

Policies, programmes and Community decision-making mechanisms 30 hours

Jakob BORK

EU Journalist

WORK EXPERIENCE

- Project Manager @ European Journalism Centre, 2009-present, Brussels
- Freelance Journalist @ europe360, 2008-2009, Brussels
- Public Speaker on the EU @ Tipik, 2008-2009, Brussels
- External lecturer on the EU @ IHECS, 2009 Brussels
- Head of Office @ Region Fyn European Office, 1995-2007, Brussels
- Journalist @ RAI, Istituto Commercio Estero, 1992-94, Rome
- Euro Info Centre Manager @ South Jutland Development Council, 1990-91, Denmark
- External lecturer on the EUI @ Danish School of Journalism, 1989, Århus, Denmark
- Journalist @ European Commission, 1988-89, Brussels and Copenhagen

EDUCATION

- Master of Public Management @ SDU, 2004, Odense, Denmark
- Exec. Master Degree of European and Int. Relations @ UvA, 1995, Amsterdam, The Netherlands
- Bachelor of Journalism @ DJH, 1988, Aarhus, Denmark

LANGUAGES: Danish, English, French, German, Italian

OBJECTIVES - At the end of the workshop, students will:

1. Have gained a basic but thorough knowledge of all aspects of how the EU works, in terms of history, treaties and law, institutions and procedures and policies
2. Have improved their ability to communicate, both orally and in writing
3. Have sharpened their ability to think about the EU in an independent and critical way and to analyse and comprehend relatively complex information about the EU

TEACHING TECHNIQUES

Most sessions will have the following format:

- a brief discussion of recent event of importance to the EU and a recap of last week's session
- a lecture of the teacher on one or more EU related topics
- one or more assignments by the students, either individually or in small groups
- group discussion

PROGRAMME

Introduction to the Course
History of the EU
Treaties
Institutions and Procedures
Economic Policies
Common Agricultural Policy
Regional Policy
Environment and Climate
Foreign and Security Policy
Lobbyism and Interest Group Representation
Agenda-Setting and Negotiation
Enlargement
Member State policies towards the EU
Sources to the European Union
Recap of the Course
Exam preparation
Exam

Deciphering current affairs
25 hours

Peter O'DONNELL

Associate Editor, European Voice

Peter O'Donnell is an EU-accredited Brussels-based journalist who has been covering European affairs for over twenty years. He has worked for The Financial Times, The Sunday Times, Reuters, the Economist Intelligence Unit, UPI, Euronews, and many other media in Europe and beyond. He is a former editor-in-chief of Europe Information Service, and is currently associate editor of European Voice. In addition to his work as a journalist, he acts as editor, editorial adviser and speechwriter for numerous clients in the corporate, political and academic world. He has conceived, created and authored numerous publications for the EU institutions and corporate clients.

OBJECTIVES - At the end of the workshop, students will:

1. Be able to understand the workings of a range of European media faced with a mass of potential stories, and of how European news/features are generated.
2. Be able to make informed judgments on establishing a news and features agenda and on putting it into effect.
3. Have acquired skills in dialogue, teamwork and leadership.

TEACHING TECHNIQUES

Introduction with extensive illustration with slides illustrating the range of the topic.

Guided discussion of options among students.

Role play by students:

- as spokesmen and reporters
- as reporters and editors

Students conduct their own analysis of a news event, for subsequent guided discussion by the class.

Students work in small teams on analysis of real-life events and presentation of related news/features.

Entire class works together on creation of a newspaper based on real-life events.

PROGRAMME

Introduction to the concept of deciphering and interpreting events and news/features coverage, and respective roles of spokesmen, reporters and editors.

Examination of roles of people making/putting out the news, and of different approaches to reporting it in various media.

Survey of EU-related contemporary and upcoming events and issues.

Demonstration of compilation of a news/feature list.

Assignment for students to each prepare a news/features list for next session.

Plenary review and discussion of students' news lists.

Examination of sample event/issue through different focuses.

Introduction of role play as spokesmen and reporters.

Plenary identification of possible items for "class newspaper".

Assignment for students to each prepare an examination of an event/issue through different focuses.

Plenary review of students' examinations of an event/issue through different focuses.

Introduction of role play as reporters/editors.

Plenary discussion of content for two "class newspapers", one of serious news content, the other tabloid and sensationalist.

Assignment for students to each prepare an outline of content.

Plenary review of students' outlines of content.

Divide class into two teams, each to prepare a different type of paper.

Plenary review of results.

Assignment for students to research live material in preparation for "final" newspapers.

Review of material by each team (in its own mini-plenary), and preparation and presentation of each "final" newspaper.

Plenary review of both products.

