Community media citizen's debate

HANBOOK FOR THE COMMUNITY MEDIA SECTOR AND CIVIL SOCIETY INSTITUTIONS

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TABLE OF CONTENTS

It's been five years since we founded our association - European Youth4Media Network. The idea that guided us in April 2005, however, is much older. For many years we've been working so that media education encouraged young people to be active, learn about themselves, their culture and the cultures of other nations, engage themselves in the public life and overcome the divisions that still exist in our continent.

Our association is already five years old. During those five years we've managed to achieve a lot. Above all, we've built a structure which allows us to develop futher. In addition, we've managed to transfer our mission and common goals onto concrete actions and programs. For five years we've been organizing workshops on journalism and media training, seminars, debates and conferences. We educate multipliers from all over Europe. At the same time we learn a lot from them. We produce films and reports which have not only the dimension of training, but also allow us to communicate information about the thoughts and problems of the contemporary generation of youth.

The first five years are behind us. Today we finish the stage of building grounds of our association and make a step forward to take up an action in the new areas. On the one hand we are facing the construction of the European web-TV on the other hand – creating a better quality of media education.

The idea, which will accompany us in the coming years will be to support local actions of our partners. Only in this way we can reach new goals. Therefore, the organization of training courses in three areas: video journalism, online journalism, coaching skills on the one hand, and the support for local community media centers in various European countries and building up the potential of our member organizations on the other hand will be our objectives.

We are excited that our partner network is diverse and very rich. This gives us the conviction that we can cooperate even more and create joint projects. For the past two years we've been working on tools and procedures that will help us in this cooperation. Today we want to pass these tools on to you and encourage their use.

We want to give thanks from the bottom of our hearts to all those who over the past five years engaged in the work of our association.

Benedikt Althoff

Michał Wójcik

How to organize and conduct a
citizens' debate ?

Malte Koppe, Germany

Every professional group has its tool of the trade - for doctors it is the endoscope, for bricklayers it is the trowel and for politicians it is oratory.

In parliament and during interviews it is in the deputies' interest to convince the electorate with arguments displayed in a logical order. But as there are skilled and lousy doctors, democracy is blessed and cursed with gifted speakers as well as speakers that put their audience to sleep mumbling into their beards.[1]

Public speaking and the ability to identify and defend one's own position are skills of high value not only in politics, but equally in modern business life and academics. Public speaking skills come in useful for many professions. Just as an endoscope and a trowel may be manufactured, rhetoric skills can be trained - no one is born the perfect speaker. Given these basic truths, it strikes as odd that schools in Europe are not educating pupils with rhetoric skills to the best of their ability. The English-speaking world is two steps ahead when it comes to public speaking and debate.[2] Be the reasons for this development as they are (the long history of democracy in Great Britain and the US may explain part of it), society should not wait for school curricula to be reformed. Pupils in continental and Central Europe may learn how to debate from and with NGOs in the non-formal education sector.

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1 The author can speak here from his own experience as a college student and guest at numerous political panel discussions. He refuses decidedly to put all the blame for slumbering away during discussions just on himself and the lack of coffee.

2 Massing, Peter: Pro-Contra-Debatte, in: Handbuch zur politischen Bildung (ed. Wolfgang W. Mickel), Bonn 1999, p. 403 - 407. (Massing, 1999). The reader might want to consider http://www.britishdebate.com as a perfect example reflecting the extensity and professionalism debating has reached in Great Britain (and Ireland). The website serves as a source for debating unions and informs about ongoing tournaments.

Another simple and effective set for debate is the ICD "Big Debate". Three groups are formed in 3-3-2 proportion (works perfect for groups of 8, 12 or 16 participants). The two largest groups will argue in opposition to one another, one group being designated to argue in favor of the question being debated and one group in opposition. The smallest group is designated to act as the debate judge. Once the participants have been divided into 3-3-2 proportion they are all given preparation time. During this time the proponent and opposition groups meet separately in order to discuss the topic, and the judges establish criteria as to how the performance of each group will later be evaluated. The preparation time is also used for the proponent and opposition groups to select their speakers for the debate. Not all 12 members of each group will be debating, but rather four members from each group, who are selected from their group, will be doing the debating while the others form the audience.

The debate is comprised of two rounds: The debate begins with the first round, the proponent and opposition groups exchange their arguments in a 2-4 minute speech according to the ping-pong system (one speaker argueing in favor of the notion starts followed by the first member from the opposition team followed by the second proposition speaker ...). After this, the second round begins with the audience (not including the judges) being given the opportunity to ask direct questions towards the speakers. The audience may stick to their initial groups and "harass" the other team with questions that challenge their arguments. The judges are to stay neutral during the debate. After up to 10 minutes of question time, the proponent and opposition groups are given two minutes each for a final statement. The judges then take time to evaluate the speakers' performance and announce the winner of the debate based on who satisfied their criteria to the fullest.

A simple and down-to-earth method to train rhetoric skills, with the "side effect" that one may learn a lot about politics, is the pro/con-debate. Peter Massing, a German political scientist, helps us define what such a debate is: "The pro/con-debate is a highly formalized, rule-based method for civic education that first of all aims at shaping rational political judgment."[3] As this is a quite serious definition, we should not forget that preparing and holding a debate can be fun for all participants involved. Still, Massing has a point in saying that debating, in the strict sense of the word, is based on rules. This is what distinguishes a debate from an open discussion. The political elite hardly ever wait for the moderator to give them the floor. That is not what we understand by playing according to the rules! Debating means to agree on who speaks first and for how long.

Talk is cheap? Why we should debate ...

In this article, we try to outline briefly how a pro/con-debate works and - taken to an international level - how it might add to political and intercultural education trainings. The article will conclude with a presentation of what the European Youth4Media (Y4M) has experienced in debating and considers

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3 Ibidem

worth sharing.[4]

The important question on how to choose research for and phrase the debate's motion[5] is dealt with in another article in this publication. We attempt to keep this article down-to-earth and suitable for everyone. It is directed first and foremost to practitioners in non-formal, intercultural and political education. Those who are looking for a scientific introduction to debating are encouraged to discover the extensive literature in the publication section on the IDEA website[6] - an international debating association that started as a spin-off from the renowned US-based Open Society Institute.

One may argue - why debating? At the end of a debate, you do not always know who was right and who was not. Debating does not always bring about simple solutions. However, discussing issues in such a form has the benefit of bringing the issues out on the table and in the clear. A successful debate may help to stimulate the audience's sound judgment as MASSING states.[7] We do not agree that every debate - as MASSING claims - "aims at reaching a formal decision by a vote".[8] As far as debating as a method in political education is concerned, a final vote can be an optional modification.

Finally, discussions do not only benefit the audience: IDEA helps us explain how debate has the potential to benefit its participants:

"The process of debate offers profound and lasting benefits for individuals, [...].

With its emphasis on critical thinking, effective communication, independent research, and teamwork, debate teaches skills that serve individuals well in school, in the workplace, in political life, [...]. Once students have learned how to debate, they are better able to critically examine the pronouncements of their political representatives and to make informed judgments about crucial issues."[9]

In reference to debates in schools, MASSING mentions the following aims of debating:

„[...] pupils may learn to listen and wait carefully, to depict precisely the statements of others, to comment on them, to phrase antitheses and to find supporting arguments."[10]

But, even if we accept all pro-arguments - is debating still not something old-fashioned and boring? Recent trends prove otherwise: The increasing popularity of UN simulations known as MUNs (Model United Nations) among students and pupils in Germany and Europe[11] demonstrates that professional debating in an international setting is flourishing. And this recent development shows that debating in a group with mixed nationalities is more fascinating and rewarding for everyone

involved. The purpose and goals of debating as a method for intercultural[12] and political education are multi-layered. Well prepared, a debate has the potential to add considerably to a training course or can serve as its only theme. Participants can simultaneously experience themselves in:

- rhetoric and public speaking
- the active use of a foreign language in public
- acting in a half-professional public setup

and learn about:

- ideas and views shared by members of other cultures
- democratic decision-making processes (during motion and argument finding)
- controversial (political) issues[13]
- the important difference between persuasive speech and rational

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4   The author and Y4M are interested in sharing experience and feedback. Feel free to contact the author via mail: m.koppe@eds-fundacja.pl.

5   For more details on what a motion is and how it is developed, see the author article by the author in this publication.

6   http://www.idebate.org/resources/index.php, consulted March 11th 2010, 10 am.

7   Massing, 1999, p. 403 - 407.

8   Ibidem

9   http://www.idebate.org/debate/why.php, consulted March 11th 2010, 1 pm.

10   Massing, 1999, p. 403 - 407.

11   One of the largest simulations in Europe, The Hague International Model United Nations (THIMUN), for example, gathers some thousand participants annually. As we can learn from http://www.thimun.org/, the THIMUN-Foundation has even been granted Roster Consultative Status with the United Nations Economic and Social Council.

12   By using the term intercultural education, the author refers to the summary of some concepts of intercultural learning by Arne Gillert: Concepts of intercultural learning, in: Intercultural Learning T-kit 4, Council of Europe and European Commission, Strasbourg 2000, p. 17 - 34. The publication is available on the internet in several languages under http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_EN, consulted April 9th 2010, 1 pm.

