people at the very pinnacle of their careers e.g. the Director General of the BBC or a famous TV news anchorman/woman, you risk making a career in the media seem unattainable. It's a good idea to invite young people to your school to talk about how they got their first job (or traineeship) in the media.

YOU ARE ONLINE @ GENERATION M (GERMANY)

Since 1999, *Generation M*, an annual media careers fair for students and young professionals has been held in Cologne by AIM – *Ausbildung in Medienberufen*, a non-profitmaking organisation for media career counselling. As part of the CREAM project, the youth media centre, *JFC Medienzentrum Köln* offered various workshops to young visitors enabling them to document their *Generation M* experience via video, radio and e-zine. The reports and clips produced here were uploaded daily onto the website, 'You are online': www.du-bist-online.de Participants were taught by professionals how to use digital video camcorders, mini-disc recorders and microphones, digital cameras

and digital editing software and had the chance to work as web journalists. The media also constituted the subject of their report which covered subjects such as the media companies and training providers present at *Generation M*, the kinds of jobs available in various companies and TV/radio stations and the qualifications required to get these jobs and how the radio or television studios that can be visited at the *Generation M* studio tours actually work. Combining practical media projects with information about media career options helped the young participants of the 'You are online' workshops to make decisions about their possible media career options.

Contact

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ALI B. WWW.UITDEWEGHIJKOMTERAAN.NL (THE NETHERLANDS)

The Dutch Moroccan hip-hop artist Ali B. is very popular with young people. Ali B's show was recorded as a documentary on DVD. Together with this DVD, an educational website was developed for lower secondary education containing information on job roles in the theatre and the media, a teachers' guide and student exercises on producing your own hip-hop lyrics, documentary or stand-up comedy act, DVD excerpts and interviews with the director, producer, cameraman and editor. The project also offers teacher training at school.



Ali B



Day of media

Website

www.uitdeweghijkomteraan.nl

Contact

Ad van Dam, advdam@miramedia.nl

4.3 INVOLVEMENT OF THE MEDIA INDUSTRY

Careers advice is only possible with the involvement of the media industry itself, including relevant trade unions. As future employers, it's important that media companies give students a realistic insight into what it's like to work in the industry and demonstrate to young people that the industry is committed to developing young talent.

Vocational careers advice and guidance should not be exclusively directed at minority ethnic groups. The media industry is not interested in positive discrimination for its own sake, but wants to be able to choose industry professionals from the widest possible pool of technical and creative talent.

DAY OF THE MEDIA (THE NETHERLANDS)

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?"

Website

www.miramedia.nl

Contact

Ad van Dam, advdam@miramedia.nl



Marcia Williams, Head of Diversity, UK Film Council

WIDENING ACCESS TO CAREERS IN THE AUDIO VISUAL INDUSTRIES (UK)

Skillset Careers holds regular workshops around the UK for careers advisors from publicly-funded careers agencies. The aim of these industry-funded workshops is to help careers advisors working with a broad range of clients – from teenagers at school to experienced industry freelancers – to be able to answer more confidently their clients' queries about careers in the audio visual industries by signposting industry-endorsed 'insider' information on skills gaps and shortages, entry and progression routes, employer qualification preferences, sector overviews, detailed job profiles and demographics.

Workshops are held on various subjects including working as a performer in the audio visual industries and diversity – looking specifically at how individuals from under-represented groups (black and minority ethnic groups, the disabled, those from areas of socio-economic disadvantage and women in technical roles) can be supported in their efforts to a) break into the audio visual industries and b) progress once they've managed to get a 'foot in the door'.

The workshop format consists of talks from a Skillset national director/regional manager, a member of the Skillset Careers team who outlines how Skillset Careers' services can support careers advisors and industry speakers from screen agencies and training providers who have been 'approved' by Skillset to deliver

industry training initiatives and can outline schemes that may be of interest to careers advisors' clients. After lunch, careers advisors have the chance to quiz industry specialists and employers from film, TV, radio, interactive media, photo imaging and the unions about CV/interview dos and don'ts, networking tips etc. during 'speed networking' sessions. (Industry specialists volunteer their time free of charge.)