Conclusions.

Debating Europe 15 hours

Peter O'DONNELL

Associate Editor, European Voice

Peter O'Donnell is an EU-accredited Brussels-based journalist who has been covering European affairs for over twenty years. He has worked for The Financial Times, The Sunday Times, Reuters, the Economist Intelligence Unit, UPI, Euronews, and many other media in Europe and beyond. He is a former editor-in-chief of Europe Information Service, and is currently associate editor of European Voice. In addition to his work as a journalist, he acts as editor, editorial adviser and speechwriter for numerous clients in the corporate, political and academic world. He has conceived, created and authored numerous publications for the EU institutions and corporate clients.

OBJECTIVES - At the end of the workshop, students will:

1. Understand the numerous roles and forms of debate in European affairs
2. Be able to skilfully participate in and moderate debates of different types on European themes
3. Possess enhanced capacity for listening perceptively to, and elegantly controlling, live (and lively) exchanges

TEACHING TECHNIQUES

Introductory lecture on principles and forms of debate on European affairs.
Guided discussion on debating and moderating methods.
Exposure to real-life debate between opposing views.
Role play by students in debating and moderating.
Teamwork by students in creating debating points.
Analysis of a real-life debate.

PROGRAMME

Presentation of the role of debate in different aspects of European affairs and in different forms.
Student assignment to examine a specific (recorded) debate.

Plenary review of assignments and guided discussion of analyses.
Participation in real-life debate between (external) opposing parties.
Analysis of techniques of debating and moderating.
Initial role play by students in debating and moderating.
Teamwork in creating debating points on a given theme.
Student assignment to prepare a case for and against the same proposition.

Plenary review of assignments.
Extended role play by students in debating and moderating.
Analysis and conclusions.

**Opinion and critical writing on the EU/ Democratic challenges
of European journalism
15 hours**

Jean-Paul MARTHOZ

Professor

Jean-Paul Marthoz is currently professor of ethics in journalism (IHECS) and of global journalism (Catholic University of Louvain-la-Neuve). He is a columnist for “Le Soir”, associate editor of Europe’s World and a frequent contributor to “Espace de libertés” (Brussels). He is European advisor of the Committee to Protect Journalists (New York) and Human Rights Watch and the author or co-author of some 20 books on journalism and international affairs. He has been foreign editor of Le Soir, editor in chief of the business magazine “Trends/Tendances” and editorial director of “Enjeux internationaux”.

OBJECTIVES - At the end of the workshop, students will:

1. Be able to understand the major themes of the EU that can be considered as subjects of opinion writing
2. Be able to write an analytical and well structured editorial on EU policies
3. Develop an independent, critical, balanced and reasoned approach to EU policies

TEACHING TECHNIQUES

Used for the presentation of the EU issues on which the exercises will be based
Used for the realization of the writing exercises

PROGRAMME

Defining the issues: identifying the major themes in the EU that lend themselves to debates and controversies
Providing the factual knowledge and plurality of sources on which an opinion article should be based
Teaching the fundamental forms of opinion and critical writing (analysis, commentary, editorial)
Defining clearly the limits between on the one hand critical and fair opinion and on the other hand partisans/ biased writing, etc.
Exercises based on these issues: writing of articles, comparisons with articles written on these same subjects by EU correspondents or editorial writers, feedback.
Throughout these workshops the theme of democratic challenges of European journalism will be presented.

Journalistic Techniques: explaining Europe
15 hours

Gareth HARDING

**Director of Brussels Program, Missouri
School of Journalism**

Gareth Harding is a journalism professor, media trainer and documentary filmmaker. He currently directs the Missouri School of Journalism's Brussels programme and is a guest lecturer at the European Journalism Centre and the Sciences-Po and IHECS schools of journalism in Lille and Brussels. Before turning to teaching, Gareth reported on European affairs for 12 years for European Voice, Time Magazine and from 2002-2006 as Chief European Correspondent for United Press International. He has also written for the New York Times, International Herald Tribune, Washington Times, Wall Street Journal, Guardian and Independent newspapers. He has contributed to several travel guides to Belgium and written "Reporting Brussels" – a handbook for journalists now in its fifth edition. Gareth was educated at the London School of Economics and worked as a political advisor in the House of Commons, the European Commission and the European Parliament before becoming a journalist.

OBJECTIVES - At the end of the workshop, students will:

1. Be able to explain how the EU functions, how key decisions are taken and what they mean clearly, quickly and succinctly.
2. Be able to write an article or make a short video/audio feature about the EU to professional standards.
3. Analytical reasoning, ability to express clearly and succinctly.

