

EVENT DESCRIPTION SHEET

PROJECT	
Participant:	Network, Dedalus, CIP, Pacto Verde, HESED, GEYC, CB
PIC number:	937465231, 942198928, 940477275, 949600222, 945217859, 889495433, 918685934
Project name and acronym:	Youth Involvement in the European Democratic Debate through Journalism— EFIVOS in Europe

EVENT DESCRIPTION	
Event number:	1
Event name:	Work Package 3 WP3
Type:	Training on Journalism and Media literacy
In situ/online:	in-situ
Location:	Athens, Nicosia, Huelva, Sofia and Kyustendil Naples, Hundested and Slagelse, Bucharest
Date(s):	24/9/2023-28/11/2023
Website(s) (if any):	https://ddp.gr/en/32438/
Participants	
Female:	126
Male:	121
Non-binary:	0
From country 1 Greece	26
From country 2 Italy	26
From country 3 Cyprus	40
From country 4 Spain	20
From country 5 Bulgaria	24
From country 6 Romania	23
From country 7 Denmark	88
Total number of participants:	247
	Countries
	7
Description	

Provide a short description of the event and its activities.

The WP3 was different for the previous WP. It included trainings on 5 topics related to media literacy and journalism. The material was produced by the NCR team who had the methodology from EFIVOS I and the project Young Journalists-Migratory Birds. Based on the material, the partners implemented training on

- ✓ Principles of Journalism and Journalistic Ethics
- ✓ Introduction to articles and interviews
- ✓ Journalism in The Age of Social Media
- ✓ Introduction to Podcasts
- ✓ Photography, Video & Journalism

The 7 partners chose different approaches on the engagement of the participants, which led to a high number of participants. The trainings took place in nine cities either in youth centers, hub, shelters or schools. In Denmark in 2 different schools: New Nordic Youth and Flakkebjerg Efterskole. and in Spain in Montessori school. In Italy in Intercultural Center Nanà (with refugees), in Greece in NCR's Youth Center, in Cyprus in the CIP Hub (Fridays for Writing, Coffee and Mingling') and Festival, a high school in Bucharest and in Bulgaria in 3 different locations (Roma neighbourhoods). In the trainings participated Erasmus students in Greece and Cyprus from Germany, Australia, Syria and India.

During the trainings the participants created media content such as articles, videos, photos and podcasts. They were introduced to alternative tools to raise their voice. Most of the participants had limited or no experience in this field which was really interesting for them. Some participant said that these workshops were the most interesting workshop they had participated in months or that they had a lot of fun. Especially for refugees and Roma young people who did not had the opportunity to access to non formal education and had limited knowledge on journalism and media.

The facilitators used a number of games, activities and outdoor activities, a panel with journalists to engage the participants and provide them with more hints. Creating their own material was an experience for them, developing skills and critical thinking. Important impact of the trainings was the understanding of ethics, the importance to distinguish the fake news and finding legit sources. The participants are using mostly social media-Facebook, Tik Tok and Instagram-even to read/learn the news while they look more for artists, events instead of traditional media/news. They spend time watching videos and listening to podcast, the last seems to be the new trend. They recognized the power of photos, videos, and documentaries in storytelling and conveying emotions. Some of them are keen to journalism but all agreed that they will use the gained knowledge in their everyday life.

Regarding the national situation in their countries and EU media, the results vary to no interest for even neighbourhood issues to critic for disinformation- role of media while some had some knowledge /interest in EU media. The positive outcome of the trainings is that the participants realised the power of media, developed-even early stage- media skills and critical thinking.



Efivos 2



*Training on Journalism and
Media literacy*



Objective

The aim of the **project** is to promote empowerment, learning, self- and artistic expression, young people's participation, promotion and defense of their ideas and European values. The workshops give young people the opportunity to get active on issues relevant to their age group, to learn about EU policies, to express their views on important issues and to become active change makers.

The overall aim of the project is to empower young people to become agents of change and to mobilize their communities to become more aware of EU values and become active citizens.

The aim of the training is to provide with the knowledge and develop skills on expressing themselves. The EFIVOS training material created will be adapted to the project for a 30- hours training, with the following subjects:

- ✓ Principles of Journalism and Journalistic Ethics
- ✓ Introduction to articles and interviews
- ✓ Journalism in The Age of Social Media
- ✓ Introduction to Podcasts
- ✓ Photography, Video & Journalism

The following **organizations** will be involved in the work: Children's Rights Network, Crossing Borders, CIPOWER, COOPDEDALUS, GEYC, HESED, PACTO VERDE.