Website

www.skillset.org



CREAM AND PARTICIPANTS

CREAM – CREATIVE AND PRACTICAL MEDIA EDUCATION

The 'CREAM' project is funded by the Leonardo da Vinci Community Vocational Training Action Programme (Second phase: 2000 – 2006) and is delivered by partners in the Netherlands, Germany, Italy and the UK. The project's aim is to integrate cultural diversity into the mainstream media, encourage participation by under-represented groups and change society's attitudes. The media industry supported CREAM activities which gave students the opportunity to experience working in the media and encouraged them to undertake vocational training to prepare for a future media career. CREAM created innovative, intercultural methodologies and

structures for guidance and counselling in order to introduce more students of ethnic minority origin into the media profession.

MIRA MEDIA

Mira Media is an independent, co-operative body founded in 1986 by national migrant organisations in the Netherlands. Mira Media's main goal is to achieve more diversity and 'ethnic' pluralism by supporting the participation of immigrants in radio, television and the interactive media. Mira Media has no dedicated broadcasting slots, but co-operates closely with Dutch national and local (public and commercial) broadcasters.

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Fax +31 (0) 30 2302975

Email info@miramedia.nl

Website

www.miramedia.nl (in Dutch)
www.olmcm.org (in English)

COSPE

COSPE is a non-governmental organisation which has been active since 1983 in promoting intercultural dialogue, fair and sustainable development and human rights.

In Africa, Latin America, Asia, the Mediterranean and Eastern Europe, COSPE runs programmes that promote economic, environmental and social development.

In Italy and Europe, COSPE develops and implements activities dealing with anti-racism, global education, development, interculturalism and the defence of basic rights, promoting equal opportunities for citizens from ethnic minority backgrounds.

COSPE plans and implements activities aimed at fostering cultural diversity in the media by:

- Supporting self-representation media initiatives by ethnic minority groups
- Encouraging mainstream media to adopt a more open, informed and fair approach to the issue
- Educating the general public to become 'critical media consumers' with reference to the portrayal of migrants and ethnic minority communities
- Promoting media education as a fundamental tool for the social participation of ethnic minority groups.

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Fax +39 (0) 55 472806

General website www.cospe.it

Web portal on media and multicultural issues

www.mmc2000.net

JFC MEDIENZENTRUM KÖLN

JFC is a non-governmental, not-for-profit organization specialising in media education. For almost 30 years, JFC has offered consultancy, qualifications, project development, publications, events and other services in film, radio, video and new media on a local, regional and national level. Intercultural and international youth media work forms a large part of the organisation's work. JFC also produces film festivals for children and young people, media criticism and mobile multimedia projects, as well as workshops and seminars for different target groups. JFC is funded by the city of Cologne and the North-Rhine Westphalian youth ministry.

Contact details

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JFC Medienzentrum Köln, *www.jfc.info*

SKILLSET

Skillset is the UK's Sector Skills Council for the Audio Visual Industries (which comprise broadcast, film, video, interactive media and photo imaging). Jointly funded by those industries and the Government, Skillset's job is to make sure that the UK audio visual industries have the right people, with the right skills, in the right place, at the right time, so that the sector remains competitive.

Skillset researches where the skills gaps and shortages exist, then raises funding from the industry and UK Government to develop and deliver solutions to address these problems. The organisation also informs and influences training provision and qualification development for the

competitive benefit of the audio visual industries. Skillset tries to ensure that those entering the industry are well prepared by offering high quality and realistic careers information and advice and that those in the industry are able to update and develop their skills throughout their careers.