TEACHING TECHNIQUES

Lecture on challenges of reporting EU – and possible solutions
Analysis of best practice examples of EU reporting
Production of article or audio/video piece on EU affairs

IHECS – Executive Master in European Journalism - 2010
Description of the Programme

PROGRAMME

Part one: Introductions, outline of course, lecture on challenges of explaining the EU – and possible solutions.

Part two: Techniques for clear reporting about the EU: cutting out jargon, reading between the lines, seeing through spin. Exercise: jargon-busting.

Part three: Interactive analysis of best – and worst – practice EU reporting. Preparation of final articles and pitch to mock editor

Part four: Presentation of final articles or film/radio pieces and conclusion

Journalistic techniques: regional journalism
20 hours

Marion TRIMBORN

EU Correspondent

Born on the 16th of September, 1971

Nationality: German

Education:

1990-96: University of Cologne/Germany: Studies of political sciences, history, romance languages and literature, achieving a Magister Artium M.A.

Scholarship grant at the school for journalism in Munich/Germany

2007-2008: Frankfurt School of Finance & Management - Postgraduate studies in Finance journalism

Professional Work:

since January 2010: Correspondent at the News Agency Deutsche Presse-Agentur (dpa) in Brussels

2009: Journalist at the German newspaper Frankfurter Allgemeine Zeitung FAZ

1998-2008: Correspondent at Deutsche Presse-Agentur (dpa) in Frankfurt, Brussels and Nurnberg

1996-1998: Trainee Deutsche Presse-Agentur (dpa)

Lectures and Teaching Experience:

since 2004: Lecturer in journalism at various German schools:

Bavarian School for Journalism, Munich Academy for Journalism (ifp), Foundation Konrad-Adenauer and Frankfurt School of Finance & Management

OBJECTIVES - At the end of the workshop, students will:

1. Be able to understand the regional politics of the European Union.
2. Be aware of frictions between European and regional politics.
3. Be able to write an article about the impact of European politics on the citizens in the EU by means of examples. Be fair, be critical and be a good journalist, who raises critical questions and remains distant to politicians.

TEACHING TECHNIQUES

Exposé (presentation by computer)

Interactive exposé (with Q & A)

Exchange of views and debate

Collection of ideas

Exposés by the students themselves

Case studies

Studies in small groups

Role play

PROGRAMME

The Base:

Definition of regional European politics

EU funding policy to bring forward regions (structural funds, cooperation etc)

Representation of regions in Europe

Civil society

Journalistic work:

How to report on regional politics? Methods to make clear how politics concretely affect citizens = readers and how citizens can bring in their interests

Practical work:

Students will write articles about different regional aspects – for example about institutions like the committee of the regions, representations of regions in Brussels, but also on the citizen's initiative or an open theme.

Computer Assisted Reporting 15 hours

Karel PLATTEAU

Deputy director of the Pascal Decroos Fund

Karel Platteau (°1982) is the deputy director of the Pascal Decroos Fund, editor-in-chief of Fondspascaldecroos.org and Mediakritiek.be, the online reflection room of the Flemish media. Deputy editor of Wobbing.eu, a site to promote access to information legislation. He coordinates the post-academic course International Researchjournalism. He lectures about Wobbing, investigative journalism and computer assisted reporting. Karel sits in the Board of the Dutch-Flemish organization of investigative journalists (VVOJ) and General Board of Scriptie vzw, a non-profit organization that aims to bridge the gap between science and society through science communication and puts scientific research of young people in the spotlights.

He has a background in developing online analysis software for Media, Advertising and Communication professionals. Planning and executing internal and external communication strategies in English, French and Dutch. He has a master of science in International Applied Communication at the University of Central Lancashire, UK, and studied Journalism at the University College Erasmus. His main fields are new media (web 2.0, e-learning), TV-production, freedom of information legislation, public affairs, communication strategy and planning.

He can be reached at karel.platteau@fondspascaldecroos.org

OBJECTIVES - At the end of the workshop, students will:

1. Be able to apply the Internet to research and to publish.
2. Capable of diving into social networks, such as Facebook and LinkedIn, using Twitter to find the latest news.
3. Be able to stay safe and still make useful contacts online.
4. Capable of coping with privacy and copyright online.
5. Share knowledge and become a reference.
6. Get more out of the journalistic product online.
7. Knowledge of online news marketplaces and capable of selling your stories online.
8. Be able to find fast and correct information with Google. Capable of using RSS and knowing why should you use it?
9. Be able to check who is behind a website.
10. Capable of finding golden information online – such as videos, telephone numbers, statistics, ...
11. Able to customize Firefox browser, integrate search engines and make use of language websites, raw data and processing tools.
12. Hands-on, critical, put things in a perspective, innovative, able to cope and implement with new technologies.