- The trainings will be organized with a **total of 20 youth** (aged 13-24 years old) in **each of the partners' country**. In total should be 126-150 participants.
- **Dates** of the focus groups: September-November 2023
- **Reporting**: deadline mid-November

Preparation of Trainings

Several issues need to be taken into account when preparing the trainings

- *Participants* need to be selected using inclusive, non-inclusive criteria.
- It is necessary to identify *the number* of participants who will take part and to determine how to approach these participants.
- The *time and place* of the trainings
- Planning how to organize the 30hrs trainings in 5 days.
- In the trainings, youth/teens *will receive information about the purpose of the project, how much of their time will be required, the number of meetings*
- It is necessary for the young people/teens to be aware of the training flow from the beginning.



Purpose of the Efivos2 training

The purpose of the training is to bring young people/adolescents in touch with the ethics of journalism and journalistic tools. The aim is to familiarize adolescents with these concepts so that they can express themselves and also develop the skills to write articles and produce podcasts in the next phases of the project.

Participants

Participants are adolescents aged 13-24 from all cultural, ethnic and social backgrounds, including young people with refugee/immigrant backgrounds, without exclusion. There will be a list of participants to be signed for statistical and reporting purposes.

Time and place

The focus groups will take place in the months of Sept - November and will last 30 hrs in a 5days workshops.

They will take place in partner premises or in a child-friendly space.

Material of the Trainings

Principles of Journalism and Journalistic Ethics

Check-in (30 minutes)

Defining Journalism (30 minutes)

A basic **journalism** definition is the gathering, assembling, and presentation of news. Journalists produce many different types of content for various media, but their work is tied together by the fact that they all focus on nonfiction information related in some way to current events. Additionally, journalism is usually performed in association with some sort of news outlet that gathers journalistic pieces and provides them to the public.

Whether you watched the news this morning, read the newspaper today, or saw news stories on the internet, you have been consuming journalism. **Journalism** is collecting and presenting information.

Journalists, the people that do the collecting and presenting, rely on different story formats to present information.



Breaking news stories, features, investigative reports, editorials, and reviews are all types of journalism.

The Purpose of a Journalist => Information is the journalist's primary task

When producing pieces, journalists work to provide the public with information that is relevant to their lives. It is important that journalism is not only **accurate** but also **useful**. The best journalism informs about events, issues, and people that impact society or affect daily life.

The right of everyone to have access to information and ideas, affirmed in Article 19 of the Universal Declaration of Human Rights, also describes the mission of journalists.

The responsibility of journalists towards public opinion goes beyond any other responsibility, especially towards employers and public authorities.

Fundamental elements for the Media (15 minutes)

Accuracy and **validity** of news are the two fundamental elements for the Media, as they are directly related to their credibility and the trust of the public.

Basic principles of journalism

1. Truth
2. Objectivity and the difficulties in achieving it
3. Pluralism
4. Impartiality
5. Comprehensiveness in news coverage
6. Validity

Dos and don'ts of a journalist



Dos

- Cross-check the facts from at least two sources
- Check the validity of the information based on the previous reliability of the source
- Ask your source how he/she knows a piece of information and report it
- Keep records and videos of interviews and events => They ensure the validity of the news

Don'ts

- We do not publish unconfirmed information. If it is a piece of critical information, we must state why we are publishing it and that it has not been fully cross-checked.
- We do not take "public opinion" or what is reported by others as facts.
- We do not add or remove information from a news story to serve the purposes of others. We are accurate.
- Journalists must not withhold information of material importance or falsify documents.

Exercise 1 (45 minutes)

True or False?

Form 4-5 groups. Each person takes two stickers and writes «truth» in one and «false» in the other. Or we have ready-made cards. One says "true" and the other "false".

Time for interview

One from each group is the interviewee and the rest are the journalists.



The journalists gather information about the interviewee and make 2-3 sentences that are true and 2-3 that are not. In turn, each group shares the sentences they have created.

The other participants try to guess whether the information is true or not.

At the end of each sentence, the interviewee verifies which sentences are true and which are false.