13   No hierarchy intended by the numbers.

argumentation[14]

Such an ambitious multidimensional set of goals does not come without challenges. However, a well prepared coach will avoid some problems before they arise. When a group of young people from different cultural backgrounds come together, it should be encouraged to establish (within limits) rules for the debate. If topic and methodology are imposed on the participants by the coach, commitment to the final debate will be weak. The debate and its prepa-   ration ought to be the out-come of a creative, empow-ering

and democratic process in which the coach acts as a moderator (not to be confused with the moderator during the actual debate). If methodology and topic (motion) are agreed upon in a structured and transparent process, the participants are confronted with different opinions, political convictions and value systems they have to find a consensus on. This process is a subsidiary political education goal of the training.

Before presenting the Youth4Media approach to debating, we want to draw the reader's attention to some classic problems arising from such a diverse set of goals. An overly motivated coach might ruin the project by trying to take it to a professional level. Although pursuing ambitious goals with the training, one should not forget that it is a *training* which people attend to learn and not in order to produce a TV quality result or win upcoming elections.[15]

Another common mistake is a lack of sensitivity for questions relating to culture and religion. One should not

forget that some topics – take the discussion whether or not Muslim headscarves should be banned in school – might be difficult to talk about if they directly affect one of the debaters. In certain cultures some issues are hardly negotiable and raising them might provoke resentment. Of course, debating is about salient and controversial issues, but a training course has to aim at integrating all participants first and foremost.

Debating ought to be speaking off the cuff. However, depending on the participants' level of proficiency in the debating language (probably English), participants might try to prepare a speech to read out. Different attitudes towards public speaking with debaters from more authoritarian cultures and young democracies, might lead to similar results. It is the coach's task here to support the debaters and encourage them to speak with bullet point notes. Reading a monotonous sermon considerably slows down the dynamics of every debate.

All this is not to say that being aware of the different attitudes towards what seems to be appropriate or not while speaking in front of others will guarantee to avoid misunderstanding. Nevertheless, if the coach creates an atmosphere in which everyone has the opportunity and courage to express his

> Debating ought to be speaking off the cuff. However, depending on the participants' level of proficiency in the debating language (probably English), participants might try to prepare a speech to read out.

ideas *prior and during* the debate, it is much more likely to reach a consensus that satisfies everyone involved.

The Y4M approach

Youth4Media and its member organizations have been including pro/con-debates both as a method and subject in its training courses for the last four years. Y4M organized debates in different European cities such as Berlin, Brussels and Muenster in Germany, Lublin, Nowy Sacz (both Poland) and Lutsk (Ukraine). The methodology applied has been constantly evaluated, modified and improved by the team.

However, recordings of debates for later internet broadcasting[16] have

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14   If the dear reader is not convinced, more supporting arguments in favor of the motion "Debating improves your skills" can be found under http://www.britishdebate.com/site/why_debate.asp, consulted March 24th 2010, 1 pm.

15   A step into the wrong direction might be to invite a large audience from outside to attend the live debate. Experience in group dynamics tells us that when a newly formed group (the debate participants and the media team) establishes itself and members start to trust each other, outsiders might be treated as intruders. For further reference to group dynamics see: Badry/ Buchka/Knapp (ed.): Pädagogik - Grundlagen und Arbeitsfelder, 2nd edition, Berlin 1994.

16   Youth4Media broadcasts its final results on http://www.europeanweb.tv/, the English language portal for all productions by the network and its members. In the Let's Debate

always been the backbone of the structure. First of all, the material might serve the debaters for later evaluation.

Of course, Y4M wants its multimedia products as well to be disseminated to a public as large as possible. However, the symbiotic relation camera-debate allows another educational dimension to come in - community media trainings. Y4M believes that a semi-professional debate is the perfect inducement to practice a live broadcast with on-the-fly editing in a mobile studio. It is the declared goal of Y4M to merge media and political education.[17] As far as the debating performance is concerned, the TV-team's[18] presence encourages

everyone involved to take the discussion seriously.[19] The technical details of the recording are described in another article in this publication.

A fix point during Y4M trainings in the course of the last years have been truly "European" motions that center on the Treaty of Lisbon, EU enlargement and the newly introduced EU presidency. This choice is due to the fact that Y4M wants to ignite a dialogue amongst young people on European and EU subjects. It is here where the political education component comes in. Furthermore, for an international meeting with the aim to discuss politics, the European level practically *is* the only frame of reference if one wants to avoid debating abstract global political developments.

As mentioned above, the free exchange of ideas is one of the goals of every debate and the focus point in

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section, the reader may watch recordings from past trainings.

17 The Citizens' Media Centre Bennohaus, a German NGO from Muenster and the Polish European Meeting Centre - Nowy Staw Foundation, both Y4M members, play a key role in this process.

18 Needless to say that two independent teams - a media team and the debating group - have to work on the same project without getting into conflicts of interest. It is the project manager's task to assure smooth cooperation here. We want to encourage practitioners to bear the challenge of a recorded debate as the camera's presence adds to the project.

19 A challenge arising here is that the camera may intimidate the debaters. Taking the participants' concerns serious and dealing sensitively with them is the coach's responsibility. Having the participants of the debate rehearse without a camera and an audience first, and then later with a camera and/or audience for the real debate, might help to disperse fear.

the Y4M trainings. It is reasonable to invite interested young people of different ages (16-30) and backgrounds (students, NGO activists, employees in the private sector) to debate trainings in order to guarantee a wide range of opinions. It is because of this diversity that Y4M refers to its own debates as citizens' debates (*Bürgerdebatten* in German). Needless to say that having a diverse group of people of different nationalities from EU and non-EU countries is another goal of every debate training session.

When it comes to the duties of the Y4M staff, it proved useful to agree on a division of tasks during the training. The media team, with its director, should operate at arm's length from the rest of the team, possibly supervised by the project manager.The team of debaters ought to be instructed and assisted by a debate coach experienced

in intercultural education. The coach might take the role of the debate's moderator although ambitious participants might rise to that challenge.

Over the course of the last years, debate trainings conducted by the Y4M network followed the general scheme below:

- agreeing on the debate's motion, preferably by voting[20]

- agreeing on the debate's structure (judges?, allow questions from the audience?, final voting?)

- dividing into pro and con group (and judges), choosing group leaders

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20 In order to save time during the training, participants may engage in an online vote prior to meeting their colleagues for the debate. With its recently developed e-learning tool on http://trainer.europeanweb.tv, Youth4Media offers participants the possibility to vote for a topic online and study preparation material regarding the topic even before the training starts.

- preparing the arguments in groups (material eg.: newspapers, basic Academic literature)

- rehearsing without camera and audience

- debate (20 - 30 minutes)

This is a very loose structure. Debate coaches have to adopt the debate to its individual target audience and motion according to their own experience. [21]However, we would strongly advice planning debates for no longer than 20 minutes. A discussion exceeding this time limit might be exhausting for the participants, especially if the debate is being held in a foreign language. Plus, experience tells that after 20 minutes, the main arguments have been exchanged among both sides and boredom might arise.

Participants will be more relaxed about a professional debate setting (including audience and camera) if they feel well prepared, because "Discussion, however, builds upon familiarity [with the subject, *note from the author*], because it is the dispute that takes center stage here. [...][22] The tool box of intercultural pedagogy offers a lot of methods for getting the

participants interested in the matter at stake. Common brainstorming, text presentations, video analysis of famous debates or even a mini street survey may be some useful examples. Swopping steps three and four might prove useful if the coach wants to make the debaters reflect on more than just one aspect of the motion.

The coach should not miss to point out that debaters might use at least two kinds of arguments - those appealing to the hearts (persuasive) and those appealing to the minds (rational). In Germany, an aversion to persuasive speech for historical reasons still prevails, but other cultures might embrace the use of arguments aiming at creating an emotional feedback in the audience.

Recent innovations

The latest development in Y4M is to take the recorded debate to the level of a political talk show.[23] As webTV demands a broad variety in shots and content, Y4M took up the challenge to
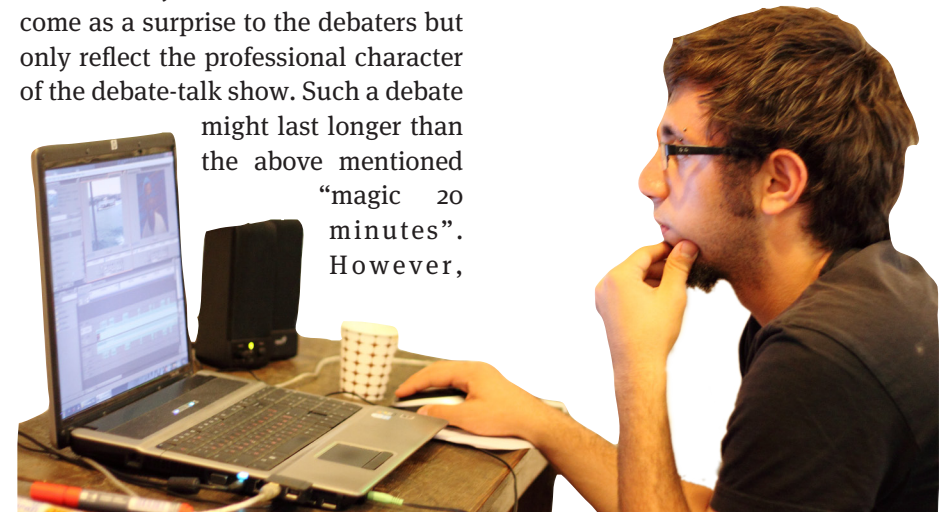
add prepared multimedia material to a live broadcast.