TEACHING TECHNIQUES

PowerPoint presentation and surfing on the internet

Students have to search the raw data, and gather it. Check if the sources are correct, who is behind the data? Students have to think/brainstorm pro-actively what is the fastest way to find information.

Students have to surf along during the presentation, to discover the websites and online databases. They have to save the websites on their online, for instance Delicious, account.

Students are pushed to participate into competitions (online, international). The tutor presents them where to they can apply or the students make a proposition, eventually the tutor can help them with their participation.

PROGRAMME

CAR introduction

Advanced Searches with Google

RSS – Really Simple syndication

Check your online sources

GIS – Geographical Information Systems

Video/Image search

Search through Social Networks

FOIA Online – Make us of Freedom of Information Legislation Online

What with privacy and copyright online?

Online databases

Long-distance co-operation online

...

REPORTING BRUSSELS FROM BRUSSELS - 10 hours

Emily VON SYDOW

EU Journalist, writer

30 years of reporting after a degree in Russian and History of Ideas from the University of Stockholm: Ten years as a general news reporter in Stockholm with Swedish daily Svenska Dagbladet and 20 years of reporting Brussels for various Nordic and international printed media and lecturing in Scandinavia and Brussels. Emily Von Sydow has a special interest in the driving forces behind the EU, the cultural and historical sensitivities that form the background to the seemingly rational political and economic decisions.

She is the author of several books on the EU, one of which is a school book, updated on a yearly basis.

<http://www.emilyvonsydow.com/>

OBJECTIVES - At the end of the workshop, students will:

1. Understand the complexities of the EU and the number of players, to write a story from its different angles
2. Acquire the hands-on tools for interviewing; refine question techniques and networking tools.
3. Not to trust anyONE's truth, but rather see tendencies, and find the underlying political message.

TEACHING TECHNIQUES

Brief introductory lectures, with interspersed Q&A - PowerPoint
Brainstorming - debate
Role play – divided into small groups
Self analysis – How about my own cultural bias? Group and individual thinking.
Games

PROGRAMME

What drives the EU?

Opposition, external enemies, mutual suspicion and personal relations.

The Union as a Role Play Game based on an actual situation and how it forces the Union to act (i.e. the Icelandic volcanic eruption): Internal players, external pressures leading to common rules and regulations. Who pushes for what? Where do the member countries stand?

Reporting Brussels: Distinguish the formal and the informal news.

Names, names, names: Work the summit: Networking – where and how: Daily briefings, conferences, seminars, and people to look out for. Info from outside the institutions.

Which news to follow, internet pages and printed news, on/off the record, background information.

Practical tips: Create system for saving the notes! Write date and occasion on each personal card!

Investigating Brussels: Find the political undercurrent.

Case study:

Portrait of Former Communications commissioner Margot Wallström. Never been investigated – Protected by whom? Who finances think tanks? Sympathies where? Basic understanding: See the opposite forces, historical sensibilities. No single truth, Brussels and EU too complicated. Nobody to be trusted 100% - everybody, member states included, have an agenda.

Practical atelier: Developing the succinct and concrete questions that cannot be ignored.

EU blogs/websites
6 hours

Gareth HARDING

**Director of Brussels Program, Missouri
School of Journalism**

Gareth Harding is a journalism professor, media trainer and documentary filmmaker. He currently directs the Missouri School of Journalism's Brussels programme and is a guest lecturer at the European Journalism Centre and the Sciences-Po and IHECS schools of journalism in Lille and Brussels. Before turning to teaching, Gareth reported on European affairs for 12 years for European Voice, Time Magazine and from 2002-2006 as Chief European Correspondent for United Press International. He has also written for the New York Times, International Herald Tribune, Washington Times, Wall Street Journal, Guardian and Independent newspapers. He has contributed to several travel guides to Belgium and written "Reporting Brussels" – a handbook for journalists now in its fifth edition. Gareth was educated at the London School of Economics and worked as a political advisor in the House of Commons, the European Commission and the European Parliament before becoming a journalist.

OBJECTIVES - At the end of the workshop, students will:

1. Be able to find information and news about the EU quickly and reliably
2. Be able to navigate their way around the EU blogosphere with ease and identify the websites that can provide them with up-to date news and analysis on EU affairs
3. Be web-savvy and aware of the influence of web-based EU sources

TEACHING TECHNIQUES

Introductory lecture on power and influence of blogs/sites on EU debate
Interactive session analysing various EU online news sources
Session applying knowledge about EU blogosphere

PROGRAMME

Introductions, the power and influence of the web and blogosphere on EU affairs, analysis of key websites and blogs dealing with the EU

Practical session: students will be asked to comment on a web article or blog that they found interesting or important over the last week.