Break (20 minutes)

Journalistic ethics (20 minutes)

What is ethics generally?

Ethics are principles that a person uses as a guide when deciding between what is right and what is wrong.

What is journalism ethics?

Ethics in journalism can be defined as the code of conduct by which a journalist is held accountable and lives when performing duties. This ethical code of conduct helps maintain a trusting relationship between consumers and news outlets, as well as improves a journalist's credibility.

Who defines the code of ethics for journalists?

While there is no specific **code of ethics** written that all journalists live by, **journalistic professional societies**, have adopted their own code of ethics. Also, a lot of professional journalists follow the code of ethics of the International Federation of Journalists world's largest organisation of journalists, representing 600,000 media professionals from 187 trade unions and associations in more than 140 countries.

<https://www.ifj.org/who/about-ifj>

Fun facts for IFJ



Established in 1926, the IFJ is the organisation that speaks for journalists within the United Nations system and within the international trade union movement.

First established as the Fédération Internationale des Journalistes (FIJ) in 1926 in Paris, it was relaunched as the International Organization of Journalists (IOJ) in 1946, but lost its Western members to the Cold War and re-emerged in its present form in 1952 in Brussels.

Global Charter of Ethics for Journalists

The IFJ Global Charter of Ethics for Journalists was adopted at the 30th IFJ World Congress in Tunis on 12 June 2019. It completes the IFJ Declaration of Principles on the Conduct of Journalists (1954), known as the "Bordeaux Declaration".

The Charter is based on major texts of international law, in particular the Universal Declaration of Human Rights. It contains 16 articles plus a preamble and defines journalists' duties and rights regarding ethics.

Exercise 2 (30 minutes)

A good journalist....

Form 4-5 groups. Each group discusses with each other and answers "Yes" or "No" to the following questions. Prepare your arguments as to why you chose each answer.

Would a good journalist....?

1. Would a good journalist go into the home of a person he/she is investigating in order to find evidence for his/her article?
2. Would a journalist publish the details of a person who is being threatened or has been attacked by someone?
3. Would a good journalist disclose the details of his/her source if he/she had to?
4. Would a good journalist get interference with the content of his/her articles from the government or a businessman?



5. Would a good journalist use his position as a journalist to give information to the police?
6. Would a good journalist report his/her errors or published information or he/she would change them without mentioning it?
7. Would a good journalist publish a piece of information given to him/her "off the record" if it was really important?
8. Would a good journalist pretend to be someone else in order to gather the information he/she needs for his/her article?

Break (30 minutes)

Basic principles of a journalist (20 minutes)

- We use only fair methods to obtain information, images, documents, and data and will refrain from using hidden recordings of images and sounds, except where it is impossible for him/her to collect information that is overwhelmingly in the public interest.
- Always report our status as a journalist
- We rectify any errors or published information which is found to be inaccurate
- We observe professional secrecy regarding the source of information obtained in confidence.
- We respect privacy. The journalist shall respect the dignity of the persons named and/or represented and inform the interviewee whether the conversation and other material is intended for publication. He/she shall show particular consideration to inexperienced and vulnerable interviewees.
- We do not contribute to prejudice. We don't facilitate the spread of discrimination on grounds such as geographical, social or ethnic origin, race,



gender, sexual orientation, language, religion, disability, political and other opinions.

- We don't act as an auxiliary of the police or other security services.
- We shall refrain from receiving any unfair advantage or personal gain because of the dissemination or non-dissemination of information.
- We exclude any kind of interference from governments or others.
- We respect the methods of collection/dissemination of information that he/she has freely accepted, such as:
 - A. "off the record" => Off the record means that a source does not wish to be quoted or named. The source does this because he wants to remain anonymous. There are many reasons for wanting anonymity.
 - B. anonymity, or => Journalists will not reveal the identity of a source if the source is not agreed
 - C. embargo => Embargo in journalism means that the reporter agrees with the source of hold the information or story until a specific date or time. Embargo in journalism occurs when there is an impending announcement of an event or product or even an activity by a governmental agency. The purpose of an embargo in journalism is to give the reporter time to receive all of the information or to not have the story appear before the announcement or activity occurs.

provided that these commitments are clear and unquestionable.

