ENTRi
EUROPE'S NEW TRAINING INITIATIVE FOR CIVILIAN CRISIS MANAGEMENT

Course Concept*
for the
SPECIALISATION COURSE ON:

MEDIA DEVELOPMENT

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I. INTRODUCTION

The Communication from the Commission to the Council and the European Parliament: The European Union's Role in Promoting Human Rights and Democratisation in Third Countries[1], which reflected the importance of assisting countries in transition and countries facing violent conflicts, the civil societies as well as governments, in media reporting, which would be fair (including all views), accurate (reporting context, not just events) and complete (reporting processes and objectives that underlie stated positions).

In its social education role, unbiased coverage by the media can address many social issues of concern to the target audience, and in the process it can help to reduce tensions and build trust across society. Important information is often related to health, literacy, civil administration in general, etc.

Especially in pre-war situations independent media may provide a "voice" for the disadvantaged, as well as watchdog mechanisms for ensuring the accountability of leaders, thus strengthening democracy and rule of law. Access to free, fair and complete information can contribute significantly to easing tensions and can help to prevent the conflict from escalating towards violence.

In countries with an ongoing violent conflict, in which access to information is limited or restricted, or where the state or partisan groups controls overall information content it may be helpful to identify and support informal information and communication channels in order to prepare the ground for cease-fire agreements.

In post-violent situations, the role of the media can be extended to include issues such as refugees and IDP`s, landmine awareness, war trauma, the Geneva Conventions on the treatments of prisoners, the wounded and civilians, tracing missing persons, demobilisation processes, as well as reconciliation and culture of peace.

II. OVERALL OBJECTIVES OF THE TRAINING

The overall objective of the specialisation course on "Media Development" aims at imparting and strengthening principles and values of freedom of expression and the support for independent and participatory media in conflict regions. Future civilian experts in this field should be provided with specialised information and practical tools in order to:

- assist media regulation;
- raise awareness on Freedom of Speech and Freedom of the Media as fundamental human rights, and to support their implementation;
- assist independent and participatory media;
- strengthen domestic and international networks for journalists; and
- support media training.

Participants should have an academic background either in science of communication or law and should have working experience in relevant fields in their home countries (journalists, editors, managers of press and radio-television enterprises, employers of broadcasting co-operations etc.).

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[1] COM 2001 / 252

III. GENERAL BACKGROUND

Freedom of expression and freedom of media and well functioning independent and participatory media are crucial for crisis prevention and management, and therefore also very important for all international governmental organisations involved in field missions. Well trained experts who are aware of the challenges for media development in crisis situations and/or post conflict regions and know how to deal with them, and who possess the necessary skills and tools to support the development of free and independent media, are needed.

While there exists a worldwide permanent discussion on the role and power of media and how it influences world politics and the life and work of millions of people, not to speak about its strongly discussed impact on crises situations, very little exist with regard to training for experts delivering support for media development.

IV. MODULES

Module I: The Role of the Media with Regard to Crisis Management

Subject 1: The Impact of Mass Media on Conflicts

A. Context

The European Union is aware of the impact mass media can have on politics and societies. Mass media is omnipresent in public as well as in our private life. The opinions, which impact mass media has in public life, differ from "omnipotence" to "powerlessness". With regard to media coverage of crisis situations, one has to reflect, how much media can influence the public opinion and political decision makers. For example, civil society and media are listed in the European Commission Check-list for Root Causes of Conflict as main factors. Conflicting parties often try to use media as tool for propaganda. Therefore the awareness level of recipients about the influence of media has to be raised. The argument, that media coverage on violent conflicts influences politics is called "CNN effect". Does it really exist?

B. Learning Objectives

1. Get acquainted with specific EU policies with regard to free media;
2. Be acquainted with the different theories of impact of mass media (Agenda setting theory including theory of cognitive dissonance, Knowledge gap hypothesis, theory of High / Low Involvement, Two-step-flow of communication) with regard to crisis coverage and/or how media can stimulate violence (catharsis theory, stimulation theory, social-cognitive learning theory, agitation theory, habitualisation theory)in order to:
3. Be able to analyse the relationship between media and politics in general and media and conflict specifically;.
4. Have an overview in which ways mass media can influence the public opinion;
5. Be aware of the impact of the "CNN effect";
6. Learn about the "state of arts" of the use of internet and Information and Communication Technology (ICT) in crisis management.