Test: students will be given a list of five subjects they have to film or write about. They must find at least two sites/blogs that are best suited as sources for these films/articles.

Writing for The Web 16 hours

Muriel VANDERMEULEN

Manager, trainer, consultant "We Are the Words"

After her graduation as a translator in 1992 Muriel Vandermeulen immediately started to work as a freelance copywriter, journalist & translator. At the same time she studied for a bachelor degree in philosophy and a certificate as literary translator. She managed a multilingual content providing agency for 10 years.

Since 2002 Muriel has specialised in information architecture & on line information services. French (native), Dutch & English speaking web content expert, she has also been teaching seminars about Webwriting, e-Newsletter management, professional blogging and social media.

Muriel has been giving seminars for 7 years, for international & Belgian organisations, such as AGConsult, the European Parliament, Kluwer Training, the French Ministry of Education, the French Training Center for Journalists, ...

OBJECTIVES - At the end of the workshop, students will:

1. Be able to use the editorial tools needed in a unified content strategy.
2. Be able to write a web page, a blog post or a newsletter that is adapted to the media : page fold, length of pages, hierarchy of information, organization of the webpage, etc.
3. Be able to fill in a content calendar, an editorial matrix, an editorial & usability chart.
4. Methodological way of putting information on line, analytical approach of on line information, ability to express clearly and succinctly what the audiences want search for.
5. Act as a web editor, knowing the challenges of on line publishing.

TEACHING TECHNIQUES

Lecture on content usability & history of the web as a media...

Audit of existing webpages with best practices.

(Re)writing of existing webpages

Website sitemapping, information architecture, labelling, content providing

Design of a landing page + all the publication workflow

PROGRAMME

Web Content Usability – functional, formal & redactional requirements.

Editorial Strategy :

It's all about publishing...

How to manage your workflow ?

What about your KPI & ROI?

Creating his/her own website with dedicated content.

Presentation of the final website

**TV Journalism - workshop
25 hours**

Talheh DARYANAVARD

**Media Trainer at IHECS. Filmmaker and
Photographer**

Born in Iran in 1969, he studied photojournalism and cinema in Brussels. From 1994 to 2002 he published photographic works (made in Iran, Greece and Dubai) in Belgian magazines and newspapers. In 2009 he finished his first major documentary film about the women emancipation in his native country which was presented at Bozar Brussels in January 2010. Since 2003, Talheh Daryanavard coaches his students works on professional projects for external partners such as European Mouvement Belgium (European elections campaign - 2008) and Coopération Technique Belge (10th anniversary - 2009).

OBJECTIVES - At the end of the workshop, students will:

1. Will be able to understand the structure of a TV report and the editing techniques.
2. Will be able to make and edit a TV report and write a comment
3. Have a critical vision of TV reports

TEACHING TECHNIQUES

Techniques : Final Cut Pro
Lecture
Analysing there works
Role games and practical exercises
Self-analysis and evaluation of the team work
Team work
Creating their own reports

IHECS – Executive Master in European Journalism - 2010
Description of the Programme

PROGRAMME

Training on Final Cut Pro

- Software presentation
- Saving a project and file format
- Importing medias
- Cutting and edition in Final Cut
- Finalising a project and calibration
- Exporting files and formats

Coaching

Photojournalism – Theory and construction of a Photo Essay 20 hours

Mauro BOTTARO

Photojournalist

Born in Genoa in 1976, he moved to Scotland at the age of ten and then back to Italy to graduate in Political economics.

In Milan he started his photo journalistic career becoming professional in 2002 when he started working for various Italian national agencies and covering news politics and social features for all major national daily and periodical magazines as well as some international publications.

In 2006 he decided to move to London where he achieved a Master with Distinction in Photojournalism and Documentary Photography, was assistant to Paul Lowe (ex Magnum photographer) and developed a different documentary style to complete a story on Lebanon's war aftermath and a yearlong project on drug addicts in London's Elephant and Castle neighbourhood called Mainliners. The first gained various recognitions in festivals like AOP Awards London, Perpignan's Visa Pour Image, Dutch Norderlicht Photofestival and others. The second is part of a permanent historical archive in the Cumings Museum, has been featured in various exhibitions in London such as the Home and Photomonth Photography Festival and has been part of various drug prevention campaigns in Britain.

He's been working with Anzenberger since 2007, who have helped him publish in various international magazines since.

He has moved to Brussels where he resides since January 2008, developing an insight into video and moving images. Now collaborates with major TV channels based in Brussels (RAI, SKYTG24, ZDF, ROTV, Mediaset, PolsatNews) as cameraman and editor of news.