Serious professional misconduct in journalism

- plagiarism
- distortion of facts
- slander, libel, defamation, slander, unfounded accusations



Propaganda and disinformation (30 minutes)

Definition of Disinformation

False information is deliberately and often covertly spread in order to influence public opinion or obscure the truth.

Definition of Propaganda

Propaganda has come to mean a deliberate and systematic effort to disseminate or promote particular ideas in order to influence the beliefs, thoughts, or actions of others. Propaganda utilizes symbols, images, and slogans to create messages designed to persuade others to a specific way of thinking. In order to achieve this, propaganda often distorts pertinent facts or omits truths to gain maximum effect.

The types of propaganda

The types of propaganda are divided into three:

α) White propaganda: The information transmitted is true and accurate and comes from an identifiable source.

β) Black propaganda: The information transmitted is false and fabricated and comes from an "artificial" source.

γ) Grey propaganda: The information transmitted is in an intermediate state, i.e. information that is uncertain and from either identifiable or artificial sources (Jowett & O'Donnell, 1999).

The usual tactics

The usual tactics followed by the propagandists are,

a) to selectively publish the facts, or to present facts in an incomplete form.

b) focus on threats or dangers,

c) limit themselves to not commenting on an event or an opinion or expression of an opinion or expression



d) attempt to exploit practices or arguments that defy logic, as well as emotions of the recipients (Shah, 2005)

Propaganda and disinformation techniques (30 minutes)

- **Guilt by association** => Using an opponent's links to another to assign the other's beliefs, misdeeds, or other unattractive qualities to the opponent.
- **Appeal to ignorance** => Suggesting that something is true simply because it hasn't yet been proven false
- **Copaganda** => Is a form of propaganda used to describe depictions of police in a positive (or excessively positive) light while obscuring negative qualities, most often through mass media, with the intent of swaying public opinion for the benefit of law enforcement
- **Whitewashing** => Is the act of glossing over or covering up vices, crimes, or scandals or exonerating by means of a perfunctory investigation or biased presentation of data with the intention to improve one's reputation.
- **Pinkwashing** => also known as rainbow-washing, is the strategy of promoting LGBT rights protections as evidence of liberalism and democracy, especially to distract from or legitimize violence against other countries or communities.
- **Greenwashing** => Is a form of advertising or marketing spin in which green PR and green marketing are deceptively used to persuade the public that an organization's products, aims and policies are environmentally friendly. Companies that intentionally take up greenwashing communication strategies often do so in order to distance themselves from their own environmental lapses or those of their suppliers.

Pseudo-journalism



Pseudo-journalism is something that appears to be journalistic. One of the most common types is a tabloid newspaper that reports on celebrity gossip, alien abductions, and other similar stories. Pseudo-journalism uses speculation, rumor, and falsehoods as sources.

Exercise 3 (30 minutes)

Propaganda but... which technique of propaganda?

Form 4-5 groups. Have prepared some news that corresponds to different types of propaganda. The groups collaborate and connect the types of propaganda with the corresponding news.

Check out (30 minutes)

Introduction to articles and interviews

Check-in (30 minutes)

The three basic types of articles (15 minutes)

News articles

A news article is meant to inform the public of current events or important announcements. News article is the article we read about an earthquake that happened now/recently, the resignation of a prime minister that just happened. Its purpose is to inform the public about an event, fact, or the evolution of a news story, etc.

Interviews

An interview is a discussion between a journalist (interviewer) and a person (interviewee) on a specific topic. Not just gathering information (source), but something deeper.

Opinion piece

In Journalism, an opinion piece is the writer's personal views on a topic rather than an objective report. Opinion pieces in journalism can be published in newspapers,



magazines, on the radio or television, and on the internet. The important thing is that opinion pieces need to be clearly identified as the subjective views of the author and not a fact-based or objective report. It is important the journalist who writes the piece to remember his/her role and have arguments for the opinion he/she expresses. Saying your opinion doesn't mean you shouldn't be evidential.

The "Five W's" (15 minutes)

A key concept within journalism and especially in news articles is the "**Five W's**". These five questions guide journalists while they identify, investigate, and report on news. The "Five W's" are:

- Who: Who was involved?
- What: What occurred?
- Where: Where did this occur?
- When: When did it happen?
- Why: Why did it happen?

A good news story should address every one of these questions.

Exercise 1 (15 minutes)

Form 4-5 groups. Give some lead paragraphs from existing news articles. Each group collaborates in order to find the answers to the 5 W's : Who? What? Where? When? Why?