Contact details

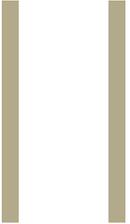
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Telephone +44 20 7520 5757

Fax +44 20 7520 5758

Website *www.skillset.org*



MEDIA EDUCATION WEBSITES

GERMANY

<http://www.jfc.info>

<http://www.gmk-net.de>

<http://www.mekonet.de>

<http://www.crossculture.de>

<http://www.jugend.info>

[http://www.learn-line.nrw.de/
nav/mit_medien_lernen](http://www.learn-line.nrw.de/nav/mit_medien_lernen)

[http://www.partner-fuer-schule.
nrw.de/lehrkraefte.php](http://www.partner-fuer-schule.nrw.de/lehrkraefte.php)

<http://www.leanet.de>

<http://www.schulen-ans-netz.de>

<http://www.medienberatung.nrw.de>

ITALY

<http://www.lafragola.kataweb.it/fragola/index.jsp>

<http://www.screensaver.rai.it>

<http://www.zaffiria.it>

<http://www.medmediaeducation.it>

<http://www.ilmediario.it>

<http://www.tvplanet.it>

THE NETHERLANDS

<http://www.miramedia.nl>

<http://www.mediaeducatie.nl>

<http://www.vkav.nl>

<http://www.beeldengeluid.nl>

<http://www.bazarweb.nl>

<http://www.schooltv.nl>

<http://www.makingmovies.nl>

<http://www.kijkerstoets.nl>

<http://www.openstudio.nl>

<http://www.filmeducatie.nl>

<http://www.studiowest.nl>

<http://www.omroep.nl/mediamind>

<http://www.eigenwijzer.nl>

<http://www.ckvideo.nl>

<http://www.mediabookshop.nl>

<http://www.kijkwijzer.nl>

UNITED KINGDOM

<http://www.skillset.org>

<http://www.filmeducation.org>

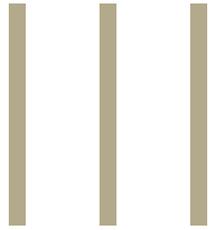
<http://www.bfi.org.uk>

<http://www.firstlightmovies.com>

<http://www.mediaed.org.uk>

<http://www.mediaeducation.co.uk>

<http://www.ruralmedia.co.uk>



CAREERS INFORMATION, ADVICE AND GUIDANCE WEBSITES

GERMANY

<http://www.aim-mia.de>

<http://www.medienarbeit-nrw.de>

<http://www.equal-openit.de>

ITALY

<http://www.jobtel.it>

<http://www.isfol.it>

<http://www.informagiovaniin.it>

http://www.mercurius.it/link/index.asp?id_cat=20

THE NETHERLANDS

<http://www.miramedia.nl>

<http://www.villamedia.nl>

<http://www.dejongejournalist.nl>

<http://www.interactievemedia.hva.nl>

<http://www.beroepen.startkabel.nl>

<http://www.nieuwlandmedia.nl>

<http://www.media-academie.nl>

<http://www.tvcollege.nl>

<http://www.careerevent.nl>

<http://www.beroepenkrant.nl>

<http://www.yourfuture.tv>

<http://www.stichtingfilmset.nl>

UNITED KINGDOM

<http://www.skillset.org>

<http://www.guidance-research.org>

<http://www.connexions.gov.uk>

<http://www.learn-direct-advice.co.uk>

<http://www.careers-scotland.org.uk>

<http://www.careerswales.com>

<http://www.careersserviceni.com>

<http://www.egsa.org.uk>

IV

MEDIA/MEDIA EMPLOYMENT WEBSITES

GERMANY

<http://www.media-nrw.de>

<http://www.mediabiz-jobs.de>

<http://www.jobmedien.de>

<http://www.medienjobs.de>

THE NETHERLANDS

<http://www.mediastages.nl>

<http://www.uitdeweghijkomteraan.nl>

<http://www.filmacademie.nl>

UNITED KINGDOM

<http://www.grapevinejobs.com>

<http://www.search-light.com>

<http://www.productionbase.co.uk>

<http://www.broadcastnow.co.uk>

<http://www.bcprecruitment.co.uk>

<http://www.mandy.com>

<http://jobs.guardian.co.uk>

<http://www.crewbus.org.uk>

<http://shootingpeople.org>

<http://www.talentcircle.co.uk>



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