OBJECTIVES - At the end of the workshop, students will:

1. Have a basic knowledge of documentary photography and the validity of a journalistic story which can be elaborated into a meaningful photo essay.
2. Be able to construct a photo essay from the idea to researching, to taking the pictures to editing of the images, in order to have a product for editorial/web/multimedia use.
3. Be confident with photography, sharp in finding stories, critical towards editorial publications, interested by the photographic medium and language

TEACHING TECHNIQUES

Lecture with hand outs and slides
Exposure of work by students, individual or group
Self appointed assignments
brainstorming
Group definition of assignment to be photographed
Assignment and realization of photo essay

PROGRAMME

The camera, its potential and what is a meaningful image journalistically speaking.
Introduction to photo-journalistic method of constructing a story/essay. Examples and case studies.

Exposure of current use of images to document the EU and analysis on how to move away from the production of this documentation.
Assignment of small photographic task to carry out to test participants' confidence and aptitude to photographing.

Group analysis of work done by students in small assignment, to elaborate an editing method for the single images.
Division in groups to brainstorm on interesting stories which could be elaborated individually or in a group.
How to take EU official channels and info and steer towards independent information making through photo essay.

Students will carry out a self initiated story in a documentary style.
There will be an illustration of the multimedia products in which the story can be elaborated.
Importance of the final use of the story, channels of distribution, etc.

Radio journalism
20 hours

**Sebastien SCHMITZ, Yvan HANON and
Johann DELFERIERE**

Audio production team (IHECS)

Sebastien Schmitz, licence in communication, master in history of actual art at ULB (Université Libre de Bruxelles). Member of ACSR (Atelier de Creation Sonore et Radiophonique). Composer for movies and theatre performance. Practice Teacher at IHECS since 2007.

Yvan Hanon, sound engineer graduate of IAD in 1998 (Institut des arts de diffusion), Practice Teacher at IHECS since 2001, administrator member of ACSR (Atelier de Creation Sonore et Radiophonique) and freelance FOH mixer.

Johann Delferiere, television and movie technician graduate of INRACI. Practice Teacher at IHECS since 1991. Practice Teacher at the Ecole de photographie de la ville de BXL, video section since 2009. Music producer.

OBJECTIVES - At the end of the workshop, students will:

1. Be able to make recording (with Nagra), sound montage, mix and mastering (with Sony Vegas software)
2. Be able to (re-)build a subject (interview, report, documentary...) by using tools of editing. Communicate by the radio language.
3. Be critical.
4. Develop a "listening culture".

TEACHING TECHNIQUES

During the first 8 hours:

Quick guide of exposed techniques (pdf).

Video Projection of the software windows.

Listen to examples in our studio.

During the next 12 hours:

Small exercises based on practice on individual digital workstation. Interactive method during all session, supervising students individually during their personal exercises.

Individual supervision.

Make a "ready to broadcast" production (FM,Web)

IHECS – Executive Master in European Journalism - 2010
Description of the Programme

PROGRAMME

Basic approach.

Lessons based on exploring studio sound material.

Recording in studio. Recording in professional studios or on location with “Nagra” recorders.

Initiation to editing, sound montage, mix and mastering.

Listen to their own recording. Supervising and assisting students during the editing of their work.

Web Broadcast.

Gender stereotyping and portrayal of women 2 hours

Pamela MORINIÈRE

**Authors' Rights and Gender Officer,
International Federation of Journalists (IFJ)**

Pamela Morinière joined the IFJ/EFJ in 2002 as authors' rights officer and progressively took on new responsibilities in the gender equality field and legal issues such as defamation. She now works extensively on the Ethical Journalism Initiative campaign launched by the organisation in 2008. As part of this campaign, she manages projects and initiatives involving journalists' unions and associations to promote tolerance and quality in the news through fair, objective and documented news coverage.

She also contributes regularly to the Belgian magazine "Journalistes".

Prior to the joining the IFJ, Pamela worked in law firms and the European Commission. She holds an LLM as well as a Diploma in journalism from the Institute of Journalism in Belgium.

OBJECTIVES - At the end of the workshop, students will:

1. Assess gender balance in the news and how it can contribute to quality of news reporting
1. Gain a good knowledge of existing tools to promote gender equality in the news
2. Be able to produce a story balancing gender roles
3. Learn about best practices examples adopted by European news media
4. Be unbiased, critical, objective

TEACHING TECHNIQUES

Debate and brainstorming on what is gender equality, how is it reflected in the news.
Short power point presentation on the finding of the Global Media Monitoring Project on gender portrayal in the news with a focus on Europe.
Use of a video toolkit to illustrate how women (especially politicians) are portrayed on television and debate as to what could be done to improve some selected news reports.