Article Format (15 minutes)

There are six main components of articles. The following is the article format:

Headline - a short statement about the event of the newspaper. A headline grasps the attention of the audience so that they want to continue reading the article.

Byline - tells who wrote the article.

Lead/Lede paragraph - contains the most essential information that the journalist had to research to find. This section answers Who? What? Where? When? Why? And sometimes How?



“The body” - includes all other information the audience may want to know about the topic. The journalist must decide what else the audience will want/need to know within the article and do more research to include this information. This section may also include witness interviews and other direct quotes from people involved in the event being written about.

“The tail” - any nonessential information regarding the event. The additional information is the least important in the article, is not required, and is sometimes removed if the article is longer than the space provided.

Last paragraph - In the last paragraph we have the closing where we state what we expect as a development in the next few days regarding the news or we provide a conclusion. It depends on the type of article.

Break (20 minutes)

How to Write an article (30 minutes)

Article writing may seem like a daunting task, but following these steps will help a writer format and organize the information in a successful way.

Step 1: Choosing a Topic

When deciding to write an article, consider what story an audience would want to read and most importantly what story is worthy to be known. This should be a newsworthy story that is relevant, timely, and significant.

Relevant - Consider the location of the audience. For example, if the audience is a large city like New York City, a story about a small-town event in Utah would not be relevant. Consider what the audience would find newsworthy and important to their lives.

Timely - The story should focus on something that happened in the recent past, happening presently, or happening in the near future.

Significant - Consider what information will be important to the majority of the audience. Noting the example above, would someone living in New York City find it important to know about an event in Utah? Likely, no. The story needs to be significant to achieve readers. However, you should not exclude important news stories because it is not about a popular topic.



Step 2: Researching and Collecting Sources

Consider where to find the most accurate information for the topic; this will require research and finding credible sources and how to contact those sources. This requires in-depth research and homework.

Once interviews are scheduled, the next step is to prepare questions to ask these sources. Think of the goal and message that is being sent to the audience.

Step 3: We classify and prioritize the information we have

We start with Classification.

By what criterion do we classify?

Firstly, we sort the information by category:

- causes,
- consequences
- Circumstances of the news
- what followed

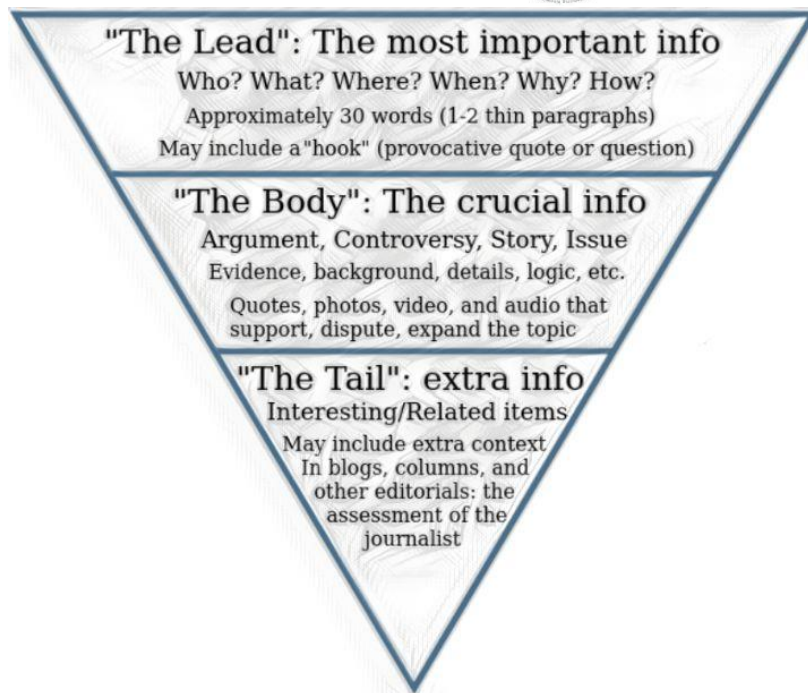
Then we proceed to the prioritization.

By what criterion do we prioritize?