One element of the new approach is to have a short teaser recorded and eventually screened just before the debate begins. The idea is to give the audience, including viewers on the internet, a two-minute introduction to the topic. Another element that adds to the vitality of the debate are street interviews conducted prior to the debate. They may be shown after the first arguments have been exchanged. Both teaser and interviews can be prepared by a media team while debaters are planning their strategy and arguments. Of course, the questions should relate to the debate's motion and allow the debaters to react to them.[24] Given this particular format, questions from the audience facilitated by the moderator wouldn't come as a surprise to the debaters but only reflect the professional character of the debate-talk show. Such a debate might last longer than the above mentioned "magic 20 minutes". However,

project manager, debate coach and the moderator should bear in mind that for the internet audience a recording so long might not be appealing.

Although this format proved successful when applied for the first time in Berlin in December 2009, it is obvious that its complexity demands a skilled coach, a moderator and experienced participants. It seems necessary to ask whether such a talk show format still goes along well with the inclusiveness a training course in political and intercultural education ought to offer. Each debating coach has to decide for himself whether he aims at educating a broader public (*Breitenförderung* in German) or the mere promotion of an elite (*Elitenförderung*).

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21   For more detailed suggestions on how to organize the preparation process and the debate check (in German) http://www1.bpb.de/methodik/9EAB4S,0,0,5_ProContraDebatte.html, consulted March 23rd 2010, 11 am.

22   Massing, 1999, p. 403 - 407.

23   The relationship debate - TV is highly interesting, but cannot be dealt with in detail here. MASSING states that the TV had considerable influence on the way professional debating has been shaped (Massing, 1999, p. 403 - 407). It is true that Political TV debates gained in importance in the last years. And it is more than just a legend that former US-president Richard Nixon lost the first TV debate ever in 1960 just because in the visual medium he looked wan and uncomfortable.

How to **promote** **citizen's** **debate** on-line **?**

Michał Wójcik, Poland

To organize a citizen's debate is not a goal of its own. It's important to reach out for as many viewers as it is possible. It is not always possible to boadcast our debate on the local TV channel. That's why it is vital to be able to use new media and internet to promote our debate and speak the message, which it brings on.

During 'The Voice of Europe' seminars and generally during other seminars organized by Y4M network association we are using digital media and diverse methods of work with media.

Our methods are:

- interviews with citizens
- internet video streaming
- vidcasts
- broadcast of the televised citizen's debates
- production of the documentary report
- report 'big picture'

Interviews with citizens

Before the seminar we requested that the participants prepare in their home cities several interviews on the chosen questions. The questions concerned the general social and political issues. For example before the debate in Berlin about the new President of the European Council we asked people if Europe needed a charismatic leader or only loyal coordinator?

The interviews were recorded by the teams of a camera operator and a journalist. All the questions were asked in the national languages. After that the reporters translated the collected answers. During the seminar the participants watched the materials, evaluated the technical aspects and than formed mixed international groups who went to the city to record interviews with local citizens on the same questions. During the seminar every participant had an opportunity to work as a camera operator and as a journalist.

Recorded interviews were edited and used as the material for the discussion. At first participants evaluated purely the method of work and shared their feelings of being a camera operator and a journalist. This evaluation was followed by the content analysis. Participants got to know what people in different cities in Europe think about the same problems. The method of the interview helps to quickly collect opinions, brings new and original arguments and stimulate the discussion. Obviously the method is not intended to provide statistically correct data as it is not based on the representative selection of responders. It presents subjective single opinions which, however, can be an excellent starting point for the discussion especially in the international environment.

Recorded interviews can be embedded into the broadcast of the citizen's debate. Sometimes it is good to use them as a promotional trailer before the real debate is live streamed on-line.

Video streaming in the internet

New technologies help to make attractive even boring public debates. It is very easy to spark up the debates by means of streaming video in the internet or broadcasting the picture immediately to the place of the debate. These methods were used by young Poles and Germans during the discussion about the renewable energy sources which took place in April 2008 in Lublin or during the Economic Forum of Young Leaders in 2009 in Nowy Sacz. The debates were live transmitted to the internet where it could be watched by the wider public.

Participants of the debate were also launched with the live-streams (experts or politicians). The streaming in the internet was carried out in the .flv format. Picture and sound were transmitted in both cities. During the video conference participant did not only have opportunity to listen to each other but ask questions, talk and exchange their opinons concerning the renewable energy.

Vidcasts

Vidcasts or video podcasts is the broadcast technology based on creating small video files available in internet and categorized in the RSS technology. The files are small in size and are sorted in different theme sections. During the Economic Forum of Young Leaders in Nowy Sacz this method was used to collect short opinions from the politicians about their vision of the future of Europe. Young people united in groups of 3 and collected 30- and 40 second answers of the politicians and Forum participants on the single question: "What is your practical idea for the future of Europe?". Recorded vidcasts were quickly cut and posted online. The principle aim was to deliver a short video material from ever panel discussion as soon as possible. The vidcast content was later on used by other media which cited answers from politicians and Forum participants.

Similar method has been used during the Night of Culture in Lublin in June 2010. Four teams of web-TV reporters did media coverage from different events (concerts, performances, theaters, street art) in the form of short vidcasts. They decided to use this method, because of the special format of the event. Night of Culture is a cultural manifestation of Lublin city. For two days the city lives in the rhythm of art and artists. Not only the city centre is involved, but also its districts, places known and unknown. Cultural institutions stays open for everyone until the morning hours. Theatres, museums, galleries, philharmonies, libraries, garisson club, concert halls, streets and squares of the city, as well as professional and independent artists, musicians, actors, painters and poets are expecting visitors. There are about 250 cultural events at that night in different parts of the Old Town in Lublin. That is why, in order to give impression of the whole event, young Poles decided to make short vidcasts and stream them immediatelly on-line.

Broadcasting of the public debates

Young people worked in the European web-TV team the task of which was to provide the media coverage of the important European event - Economic Forum of Young Leaders. A number of panel discussions involving politicians, enterpreneurs, scholars, European Commission representatives, country leaders and CEOs from all over Europe were hosted within the Forum programme. The main task of the web-TV team was to organize the broadcast for the public who were not able to attend the Forum. To run the broadcast we used four cameras, projectors, tripods and portable editing table at which the editor could receive signal and mix images from all four cameras. Working in such group required patience, prompt reaction, communication skills as well as media

competences. The recordings of the debates were immediately uploaded to the

europeanweb.tv

Report 'big picture'

Another method which we use during our work is report „big picture". This is a presentation of a theme or an event with the help of different multimedia methods. We can use this method to present the problem, which concerns our citizen's debate more widely. Usually debate concerns some kind of a fragment of the problem discussed. So how

will the report „big picture" look like in our case? First of all, one has to gather the background information on the topic discussed (statistics, analysis, definitions, esseys). The form of presentation of the material can be a web-site or a blog. While working on Youth4Media projects we use an easy but rich in form tool called Wordpress. With its help we create a blog which is edited by all the participants of the seminar or citizen's debate. After having created the technical side of a blog we get down to creating its navigation. In the statistical navigation (About us, Idea, Contact, Programme) we put all the important information, which will accessible to all those visiting the site. Most often we put in the information concerning the message that our blog has to render as well as the debating themes and most of the background information. We can also leave the links to other web-pages. In the dynamic navigation we put the thematical categories according to which the posts or mesagges in our blog will be themed. They are connected with the debate or an event. Not every blog of a „big picture" type has to have the dynamic navigation, because it's most oftenly connected with only one theme. On the other hand, broadcasting the Night of Culture in Lublin a group of reporters created a blog in which the dynamic navigation devided concerts

(something for ear) from the performances and exhibitions (something for eye).

Report „big picture" most oftenly doesn't have a dynamic navigation. In this case the posts are put on the page according to the date and hour. The posts are short (2-3 sentences). The most important thing is that the theme is presented with the help of different media: video and audio podcasts, video reports, interviews, pictures, graphic elements, flash banners, short text messages. Report 'big picture' consists of many different media, which create one picture of one topic. That's why it's important to use this method with the help of which we can not only report on-line citizen's debate but also present the theme which is discussed during the debate.

Citizen's debates during all seminars within 'The Voice of Europe' project gained importance thanks to the engagement and work of the European web-TV team of young people who can not only acquire new experience themselves but also broadcast the content of the debates to the wider public in Europe. All debates, vidcasts and reports are available for watching on *www.europeanweb.tv* in the Citizen's debate channel.

How can one
effectively research
topics for a citizens' debate?

Malte Koppe, Germany

European media does not exist. The people in Europe read the papers in their languages, watch their national TV and do not care for the European dimension of politics unless a scandal – as the 2010 budgetary crisis in Greece – attracts everyone's attention for a short while.