IHECS – Executive Master in European Journalism - 2010
Description of the Programme

PROGRAMME

Brainstorm about gender portrayal in the news. What does gender equality mean? Where are women in the news? What can be improved?
Power point on GGMP with main findings
Video toolkit on portraying politics: selection of several reports and debate

Racism, Intolerance and rights of minorities
2 hours

Pamela MORINIÈRE

**Authors' Rights and Gender Officer,
International Federation of Journalists (IFJ)**

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She also contributes regularly to the Belgian magazine "Journalistes".

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OBJECTIVES - At the end of the workshop, students will:

1. Understand the EU context (policies, facts) in relation to immigration, ethnical minorities
2. Gain a good knowledge of requirements for good reporting on diversity and the role of the media in upholding tolerance
3. Explore best practices examples on reporting diversity in European media
4. Be able to produce a well documented, unbiased story about the status of migrants and minorities in the EU
5. Learn about best practices examples adopted by European news media
6. Be unbiased, critical, objective

TEACHING TECHNIQUES

Debate and brainstorming.
Use of toolkits and distribution of toolkits to each student

PROGRAMME

Brainstorm about migration, racism and media reporting.
What is journalists' role? What are good and bad practices?

Presentation of EU policies on migration and debate

Video: Presentation of a series of best practices examples adopted by European media and European journalists unions and discussions

**Objectivity and balance in a world of self interest
2 hours**

Monir ZAAROUR

**IFJ Coordinator- Middle East and Arab
World**

Monir Zaarour joined the IFJ in 2006 as project officer in a Trade Union development and capacity building programme. He is now following on the IFJ's programmes in the region which include, in addition to trade union development, campaigns on ethical journalism, press freedom, safety of journalists and fighting impunity.

Before moving to Belgium, Monir worked in a documentary film production company in Ramallah/Palestine.

He holds MA in international conflict analysis from Brussels School for International Studies.

OBJECTIVES - At the end of the workshop, students will:

1. Be aware of the most important factors affecting the level of Objectivity and Balance in journalism (ownership, funding, relations with centres of powers, access to information, etc..)
2. Be able to identify key weaknesses in a media content in regard to its balance and objectivity
3. Be sceptical towards the claims of complete objectivity and balance in journalism

TEACHING TECHNIQUES

First: Debates and brainstorming
Second: presentation of case studies
Third: exercises - analyzing media content

IHECS – Executive Master in European Journalism - 2010
Description of the Programme

PROGRAMME

Initial debate on the possibility of objectivity in human activities in general and the limitations and restriction in media in particular
Presentation of case studies where objectivity and balance were upheld, sacrificed or unattainable
Analyzing journalistic stories and identifying strength and weaknesses

Protection of journalists' sources of information
2 hours

Marc GRUBER

European co-Director (IFJ)

Marc Gruber is European co-Director of the International Federation of Journalists (IFJ) and its European group, the EFJ. The EFJ/IFJ is based in Brussels, it represents journalists unions and associations across the world and it is the largest professional organisation of this kind.

Marc started to work at the EFJ/IFJ in 2001 and he is in charge of relations with European institutions about journalists' rights, which including press freedom, working rights, changes in media, pluralism and diversity in media.

Before working at the EFJ/IFJ, he had a 5 years experience in EU politics, respectively in a French regional office and at the European Commission. He studied political science, communication and international relations in Strasbourg and in Rome.

OBJECTIVES - At the end of the workshop, students will:

1. Be able to understand the notion of protection of sources in the analogue and digital environment.
2. Be able to proceed with sources of information in order to protect their identity AND be able to deal with requests by authorities asking for sources.
3. Be professional before using protected sources in an article or a report.

TEACHING TECHNIQUES

Lecture
Open discussion and brainstorming
Practical examples (case law or real stories)
Exercises or role games.

PROGRAMME

Lecture on protection of sources (1 hour max):

- importance of the topic
- who can/should protect sources
- various type of sources
- legal aspects in Belgium and in other countries
- technological aspects (data retention, other)

Case-based discussion with the students (30 min), for example:

- case of journalist who was able to protect
- case of journalist who was unable to protect

Exercises or games based on journalists vs. police/justice
(rest of the time)

Objectivity and balance in a world of self interest 2 hours

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OBJECTIVES - At the end of the workshop, students will:

1. Be able to understand the changing nature of media and of the profession of journalist, as well as the difference between journalism and other media activities.
2. Act and work in journalism according to the nature of the media or the technological platform.
3. Identify journalism in the digital environment.