Subject 2: Media Analysis

A. Context

News coverage of conflict by governmental media as well as private media focuses mainly on violent exchanges. Often conflicts are exaggerated, stories are insufficiently investigated and/or sometimes even intentionally misrepresented, stereotypes are created, linguistic violence is used, and governments interfere through censorship. In recent years the trend in journalism evolved to portray wars as the inevitable product of incomprehensible "ethnic hatred". Therefore not only the importance of independent media has to be stressed, but also alternative ways how to present news.

B. Learning Objectives

1. Analyse the role of the media in reporting war and conflict;
2. Analyse the factors which explain the negative media coverage of conflicts;
3. Analyse news coverage of war and conflict including identifying stereotypes, linguistic violence;
4. Differ between the different problematic issues with regard to governmental and private media.

Module II: The Contribution of Journalists to Conflict Transformation

Subject 1: Rights of Journalists and Code of Conduct

A. Context

In countries facing a violent conflict and in post-war countries journalists are often victims of human rights violations. Journalist therefore need to know about their rights and means of protection, and the safety of journalists must also be addressed by international organisations. On the other hand journalists often support hatred propaganda and war journalism, which ignores balanced, independent reporting. They are part of corruption in media and do not stick to an ethical code of conduct for journalists.

B. Learning Objectives

1. Be familiar with the rights of journalists;
2. Know whom to address when journalist's human rights are violated;
3. Know about the means, how to ensure the safety of journalists;
4. Be familiar with important "Codes of Conduct for Journalists".

Subject 2: Ethical Reporting on Conflicts

A. Context

War journalism often reduces the number of parties to two, so anyone who is not friend is automatically enemy. It requires clear winners and losers. It also ignores or conceals peace initiatives from the other side or third parties, particularly any option for a non-violent outcome which does not give total victory to its own side. Ethical reporting of conflicts does not only question the possibility of "objectivity" of journalism, but underlines the positive

role, journalists can play in order to prevent violent conflicts and to promote peaceful settlements and reconciliation. Ethical journalism also contributes to the empowerment of civil society.

B. Learning Objectives

1. Know about the different self images of journalists and the different approaches in covering conflicts (war journalism versus ethical reporting of conflicts);
2. Be aware of the importance of building an alternative framework for the process of social change;
3. Be aware of what journalists and mediators can have in common;
4. Know what a journalist would try to do in order to prevent violent conflicts and to promote peaceful settlements;
5. Understand the importance of media for cultural exchange;
6. Be familiar with guidelines and means for inter-ethnic reporting in conflict situations.

Module III: Media Monitoring

A. Context

The rights to free opinion, free expression and information are often not guaranteed in countries facing a violent conflict and in post-war societies and journalists are often targets for human rights violations. Constant monitoring and analysing of the content and presentation of news, current affairs and public information on radio and television and in the print media is therefore necessary.

B. Learning Objectives

1. Know the international standards on "freedom of expression";
2. Be acquainted with the basics of media law (telecommunications and print media);
3. Be familiar with relevant laws for media regulation, e.g. copyright, laws on concentration of media ownership, censorship, laws for complaints procedures, public information law, laws for frequency allocation and granting of licenses, laws, which guarantee the establishment of independent regulatory agencies etc;
4. Be familiar with the specific tasks of media monitoring, which means:
    ▪ Know how to acquire knowledge of the situation of media and media representatives in a country;
    ▪ Know how to acquire knowledge of media laws and regulations of a country;
    ▪ Be aware of how the situation and the laws and regulations can restrict the rights to free opinion, free expression and information;
    ▪ Know how to co-operate with relevant authorities, media representatives and all parties concerned;
    ▪ Become acquainted with monitoring methodologies;
    ▪ Be able to investigate infringements of freedom of media including inquiring, collecting evidence and report writing.