This statement is right and wrong. Europe does not have large-scale broadcasting stations reaching out to more than 200 million persons as in the USA.[1] But, on the other hand, thousands of grass root initiatives, covering European issues, have been arising over the last few years.

It is today's young "eurogeneration" - an expression shaped by the European Magazine CaféBabel.com[2] - that push-

es forward new media initiatives. Thinking European – for students and young professionals this means to compare their personal situation and the state of society with European peers and the living conditions they face.

Trying to answer this development, the European Youth4Media network (Y4M) takes its youth discussions and debates to a comparative European level. There are countless examples of issues with European dimensions that are highly relevant to young people. The Bologna Process, aiming at creating a common European higher education area and access to the labor market are some of the problems youth is concerned about. As politics and

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1 The only major TV news channel bearing "Europe" in its name, Euronews, is a service by the European Broadcasting Union consisting of national public broadcasting services. Being available in nine languages including Arabic and Russian, Euronews is a neglected alternative to national television when it comes to European news and debate preparation for topics in international politics.

2 http://www.cafebabel.co.uk/about/cafebabel/, accessed on March 19th 2010, 1 pm.

public debate changes with speed of light, we will not suggest topics for the reader's next debate. We are convinced that this decision should be taken by the group of debaters itself. However, this article will suggest resources for brainstorming.

This article aims at giving a brief overview on sources Y4M would like to recommend. We conclude with suggestions on how to make the topic ("motion") suitable for the debate and on how to involve the debate's participants in this process.

International online magazines

The traditional, national media outlets are typically the first choice of researchers when it comes to debate preparation. All major national broadcasting services feature a foreign and European politics section. However, due to the language restrictions, not all international news material will fit a multinational group. On the assumption that English would be the most widely shared language within a potential debate group, the convenient solution would be to study English news material, However, studying only British or American media could potentially bias the participants. A convenient alternative to resolve this deadlock is the above cited online magazine cafebabel.com. Launched in 2001, the magazine offers articles written by professionals and community journalists in six languages. Published by the Paris-based association Babel International, CaféBabel relies on voluntary work mostly, e.g. for translation services. The website features blogs and forums in several languages as well. Although more and more websites are becoming multilingual, CaféBabel is still a highly relevant source of "European" information with a focus on recent political, cultural and social trends. Despite being a volunteer-based organization, CafeBabel is able to keep up-to-date on current events astonishingly well. It is an advantage for Y4M that the magazine is available in Polish, as this is the native language of one of our most active project partners.

International news services and agencies

Given that most of Y4Ms partners are found in Central and Eastern

Europe, Y4M is organizing the bulk of its trainings in this part of the continent. This particular focus is often reflected in the issues Y4M debates and in the individual contributions from participants. In order to learn more about the Central European countries' perspectives, one might turn to the news service *N-ost.de*.

N-ost[3] is a Berlin-based NGO with a twofold focus. The German Verein (association) offers an article service featuring contributions provided by correspondents of well-known newspapers and agencies based in Central and Eastern Europe. Furthermore, it

> Given that most of Y4Ms partners are found in Central and Eastern Europe, Y4M is organizing the bulk of its trainings in this part of the continent.

lobbies for freedom of the press in the Eastern part of the continent. Within its project platform *euro/topics*, n-ost offers commentaries and articles from the leading European media translated into five European languages.[4] The eurotopics website is the perfect means

3   http://www.n-ost.de/cms
4   http://www.eurotopics.net

to contrast national news reports with a foreign press review. However, reliable multilingual information can be found on European Union websites as well.
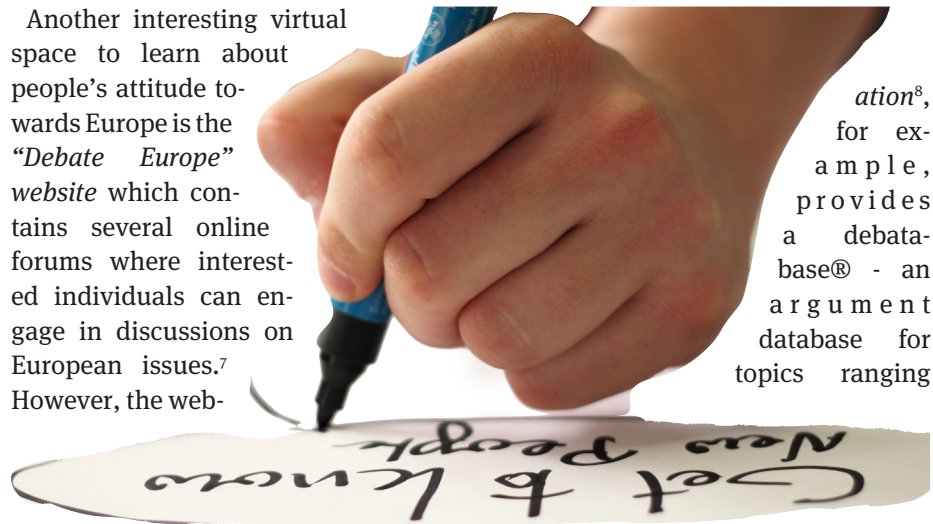
EU agencies

Debating European topics does not mean that one should limit himself exclusively to EU issues. However, the numerous online information sources provided by the European institutions and its agencies offer valuable information for every debate. Inexperienced participants should, nevertheless, be made aware of the fact that information on the EU websites represent almost exclusively the political perspective of the given institution and therefore are not neutral. An exception is the *Eurobarometer*[5], the website for public opinion analysis by and for the European Commission. This service helps the Commission to plan decision-making and evaluates its work. The authors follow the rules and guidelines for empirical research and only the choice of questions reflects the Commission's interest.[6]

5   http://ec.europa.eu/public_opinion/index_en.htm
6   Eurobarometer offers lots of material ranging from the EU Common Agricultural Policy to oral health in the EU. The authors do examine questions about European identity and attitude towards the EU institutions among citizens as well, but regarding the interesting question "Do
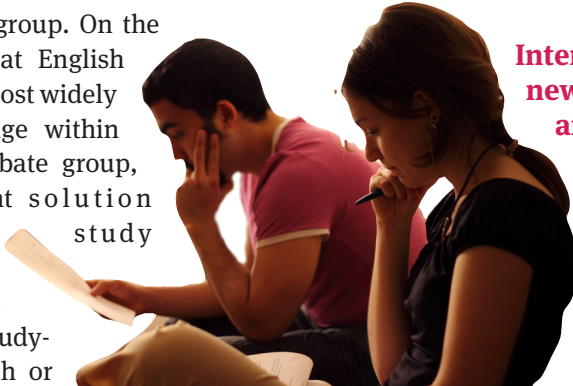
Another interesting virtual space to learn about people's attitude towards Europe is the *"Debate Europe" website* which contains several online forums where interested individuals can engage in discussions on European issues.[7] However, the web-

site tends to suffer from misbehavior and spam. The name is misleading as "Debate Europe" is not a website on professional debating but more of an online forum.

Debating resources

The internet does not lack debate resources and many of those websites are British or American. Even if English is not the debating language, some of these websites give inspiration and insights on how professional debate is organized. The website of the *IDEA associ-*

ation[8], for example, provides a database® - an argument database for topics ranging

from *a*bortion to *Z*imbabwe.[9] For each issue you can search by keyword, IDEA offers a set of pro and con arguments, suggestions on how to phrase the debate topic, links and a bibliography.

A German source for information on debating is the governmental *Bundeszentrale für Politische Bildung BPB* (Federal Agency for Civic Education) which operates as an NGO-like public education organization and, simultaneously, as a publishing house. Given the BPB's excellent reputation as a well-working, government

financed, but neutral information agency, it is a pity that its publications are almost exclusively available in the German language. However, the BPB publications deal with a wide range of international topics from climate change to modern terrorism.

The agency's constantly updated country factbooks have become classics already. It is due to its publications which are used in school that the Bundeszentrale is recognized by most German pupils and students. Its authors, scientist and practitioners, always find the right mix between academic and popular writing.

The Bundeszentrale offers an edition including guidelines on how to organize a pro/con-debate.[10] For further information on how Y4M structures its debates and the preparation, the reader may consult the second article by the author in this publication. In the last part of this article, we want to share some experience on how to phrase the debate's topic as a "motion".

On how not to phrase the motion and what a motion is ...

When it comes to the topic we may learn a lot from British debating. The

word "motion" itself repeatedly used in this article stems from parliamentary

> The motion in every debate determines in which direction discussion will develop.

procedure. It describes briefly what the debate will be about. Wikipedia helps us to go into more detail: "[...] A motion is a formal proposal by a member of a deliberative assembly that the assembly take certain action."[11] Although not every debate outside parliament aims at taking direct (legal) consequences, this definition helps us understand that motions focus on ends.[12]

The motion in every debate determines in which direction discussion will develop. Having selected an interesting topic for the debate does not mean to have a clear-cut motion at hand. "The future of European integration" is something we may elaborate, but not debate on. A good motion

you feel European?" data could only be found for the early Nineties: http://ec.europa.eu/public_opinion/cf/index_en.cfm, accesed on April 19th 2010, 9 am.

7   http://ec.europa.eu/archives/debateeurope/index_de.htm

8   http://www.idebate.org. IDEA is an international debating association that started as a spin-off from the renowned US-based Open Society Institute.