TEACHING TECHNIQUES

Lecture
Open discussion and brainstorming
Practical examples & Brainstorming

PROGRAMME

Lecture on change in journalism/media (1 hour max)

- major changes in journalism in the past
- current trend and tendencies
- challenges for the professionals (what is journalism now?)

Case-based discussion with the students (30 min), for example:

- relations with users/ "citizen journalists"
- original and creative projects

Brainstorming on the future of journalism:

- what profile do the students look for themselves?
- what vision for a collective/professional approach?

EU sources for Brussels based journalists
5 hours

Lorenzo CONSOLI

EU Journalist

Born in Brindisi, Italy. Studied history in the Bologna University. Since 1986 in Brussels, worked as a temporary agent in the European Commission, then as a political group press officer in the European Parliament. Journalist since 1991, worked for news agencies, newspapers, radios and specialised magazines until October 2000. Between 2000 and 2003 worked for Greenpeace EU unit in Brussels, the first year as EU press officer, then EU policy advisor. Back to journalism since April 2003, working for the Italian news agency Apcom. Elected president of the Brussels International Press Association (Api) in 2006, re-elected in 2008. Expert in EU institutional issues and history, EU environmental, climate, consumer and energy policies.

OBJECTIVES - At the end of the workshop, students will:

1. Be able to find 'hooks' with mainstream news to the attract EU journalists' interest.
2. Be able to understand and discern what is useful and what is useless for EU journalists.
3. Understand different views and perspectives for the same issue.

TEACHING TECHNIQUES

Expos with supporting documents, power points.
Encouraging questions, debates.
Simulation, elaboration of articles from documents and press releases.
Search for relevant information on a particular issue, on the basis of papers and documents on Internet. Case study, for example on Gmos, Reach, EU Climate package, EU infringement procedures.

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PROGRAMME

1. The EU sources: Commission spokesman service, EP press services, EU Council press service, diplomatic sources, rotating presidencies sources, Court of Justice press services, main EU Agencies (Efsa, Eea etc.), Eurobarometer, Eurostat.
2. Non EU sources: NGOs, Industry and lobby groups, 'foreign' press, think tanks and foundations, Council of Europe and European Court of Human Rights, understand the importance of the 'national angle'
3. From press release to articles, practical work, simulation, case study, watching a Commission briefing, EP press conference etc. through EBS video streaming

Focus on the European Parliament 5 hours

Davide PERNICE

European Parliament Assistant

Born in Rome, Italy. He studied on music and philosophy. At the age of 23 he starts working as a political officer in the Italian Deputies' Chamber, with responsibilities linked to the parliamentary work of its Presidency.

After two years, Davide resigns from the Deputies' Chamber and moves to Stockholm, Sweden, where he stays for almost two years, working as political officer for the Italian Trade Union CGIL in the domain of the services for the Italian emigrants to Scandinavian countries.

In 2002, he comes back to Rome, where he becomes head of the institutional relations department of "Dinamiche d'Impresa", a consulting providing lobby and strategic support to enterprises such as Telecom Italia, Siemens, Oracle.

In July 2004, he resigns and takes office in the European Parliament as the assistant of the President of the Italian Delegation in the Socialist Group.

Since then, he has closely followed several relevant parliamentary dossiers. In 2008, he accepts to be candidate for the Italian Deputies' Chamber as "Italian living abroad": in only three weeks of electoral campaign, he reaches the positive outcome of more than 9.000 personal votes.

OBJECTIVES - At the end of the workshop, students will:

1. Be able to understand the basic structure and functioning of the European Parliament, as well as the technical aspects of the parliamentary work and of the lobbying methods
2. Be able to plan a lobbying action through the writing of amendments, the selection of "opinion-leaders" in the EP and the organisation of meetings and focus-groups with MEPs
3. Be fast in searching for information and precise in collecting the information needed

TEACHING TECHNIQUES

Lecture
brainstorming and debate
Role games and practical exercises
Self-analysis and evaluation of the team work

PROGRAMME

The European Parliament in brief

What's new in the Lisbon treaty?

Key figures:

Rapporteur, shadow rapporteur.

Committee coordinator.

Secretaries of political groups.

Secretary of the relevant Parliamentary committee.

Office of mailing.

Channels for relationships and interaction

Parliamentary assistants.

Parliamentary work: how to obtain relevant information and plan your action

The European Parliament, mysteries and mechanisms

The composition and functioning of Parliament committees and political groups.

Voting procedures (voting in relevant Parliament committees, voting in plenary sessions).

Looking for documents on the Internet, work schedule and practical application.

How to increase consensus in the decision-making process: the role and duties of lobbies, journalists and assistants.

Managing reports, opinions, amendments and voting lists.

How to verify full adoption of approved amendments and linguistic compatibility.