Module IV: Assistance for Media Development

Subject 1: Assisting Media Regulation

A. Context

A country's legal infrastructure is a key factor in media's ability to fulfil their "watchdog" function. However, in most of the countries facing a violent conflict and in post-war countries, there is a complete lack of a legal base that would allow the public presentation of alternative and often critical points of views. Article 19 of the Universal Declaration of Human Rights, the "Freedom of Expression" is often not guaranteed. Therefore countries in crisis need the assistance for the adoption and implementation of fair media laws, which form the basis for media regulation.

B. Learning Objectives

1. Be able to support the draft of new legal frameworks in the field of telecommunications law and print media law;
2. Be able to support the draft of new legal frameworks for media regulation;
3. Know about self-regulatory means;
4. Be able to monitor the establishment of independent Regulatory Agencies and their work;
5. Be able to support the establishment of a Media Ombudsman;
6. Be familiar with complaint procedures.

Subject 2: Raising Awareness on Freedom of Speech and Freedom of the Media

A. Context

Freedom of expression is one of the most fundamental rights of individuals. It is fundamental to the respect of human dignity and the existence of democrac. Because freedom of expression means the freedom to express one's discontent with the status quo and the desire to change it, it is one of the most threatened rights by the authorities who try to curtail it. Moreover, also the freedom of the media is constantly under the threat of those in power because media has the possibility to provide a platform to express one's opinion freely and to give a voice to those who are voiceless.

B. Learning Objectives

1. Get familiar with the legal background of the freedom of speech and the freedom of media;
2. Identify how they are oppressed or endangered;
3. Explore how to put the legal theory into practice, and
4. Identify ways of implementing these rights.

Subject 3: Strengthening Independent Media

A. Context

During the escalation of a conflict media come under heavily political pressure. Independent media have to fight for survival. In a situation, where rumours and hatred propaganda replace information it needs to keep independent media alive and to support their further development. In post-war situations often media standards have to be raised and an independent, pluralistic and professional media landscape needs to be rebuilt.

B. Learning Objectives

1. Be acquainted with the possibilities of assisting independent and professional media;
2. Know how to support the production of interesting and technically professional media programmes;
3. Know how to support the running of press and broadcasting stations as financially viable businesses;
4. Know how to support news and information programming, which contributes to the development of civil society;
5. Know how to empower the dissemination of grass-root news;
6. Be able to raise donor's awareness and support for the assistance of independent and professional media.

Subject 4: Supporting Participatory Media Including the Use of Internet

A. Context

Mass media are not just inherently incompatible with a participatory society because of governmental control or corporate influence, but also because of their mass character. So participatory media, such as internet, can empower alternative information dissemination and contribute to social change. Communication technologies (CT) in general, and the "World Wide Web" in particular, can be used as a medium for conflict transformation, democratisation and reconciliation between (formerly) hostile parties. Especially in crisis situations participatory media can play an essential role in communication and can be a platform for freedom of opinion.

B. Learning Objectives

1. Be aware of the advantages of participatory media;
2. Know how the internet can be used for the organisation's self-portray and how internet homepages of national and international institutions and organisations engaged in democratisation and reconciliation efforts should be built up.

Subject 5: Strengthening Domestic and International Networks for Journalists

A. Context

Since the world becomes more and more interconnected, networking is more important than ever before – especially in the wide field of media. Being supported by others, sharing experiences, profiting of the expertise of colleagues is invaluable for journalists and media people. Particularly in the field of media development because networking supports the process of strengthening each others' capacities on a regional, national and international level. Moreover, regional as well as international networks can provide crucial support to threatened journalists and media personnel.

B. Learning Objectives

1. Explore the idea of networking;
2. Know how to set up regional networks;
3. Learn how to use regional networking as a tool for journalism and media development (exchange of materials and experiences, trainings etc.);
4. Introduce international media-networks (e.g. Reporters without Boarders) and how to make use of them;
5. Learn how to use international media-networks to provide support for threatened journalists.