9   http://www.idebate.org/index.php, accessed on March 31th 2010, 2 pm.

10   Massing 1999, Peter: Pro-Contra-Debatte, in: Handbuch zur politischen Bildung (ed. Wolfgang W. Mickel), Bonn 1999, p. 403 - 407. (Massing, 1999).

11   http://en.wikipedia.org/wiki/Motion_%28parliamentary_procedure%29, accessed on April 20th 2010, 1 pm.

12   Interesting enough, the English word "motion" transfers this idea of concrete action. This vocabulary implies much more dynamics than the German equivalent einen Antrag stellen considering the fact that a motion in British parliamentary speech is "moved" by the individual bringing it forward.

states a fact[13], imposes action or, rarely, raises a question.

However, the ideal motion should not be ambiguous. Otherwise the debaters will try to define what is meant by the issue at stake rather than debating about it. "How deep should European integration go?" would therefore serve as a bad example. Plus, while debating about such a vague question, it might even turn out that the moderate debaters' positions in both groups are closer to each other than to their team members.[14] This way the debate will lose momentum. One should always remember that debating is about controversial issues which, for the sake of the debate, might even be brought to the extreme. Exaggeration is part of debating and the coach should trust the audience and debaters in unmasking blunt simplifications embedded in the motion rather than restricting the debate by watering down the motion beforehand.

However, for reasons of simplicity and, again, to keep it controversial, a motion should not juxtapose two extreme positions ("The President of Europe - a loyal coordinator or

charismatic leader? What sort of leader ought to lead the European Council?"[15]) but rather focus on one of them. Otherwise, definition discussions may arise again. Plus, it should not take two sentences to explain the topic. Keep it straight and simple.

One simple way of sharpening the motion is rooted in British parliamentarism. Simulating parliamentary procedures, debates according to the British Parliamentary Style[16] start with the "Prime Minister" (first speaker of the pro-team) introducing the issue at stake and eventually bringing forward the motion by the "government" (the pro-team). The motion starts with the words "This house believes ..."[17] stipulating a fictional consensus (to be achieved) among the debaters which is, of course, not very likely to happen neither in politics nor in pro/con-debates with set roles. But this provocative demanding of a consensus ("This house believes"), where it is virtually

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13   Please read again the first sentence of this article.

14   It seems to the author that such a "sudden consensus" is much more likely to happen in a German debate rather than in a heated British one.

15   This particular topic has been debated during the Y4M training seminar "The voice of Europe" in Berlin in December 2009. Although the debate went well, a more clear-cut motion would have turned out even more thought-provoking.

16   For further information and details on this particular style of debating, feel encouraged to read: http://de.wikipedia.org/wiki/British_Parliamentary_Style, as accessed on April 23rd 2010, 12 am.

17   The word "house" refers to parliament here.

> As a "European citizens' debate" should not exclusively build on the debate culture of one or two countries, we leave it to the reader to include other elements than British and American in future debates.

not possible to get to one, may work on the participant's subliminal level to the benefit of a heated, but fair debate.

Rephrasing the two above cited motions according to this scheme leaves us with the following:

- "This house believes that European integration went to far."

- "This house believes a charismatic leader is needed to chair the European Council."

If the reader feels strong disagreement with at least one of those statements, rephrasing the motions proved successful and they will now be suitable for igniting a controversial debate.

However, presenting the participants with a ready-phrased motion will not encourage them to debate if they had

no influence on deciding the topic. We therefore strongly advise debate coaches to let participants suggest possible topics, discuss them in groups and, finally, vote on them to choose one. A basic and proven method to eliminate topics not suiting a debate is to brainstorm about possible arguments of pro and con. If this process goes slowly during preparation time, it will not be better "on stage". However, the final wording of the debate's motion should be left to the debate coach. He still can discuss the streamlined motion with the participants afterwards.

As a "European citizens' debate" should not exclusively build on the debate culture of one or two countries, we leave it to the reader to include other elements than British and American in future debates. We can, however, benefit from the anglophone countries' long-lasting debating tradition. Nevertheless, the author is eager to learn about how debates are organized in other European countries.[18]

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18   Feel free to contact the author via mail: m.koppe@eds-fundacja.pl

Community **media** in the **21st century**

Dr. Joachim Musholt, Germany

Community media are open for participation in the creation of content by members of the community. As such, they are a distinct group within the media sector alongside commercial and public media.

Community media are non-profit media

Community media help to strengthen the identities of specific communities while enabling members of those communities to interact with other groups in society. They therefore can play a key role in fostering tolerance and pluralism in society.

Media pluralism is a concept that involves young citizens' access to a broad variety of information sources on a broad range of content that enable them to form their opinion without the undue influence of one dominant opinion-forming power. As such it is considered an important element in a democratic society and is therefore also enshrined in Article 11 of the Charter of Fundamental Rights.

Community media can be a tool to advance the peoples' abilities in the media sphere. The acquisition of analogue, digital and internet knowledge in addition to a job in the sphere leads to advantageous skills which are also good for other sectors as open channels, free radio and web-TV where citizens can develop and present their own broadcasts. As producers they offer their products to the public.

The European Dimension

The White Paper on the European communication policy makes a clear reference to the right of information, freedom of expression, inclusiveness, diversity and participation which should guide the EU policy-making in this area. One of the core principles promoted in the White Paper is to address citizens' concerns directly by "going local".

The EU policy initiatives and their effects should be debated in the local context of people's everyday life. Community media could help to foster civil participation in public policies. Collaborating more actively with locally-based community media could be a way for the Commission to enter into closer dialogue with citizens.

Recently European Commission released a statement that "it is important that citizens better understand the economic and cultural dimension of media and that a discussion takes place about the importance for Europe's economy of having strong and competitive media at a global level, delivering pluralism and cultural diversity".

Therefore the Committee for Culture and Education of the European Parliament urges the European Commission to collaborate more actively with community media to enter into a closer dialogue with citizens.

The Commission for Culture and Education:

- urges Member States to give the legal recognition to community media as a distinct group alongside commercial and public media where such recognition is still lacking;

- calls on the Commission to take into account community media as an alternative, bottom-up solution for increasing media pluralism when designing indicators for media pluralism;

- calls on Member States for more active support of community media to ensure media pluralism.

We need community media and European Web-TV

There are a lot of reasons why we need European community media and there is no doubt about a lack of this. The case of European media is complicated. One group of people con-

sider initiation and development of the European media and creating pan-European news, journalistic and cultural channels (vide Euronews, Arte). Second group, headed with Jose Manuel Barroso, claim that national and regional media should bring up European topics. He supported his point of view with an argument about diversity of languages. He also asked in which language should this pan-European TV station be broad-casted to be a mass media and be watched by all generations.

Nowadays young people are more mobile, know foreign languages, study and work in different places in Europe. They benefit from many international scholarships and programs. They can travel without pass-port, take part in international events and use internet as a global communica-tor. They associate in European non-gov-ernmental organiza-tions, create allianc-international groups

federations which assemble citizens' organizations with common aims, values and interests. Those young people possess a profitable potential of Europe. They need space not only to express themselves but also to influence the reality and its changes.

For our young and active people it should be a big chance to use interactive digital audiovisual media on internet creatively and to develop European citizens media. Their mission will be framing agreement, promoting solidarity, tolerance and cooperation but also raising European citizens consciousness. They will also be shaping medial content, which would initiate debates about important European issues, present different points of view, different solutions of social problems and different opinions of European citizens. There are many civil blogs, on-line magazines and internet portals where citizens from many European countries are publishing own es, their and me-

dial reports.

European citizen media and European Web-TV support young people to develop the civil society in Europe through using digital tools to fulfill the following objectives:

- political and intercultural education for young people in Europe
- conveyance of media competence and non-formal education at the European level
- qualification of young people and multipliers in the sphere of communication and media (young people get knowledge and skills in technical equipment, journalism, management, public relations as well as audio, video, film, digital media and Web-TV)
- training of citizens to become youth reporters, video journalists, EU-Mediatrainers and trainers for internet and computer technologies
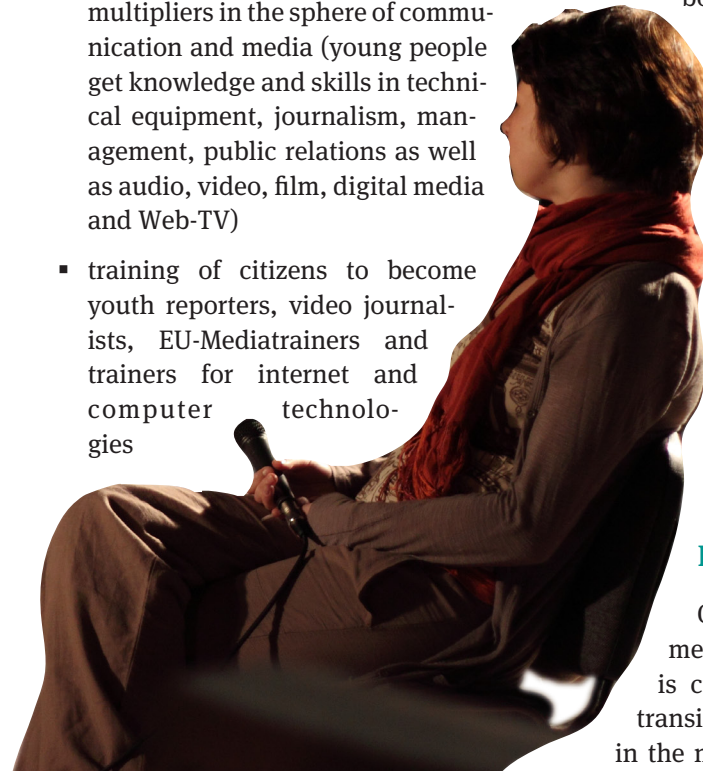
- strengthening civic society by building up networks and structures between associations, non-governmental organisations, academic and non-academic cultural, educational and youth institutions, colleges and universities
- promoting and supporting the citizen media in Europe
- Web-TV and dissemination of the European content in the internet.

Citizen media can help to overcome boundaries in Europe and the world to bring people together. With the help of new technologies and cross medial methods citizen media connect people from different parts of the world and strengthen intercultural communication and coach networking.

Community Media and Literacy Policies

Community media and media literacy education is currently at a point of transition. Current changes in the media environment are

not just about technology but also about how identities are formed and lived in modern societies.

The term "digital literacy" seems to have appeared on the policy agenda even more recently, although in fact it is far away from new. For the last 20 years we are talking about computer literacy and information literacy, nowadays we are talking about digital literacy.

One can say that digital literacy is frequently defined as a "skill" – a form of individual technological competence that is a prerequisite for full participation in society. So what might be the basic grounds for combining community media, media literacy and digital literacy. There are some good reasons. The most obvious of these are about conversion.

gence, because the distinction between old and new is not always helpful either.

Digital resources – websites, computer games, online environments – mediate the world just like books and films and TV: they are media likewise, the distinction between digital and non-digital technologies is fairly insignificant.

Most media – even books and newspapers – involve the use of digital technologies at some point, either in their production or in their distribution on consumption. Media increasingly combine different modes of communication and operate across many technological platforms. To this extent, there would be very little logic separating these things. Media literacy has to learn from digital literacy. Although the digital literacy agenda is narrower in some respect, it does help to move media literacy towards a more socially inclusive approach, it puts issues that deal with civic participation and citizenship more strongly on the agenda. It also

focuses on thinking more about literacy learning.

New technologies offer the potential for young people to speak to audiences and communicate and for media education to engage young people and trainers with their community and to intervene in a new way.

Engagement with Digital Literacy

Those of us who are old enough to remember the trials of analogue media making in schools have good reasons to feel excited about the new opportunities creative innovative media offers. This is partly just about accessibility – about cheapness and ease of use, but it also has benefits in team and learning. The most exciting promise here is not just about people having more opportunities to make their own media. It also has to do with bringing theory closer to practical media making – and these are two dimensions of media education that has offers seen quite separate.

Digital video editing for example makes explicit the kind of choices we have to make as we select and combine images into sequences and then add sounds and music and in that sense it can allow new possibilities for a different, more challenging kind of

critical practise. Then there is participatory potential also of the so-called social software or "web 2.0" blogs, with wikis, user- generated content, video and photo sharing, citizens journalism and web TV.

Web-TV and Citizenship

Public or commercial TV channels combine more and more TV and internet. The term "internet TV" can be explained as the conventional television that many private and public TV channels use to publish their programmes on the internet in order to reach a wide amount of people. Doing so the companies want to reach mainly youngsters. Through the connection with several video portals like Vimeo, Youtube, etc. additional sources of income for a big broadcast company have become available. Developments of the internet TV have urged companies to advertise during the internet broadcasts.

Non-profit organisations or non-governmental organisations like the European Youth4Media network have developed a web-TV for young people and citizens to create their own media productions.

www.europeanweb.tv

www.owtv.de

Web-TV is a format, especially developed for the internet viewing. In case

> The advantage of the web-TV is that there is no rigid standard concerning the content and the technique, on contrary to the private and public television which follow defined formats.

of web-TV short movies, reports as well as broadcasts are produced according to the special criteria. Web-TV is mainly directed at youngsters and therefore has adopted dynamic way of presenting the content. Web-TV reports are usually brief and vivid.

Open Web-TV is a platform for the non-commercial audio and video productions that have already been broadcasted in an open channel. Visitors can watch many of these self-made productions and everyone who wants can join the forum and become a member of it.

Besides television, the internet is seen as a medium that nowadays is the most important way how to spread information. The accessibility of the

audience can be very high: within a few days plenty of viewers can be reached which is vividly proved by the Youtube service.

The advantage of the web-TV is that there is no rigid standard concerning the content and the technique, on contrary to the private and public television which follow defined formats. For the web-TV you can produce broadcasts or reports in high quality quite cheap and with few technical preconditions. Web-TV is an ideal way for NGOs, institutions with low budgets to open up a media platform and also reach a wide amount of people. Web-TV is a really good tool in intercultural communication and international youth work.

Web-TV gives the possibility to offer your products "on demand". This means that the produced video material can be uploaded on several video platforms such as Youtube, myspace and be watched by the visitors of this site at any time.

- open Web-TV and Europeanweb.tv offers additionally the possibility to broadcast life, in real-time, conferences, interviews;

- ooncerts or whole broadcasts;

- on the framework of live streams it's possible to do live reporting in flash;

- the bandwidth of users of live streams is enormously high.

Challenges for community media in the 21st Century

The European Commission's state-of-the-art-report in Current Friends and approaches expresses several recommendation for the media literacy in the 21st century.

One could agree and the network Y4M association agrees with some of this recommendations and works on them, we need more teacher training, better quality, teaching materials and opportunities for citizens, young people and students to engage them in production, and a more critical evaluation and research. European Commission's Viviane Reding pointed out in August 2009 that "Today, to be able to read and write – in other words traditional literacy – is no longer sufficient. We must increase peoples' awareness of the means of expressing themselves effectively and interpret the information that receives especially via blogs, search engines or or advertisements..."

Thus "expressing oneself effectively" now comes to the top of the list of aspects of media skills. In this "effectiveness" we may also understand without damage, without prejudice in V. Reding continues, saying that it's

better to educate that legislate.

For the future years the challenges for community media and media literacy will be to enable:

- lifelong learning for all people

- sharing practices between researchers, practitioners, institutions, regulation and political leaders

- foster positive prospects in terms of internationalisation (geographic, cultural and educational) and intercultural dialogue

- offer an open forum for the various key participants (multiplayer, trainer, schools, university, etc.)

- to build bridges between popular youth culture and traditional education

- to develop new materials and methodologies

- to overcome the confusion between different linguistic terms like information literacy, e –learning, digital literacy or educational and media literacy

- more connections between theory and practise

- to support training methods like blended learning and encourage the connection between e-learning and face-to-face with non-formal methods.

MediaTrainer - vocational training course for the community media sector in Europe

In contrast to traditional mass media which is a one way communication, the internet consists of participants who are transmitters and receptors at the same time. Users of the new media are the so called «Produsers», a term synthesising «Producers» and «Users».

Everyone can become «a produser». Training courses across Europe developed by the European Youth4Media network together with it's partners in 8 European countries will help you to develop your skills in effective use of ICT and new media. You can become a web-TV reporter, new media journalist or even a trainer.

Why develop ICT and new media skills?

The European Union and its Member States want to preserve and develop their leading position and the European economy, which is characterised by dynamic technological changes. It is important that European employees and citizens develop their ICT skills and are familiar with social and community media tools as means of self-expression and communication.

Who can attend our courses?

Our primary target groups are lecturers and people employed in:

- vocational education institutions
- community media centres
- trade unions
- NGOs
- other civil society institutions

In addition vocational education in social and community media will interest the employment sector, media designers, journalists, graphic designers, media educators, as well as youth and social workers.

What can you learn?

Participants of our training courses will acquire skills in the field of new media and ICT, in particular the creative use of digital audio-visual media and the internet. They will also acquire knowledge about methodologies for teaching media skills to children, young people, social workers, community media workers, NGO leaders, migrants and senior citizens.

Our vocational training course consists of 3 modules:

- module A – video journalism
- module B – on-line journalism
- module C – train the trainer

Module A: video journalism

Module A trains the participants in video journalism, using a functional/practical approach. The functional and safe handling of a camera, a microphone and sound are taught through small tasks. The participants thereby get used to the development of their own ideas and stories. The main criteria are exposé development, storyboard, research and investigation, dramaturgy of a short segment, the shoot and choosing the image sections and ports. By producing a short video segment the participants try out functional media work and become familiar with it. On the theoretical level they learn the basics of journalistic work. Question techniques and writing down a presentation (moderation), handling guests and getting to know the legal framework of public communication are also parts of this module.

The aim: Getting to know video journalism, personal competences and knowledge to take an active part in public communication.

Module B: on-line journalism

In module B the contents of the previous module are deepened and complemented. That means that the functional and practical as well as the theoretical journalistic basics are deepened. On the practical level this means

the production of a further segment/broadcast as well as the further use of information gained. That is what

> The aim of this module is to deepen and reinforce personal journalistic skills and competences in the field of video journalism...

is meant by a cross media approach: Journalistic work on several levels, TV on the one hand but also the other channels of dissemination like audio and the internet. How does a story need to be worked differently for the internet? What does it mean to disseminate on the internet? How do the hypertext principle and needs of the users need to be handled to achieve as wide an audience as possible? Which text form is needed, which pictures or links are used? Module B aims to give the participants a good knowledge of crossmedia work.