Subject 6: Supporting Media Training

A. Context

Knowledge is important for media development. Supporting media training therefore aims at encouraging the setting up and maintenance of local, national or international training initiatives allowing media professionals to increase their competence. In addition, successful media Training rests on close regional and international co-operations. For having trained experts assures not only a higher quality of the media-outcome but can also prevent media from being overwhelmed by corruption, dilettantish and misleading reporting, dubious propaganda and other forms of media abuse. Moreover, trained journalists and media people are more capable for supporting the freedom of expression within a society and for actively refusing the violation of the rights of the freedom of media.

B. Learning Objectives

1. Identify the basic needs of media and media personnel in a post-conflict region, and how to fulfil them;
2. Identify the basic requirements, knowledge and skills of professional media experts;
3. Get to know international training initiatives for media people; and
4. Identify content, methodology and means of media training.

REFERENCE MATERIAL

- EC PROJECT ON TRAINING FOR CIVILIAN ASPECTS OF CRISIS MANAGEMENT:
  http://www.eutrainingroup.net
- PROPOSAL for a Specialisation Course on Media Development.
  http://www.eutrainingroup.net (training courses)

The Role of the Media with Regard to Crisis Management:

- Task Force for Coordination of Media Affairs:
  http://ec.europa.eu/information_society/media_taskforce/index_en.htm
- Commission Staff Working Document "Media Pluralism in the Member States of the European Union", Brussels 2007
  http://ec.europa.eu/information_society/media_taskforce/doc/pluralism/media_pluralism_swp_en.pdf
- European Commission Check-list for Root Causes of Conflict
  http://ec.europa.eu/external_relations/cfsp/cpcm/cp/list.htm
- European Centre for Conflict Prevention, European Centre for Common Ground , Institute for Media, Policy and Civil Society (IMPACS): "The Power of the Media.
  http://www.gppac.org/documents/Media_book_nieuw/a_b_contents.htm
- MENDEL, T.: International Mechanisms for Freedom of Expression.
  http://www.article19.org/docimages/984.htm
- Joint Declaration by UN, OSCE and OAS: International Mechanisms for Promoting Freedom of Expression: Challenges to Freedom of Expression in the New Century.
  http://www.osce.org/documents/rfm/2001/11/193_en.pdf
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  http://www.osce.org/documents/rfm/2003/12/1713_en.pdf

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http://www.cco.regener-online.de/2007_1/abstr_engl/lynch_abstr_engl.htm

✎ KEMPF, W.: conflict & communication online, Universität Konstanz
http://www.cco.regener-online.de/
Vol. 3, No. 1+2, 2004: News media, peace building and reconciliation in post-war societies: *Jörg Becker:* Contributions by the Media to Crisis Prevention and Conflict Settlement,
in: http://www.cco.regener-online.de/2004/pdf_2004/becker.pdf

Media Monitoring:

✎ INTERNEWS RUSSIA: A Practical Guide to Media Monitoring
http://www.internews.ru/books/mediamonitoring

Assistance for Independent Media:

✎ Information from the ACE Project on Media Environment, Public /State Media, History of Respect for Media Freedom, Existing Media Regulatory Frameworks, Broadcasting Regulator, Voluntary Media Council, Statutory or Constitutional Regulators, Implementation Mechanisms: Media Self-Regulation. IN: http://www.aceproject.org

✎ Mark Frohardt and Jonathan Temin: Use and Abuse of Media in Vulnerable Societies. IN:
http://www.usip.org/pubs/specialreports/sr110.html

✎ REPORTERS SANS FRONTIERS (ed.): Guidelines and Procedures for Investigating Infringements of Press Freedom. IN: REPORTERS SANS FRONTIERS (ed.): Practical Guide for Journalists. Paris 1998.
http://www.rsf.org/rsf/uk/html/guidep/guidep.html

✎ REPORTERS SANS FRONTIERS (ed.): Writing a Report of the Investigation. IN: REPORTERS SANS FRONTIERS (ed.): Practical Guide for Journalists. Paris 1998.
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Numerous declarations, documents, reports, etc. on EU media policy as well as specific country and regional situations of media structures and development, which might be useful for case studies.