The journalistic knowledge of Module A is also deepened. Further learning includes different interview forms, writing for talking, target-group-specific presentations and knowledge of different journalistic forms (news, segment,

report or others).

The aim of this module is to deepen and reinforce personal journalistic skills and competences in the field of video journalism, getting to know cross media elements for an internet based public community and to learn how to use on-line tools to get a message across.

Module C: train the trainer

This module is designed for people who on the one hand have the contextual media knowledge and competences which were imparted within modules A (video journalism) and B (on-line journalsim). Module C leads the participants through a role change from participant to seminar leader/trainer. Three days working on deepening that understanding follow. The module is built up in such a way that participants are taken from their own experiences as a participant into their new role as a trainer. This is done by an instructive process of reflection and perception of what it means to be a trainer and which competences are required on a personal level.

The first two days focus on the conveyance of knowledge about the project as well as on an introduction to the new role. This is done by personal reflection about one's own learning

biography from which the requirements of a good trainer are taken. Therefore topics include reflecting on one's own values as well as increasing understanding of how participants should react as a trainer in the framework of the project. The emphasis lies on "quality in acting". Because every competent trainer has to have knowledge about a huge variety of methods which allows them to react correctly in different situations with different people within the seminar, the second emphasis lies on getting to know and test different methods.

Alongside the tools of the cross media TV journalist (which participants learned in modules A and B) this part is about the methods available to convey knowledge and competences. A theoretical instruction in the areas of cognitive, affective and psychomotor learning aims and the targeted and appropriate application of methods go hand in hand with that. Also the importance of personal reflection about their own preferences and abilities is part of the seminar to strengthen the participants in their prospective trainer role. As well as the variety of methods a trainer needs tools for preparing an ideal seminar.

Participant analysis and a sensible use of evaluation results should make the prospective trainers feel safe in

their own seminar preparation. The ability to deal with participants and their products later on when teaching modules A and B is a criteria-led quality standard for radio, TV and on-line products and will be developed in module C as the application of the principles learned can be tested by the participants within the seminar to get functional and practical experiences concerning their role. Feedback and dealing with participants in a sensitive manner is also a part of module C, to ensure an appropriate conveyance of those standards and to gain strong feedback competences. At the end of the module everything is brought together, with self-reflection on the trainer role and personal feedback of the actual training supervisor.

Our training courses are conducted across Europe on the national or European level. Every course consists of 3 phases: preparation and e-learning, training course, internship.

Further information on

trainer.europeanweb.tv
e-learning platform

www.youth4media.eu
ongoing training courses

www.europeanweb.tv
European web-TV programme and vocational education magazines

European **web - TV**

(**www.europeanweb.tv**)

Michał Wójcik, Poland

Europeanweb.tv is a platform for the non-commercial video productions. The motto of this platform is 'community media Europe'. It means that this web-TV is made by citizens, by local communities from different European countries.

Europeanweb.tv is mostly made by young and active people in Poland, Germany, Ukraine, Belarus,

Romania, United Kingdom and Turkey. But it is open to everyone, to every local or national community media broadcaster. Each one

can get it's own web-TV channel and stream it's productions on-line.

The mission of the *europeanweb.tv* is promoting solidarity, tolerance and cooperation. Moreover it is also raising European citizens consciousness. European web-TV team initiate debates about important European issues, present different point of views, different solutions of social problems and different opinions of European citizens.

How to join the platform?

Everyone can sign up and upload his own video reports. Community media centers can get it's own channel for video streaming. For now we have local channels from Lublin and Muenster. In the near future we will also create local
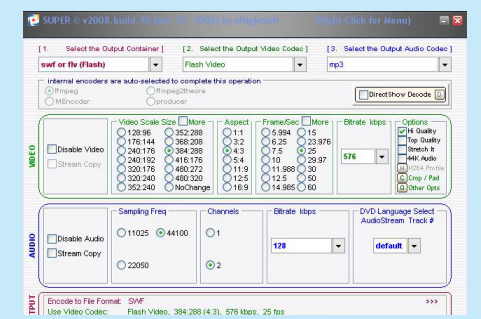
We recommend you to convert your video using a freeware (SUPER eRight Soft).

Main parameters are:

- aspect ratio: 4:3
- frame/sec: 25
- resolution: 384 x 288
- bitrate: 576 kbps
- Audio: 44100 sampling frequency, 2 channels, bitrate: 128 kbps.

channel Bucharest and York.

Local community media centers can broadcast in their national languages. The main *europeanweb.tv* channel broadcasts only in English. The best productions from our national partners are translated and streamed in the main channel.

How to upload video report - step by step

At first you have to sign up and afterwards log into the platform. You will enter a dashboard, which is an internal content management system.
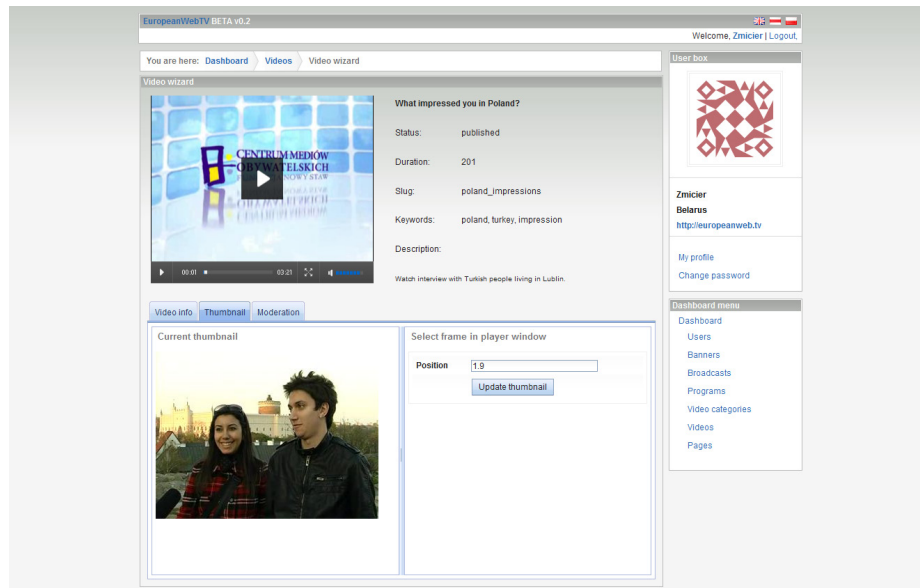
1. Upload your video

Click upload video near the VIDEO icon. Than you have to click the Upload button and choose the file from your computer. Please choose .flv files (up to 100 MB). After selecting your video click ADD button. It starts uploading. Be patient. It will take you automatically to the

page, where you can edit the video. Don't click anything. Just wait and it will take you automatically to the next page (editing panel).

- change your video title
- write short description on the movie
- put some keywords referring to your video
- make the slug (like european_video_report)
- choose the thumbnail of the video - click the *'Thumbnail'* tab. Here you will see the player. Let the video run. In the box 'Select frame in player window' you will see the current second of the movie. Select the frame by stopping the video. Click 'Update thumbnail'.
- put your video on-line by changing it's status to Published one.

Remember: always click *Update status*.

We give **young** people
the **voice**
through **digital media**

European Youth4Media e.V. is an association of 34 organisations from 23 countries working in the field of community media and civil society.

Youth4Media has a wide sphere of activities on local as well as on the European level. The main spheres of activities include:

Political, intercultural and media education

The new informational technologies are offering attractive means of communication which are adopted to intercultural learning and political education. The youngsters deal with the different possibilities of civic engagements on local and on European level. Young people investigate political, cultural, social issues in public debates with politicians and experts, dealing with questions of the European civil society. These debates are disseminated live via internet, with involvement of the European partners (www.ngotv. eu and www.owtv.de) and by that are reaching a Europe wide public. From the different national point of views, a variety of themes are discussed and presented in films. Thus, the youngsters work out specific values and elements which clarify the characteristics of active citizenship and codetermination and how they can be realized.

Intercultural dialogue projects (disseminated via europeanweb. tv)

Local and European events are broadcasted by European Web-TV team all over Europe (*www.europeanweb.tv, www.ngotv.eu, www.owtv.de*). It's independent from the state and disseminates films of young people from the network. It features information about new members, EU-related films, films concerning issues of antidiscrimination, tolerance and understanding in Europe, broadcast of public debates, conferences and cultural events to

2. Put your video in the playlist

Under the icon 'Programs' you will see the 'List of programms'. Click on it. You will see the 'main' list. In the Operations click the first icon operationplaylist.

This is the playlist in the main player on the starting page. Please put your video in the right order. It goes very fast, because here you have a drag&drop function. Drag your video from the left column to the right one and put in the order. Than clik Update playlist.

3. Your video is on-line. You can start watching it.

In case of technical problems you can always contact us at: *office@youth4media.eu* If your community media center is interested in getting your own channel feel also free to contact us.

promote the specific cultural values and intercultural dialogue between a wide range of stakeholders from different sectors in an active and innovative way; it raises the awareness of all those living in the EU, especially the young people, about the importance of the intercultural dialogue in their daily life. This innovative service is offered by the young people engaged in the NGO´s in the Y4M network.

Training and exchange of experts of the youth media work

In regular training- seminars, innovative and media-pedagogical concepts for the promotion of political education are put into practice. These seminars offer new professional- and mediation competences to workers and volunteers for their work especially with unprivileged youngsters. The participants learn how to work out and how to present political and intercultural themes together with youngsters. In the network, also youth institutions of the Roma-minority and NGO´s of Eastern Europe are engaged.

Promoting European information. Advocacy for community media development in Europe

Our association promotes

Members of the network are Eurodesk and Europe Direct service points. They offer all important information concerning the Youth in Action Program and other European programs. Internet and TV, being very popular for youngsters, are intensively used and by that reach this age class directly.

International youth cooperation

The network supports the mobility of youngsters by organizing international youth media camps. Guided by trained multipliers, the youngsters learn how to produce TV-reports. They create films, music, digital media and live TV broadcasts). Hands-on media work is a possibility for the youngsters to express themselves in a creative way, to present their own world, to reflect the reality and to articulate their own interests. The products are disseminated widely via internet (*www.europeanweb.tv, www.ngotv.eu and www.owtv.de*) and via Open TV Channels in Europe (about 15 million people).

The Virtue of Youth4Media:
The story of a participant

Mathew Davies, United Kingdom

For something to happen, there needs to be a happener!

Introduction

My name is Mathew Davies, I am twenty five years old and from the United Kingdom. I now study at the University of Bristol and oversee the development of the NGO 'the Beyond Security Network'. For the past three years I have had the pleasure to participate in two young leaders forums in 2008 and 2009, both in Nowy Sacz in Southern Poland, and two trainings in Berlin in December 2009 and Istanbul in May 2010.

I would like to share my observations and findings with respect to these events with you. To do this in a concise way I would like you to imagine that you study politics in some domain, and at the end of the first year of your studies you began attending conferences and networking at several Institutions throughout the European region. I did precisely this in the summer of 2008, and one of the events that I attended was the Economic Forum

of Young Leaders. Prior to this event I was invited by the organisers, and specifically by the European Youth4Media Network (Youth4Media) to participate in a debate which pertained to the Lisbon Treaty. This was my first contact with Youth4Media and therefore a good place to begin.

Economic Forum of Young Leaders (September 2008, Poland)

During the debate the first thing which caught my attention was the diversity of the participants. Some were young politicians beginning their careers, whereas others worked for think tanks and NGO's. Therefore many different systems of thought were heard by members of the audience at the debate. In the course of 3 days a few networks from Youth4 Media taught a group of us how to use a camera and film street interviews. I was very nervous about

this and thought it would be more appropriate to have been prepared. Nevertheless it was an exhilarating process. During this period I met the Director of Bennohaus, which is a public media service in Münster Germany. His name is Joachim, and he explained that the virtue of civil and youth media lay in the politicisation of important issues portrayed in a fun way. At this point I found it dificult to comprehend Joachim's thesis because I still couldn't see how and why this was necessary a political process and or system, albeit one which reports on political issues. However, we filmed a debate which was about the ratification of the Lisbon Treaty in a pro and con style. The pro side, which means the side which defended the Treaty had to challenge and debate with the con side, which tried to prove to the audience that the Lisbon treaty was not a good policy.

When I watched the debate back it quickly became clear how youth media could be used in a virtuous way, not only through deploying the tools to equip people with a voice to share their ideas and disseminate information. But also by role playing conflictual scenario's which were prescient and granted a voice to members of civil society from across the European terrain. This, I believe, facilitated democracy in action.

Economic Forum of Young Leaders (September 2009, Poland)

The forum of young leaders is an event which brought students, and civil society members to Nowy Sacz in Southern Poland (close to Krakow) to ask direct questions to various panels which included ex and current presidents, Lords, Ministers and economists from the Bretton Woods Institutes and vital think tanks. This atmosphere and circumstance facilitated, in my opinion, a situation where young aspiring leaders were energised by the positive feedback and networking possibilities in virtue of this forum. This led to synergy between participants when planning new projects and gathering information vital to ones self development. However, what truly caught my attention was what was happening behind the scenes. This was a forum established by co-operating networks through the direct action of young people from the European region, and within individual states. Facilitated by the Youth in Action Programme, which is designed to, among others objectives, deepen democracy and steer youth initiatives. For me this was the perfect example of positive multi regional collaboration and good politics, and thus led me to continuing my interest in this sphere after the Forum.

I returned to Nowy Sacz in 2009 however this time I helped the Youth4Media team film interviews and construct questions. I remember interviewing Dick Roche. I was so embarrassed because I failed to pronounce his name correctly, however being the good sport he is, he laughed it off and delivered a great interview. In addition to the personal and professional level, I noticed that the Youth4Media team were open and happy to work with other networks like my own. Moreover in collaboration with my own reflections I decided it was time to learn how to film.This was because I realised that politics is not something to be hidden away, but for deepening democracy, decentralising power, and addressing the low turn out in elections in 2009, which was a miserable 42%. It was, and is paramount that information pertaining to the structure and policies of parties, and stories throughout the political domain, be accessible, transparent and entertaining not only in commercial media but from outside it. Therefore I applied to take part in a training course 'Video journalism' organised by the Youth4 Media.

Video journalism training course (December 2009, Berlin)

This course aims to equip the participants with the technical skills to produce a short film. Prior to meeting in Berlin I finished the online e-learning lessons which introduced the theoretical elements of filming in preparation for practise. I found this theoretical process very useful, and on reflection vital. This is because terminology such as white balance, dolly and many others, including the feedback from my trainer meant I was in good stead upon arriving in Berlin. Therefore when I did arrive in Berlin for the training I was prepared and ready to transform theory into practise. The process of revising what I had learnt in the e-learning was proceeded by the production of a short movie on German Christmas Markets. I think the group I was in worked together well and made an entertaining short movie.

More generally, the week went fantastic and was a lot of fun. At the end of the week we had a second debate. this time it concerned the newly ratified Lisbon Treaty, and the mechanisms which emerged from the Treaty, specifically the new president of the European Union. It was a logical continuation of the previous debate from 2008, and the movie is now online (www.europeanweb.tv) which includes street interviews of what people in Berlin thought about the new president.

Overall, the entire week was an

interesting mix of political education, practical tools and cultural learning. I would argue that these elements together in a fun environment facilitated my learning because I was empowered rather than forced, to convert theory into practise.

Train the Trainers (May 2010, Istanbul)

In May I attended Train the trainers course which aims to equip future trainers with the necessary skills to become multipliers. This is a role which aims to pass knowledge and multilevel skills in a way which will benefit the participant, and facilitate his or her learning. This was a more theoretical module than the video journalism one. Nevertheless the week was led by an established competent and intelligent trainer of trainers who made the week fun and enlightening. This week explored the (meta) philosophical dimensions of train-

ing 'the other'. Therefore attention was drawn to methods, focused feedback, quality management and discourse analysis.

Prior to the course I didn't think that I would gather much from this course as I have a background in philosophy, however I was wrong. For example: there were moments during the week where I not only explored the meta physical level of what type of trainer I would like to be. But I was also immersed in challenging environments with others which made me reflect on my own form and approach to problem solving and conflict management.

It ought to be noted that I realised that being a trainer is certainly not an easy job. It takes precision and the ability to juggle many skills simultaneously. This is a challenge which I am grateful I was given the chance to explore.

In addition to this,

the experience of Istanbul was fabulous. There is so much to learn about this remarkable City. All the participants, I think, gathered a rich insight into the (multi) cultural nature of Istanbul. The experience served as another example of cultural learning. Therefore I think it is clear that the above projects and conferences have impacted on me in a very clear and progressive way.

Conclusion

This impact has yielded a hunger for me to organise projects with partners outside and within the United Kingdom. There are many subjects such as network society, the democratic deficit and European expansion which I think require civil engagement, drawn together through networks. Youth4Media is a web of networks which requires more transparent and accessible systems, partners and more generally information management systems. This is normal, as an organisation, or score of networks increases, efficiency reduces. Therefore centralising the networks, in a democratic and progressive way may steer a more functional, and perhaps more projects and further successful collaboration. That is one reason why a conference on the 5th anniversary of the Youth4Media in Brussels is extremely important. To

incite dialogue and develop this space of civil society and to meet new challenges in a progressive way.

In summary the joy of working in the domain of political communication is multi layered and delivers many opportunities. I would highly recommend that others learn and collaborate from the mechanisms and professionals which already exist inside the sphere of civil media. Whilst understanding that sometimes the trainings and processes can be a little stressful. This is because bureaucracy, and communication across sovereign stress can present challenges, even when facilitated by a regional management system such as the European Union.

In virtue of these challenges, the projects ought, I think to be perceived as training exercises where everyone is learning and helping one another for many reasons in achieving different objectives. This is something which is central to civil society more broadly, and integral to regionalism, such as the European project evidently shows. Thus I finish on the assumption that the virtue of Youth4Media lays in its hunger for partnership, deepening democracy and active engagement in vital developments which affects people today.

www.youth4media.eu