- **What is the element that makes the news interesting?**
- **Which element provides new information?**
- **What is the point of the news?**

The «inverted pyramid» method

(Most important to least important)



Step 4: Writing the Main/ Lead Paragraph

A strong lead is essential to the success of an article. When thinking of how to start an article, know that the first paragraph is where the most important information needs to be addressed. Most readers are going to simply skim that lead paragraph to see if it is something they would like to continue reading, so the lead paragraph should cover the Who, What, When, Where, Why, and sometimes How of the story. In reality, a writer only has a few sentences to hook the reader.

Step 5: Fill in Additional Information

A strong lead paragraph will set up the remainder of the information to include. The writer should provide in-depth coverage of the most important details about the story. This will include additional background and contextual information along with information gained from interviews.

Step 6: We find a headline

Although the headline of an article is the first thing a reader reads in an article, it is the last thing a journalist writes. Even if you have thought of a headline before you start writing your article don't settle on one before you finish your article. Of course, whatever idea you have you jot it down and when you have completed the article and have it ready in front of you then get to work on writing the headline. Even though the headline is short, up to 8 words ideally, it doesn't mean you'll spend little time coming up with it. The title is what will draw the reader to read the article so spend as much time as you need until you find the right one.



How to use Supporting Quotations (10 minutes)

Adding direct quotations from credible sources will enhance the credibility of the article. This adds reputable value to the author and the author's media. The process of adding quotes is up to the discretion and preference of the writer: some choose to add them while writing the article, others choose to add them once the article is written and they can see where the quotes best support their information.

Regardless of how they are added, quotes should be brief and informative. There should not be chunks of block quotes. Writers should choose portions of the interview that best support the information they are presenting to the audience. The point of quotes is to ensure the audience that the information being presented is credible and can be backed up.

Exercise 2 (50 minutes)

Write an article step-by-step

Separately or in groups of 2-4 persons the participants write an article of 250-300 words consisting of 3-4 paragraphs with the structure we have already talked about. We “break” the exercise into steps.

For example:

1st step: Decide your topic (8 minutes)

We make some suggestions to the participants but they can choose a topic they like. We give them 8 minutes.

2nd step: Make mini research (15 minutes)

We encourage them to use their mobiles/laptops/tablets to gather pieces of information.

3rd step: Write down your article (20 minutes)

We explain them to follow the steps we have talked about and write down 3-4 paragraphs

4th step: Find a headline (7 minutes)

Break (20 minutes)



Types of Reporters (10 minutes)

Depending on the type of journalism

- **Breaking news reporters** cover recent events of public interest.

They can be considered generalists, and often write about a variety of subjects. These journalists are the ones most people think of when asked about the definition of a reporter

- **Investigative reporters** produce detailed, long-form reports on subjects that are poorly or incompletely understood by the general public.

Most, but not all, investigative reporting focuses on corruption or systemic failure in governments or the private sector.

Depending on the field

There are as many types of journalists as there are journalistic subjects. Here are some common types of reporters who work for news media, along with definitions of their areas of focus.

- **Crime reporters** focus on news about criminal justice.

They cover arrests and trials, as well as trends among criminals and how citizens can protect themselves from various crimes.

- **Politics reporters** focus specifically on political topics.

Their work encompasses elections, new laws, political scandals, and other subjects related to the government

- **Health and Wellness journalists** focus on news that is relevant to health and healthcare.

Their articles concern research into various diseases, dieting trends, new information about various medications, and other topics relevant to public health.

- **Arts and Lifestyle reporters** focus on culture, media, and leisure topics.



These reporters produce content such as movie reviews, recipes, articles on interior design, and advice columns.

- **Sports reporters** cover sports, from local children's leagues all the way up to the [Olympics](#).
- **Editorial, opinion, and op-ed** writers produce articles with a clear, stated bias, often with the goal of persuading readers to agree with their opinions.

Some media organizations keep an opinion writer on staff, while others rely on guest writers for this content.

Exercise 3 (20 minutes)

What reporter do you want to be and why? Each participant can explain to us which field of journalism is more appealing to him/her.

The 3 types of the interview (15 minutes)

Structured interviews

Some are very structured, where the interviewer has a set of questions they want to be answered and have little flexibility. Structured interviews are standardized and follow a fixed format, and questions are given in a specific order.

Unstructured and free-flowing interviews

Other interviews may be unstructured and free-flowing, more of a conversation or chat. An unstructured interview or non-directive interview is an interview in which questions are not prearranged. These non-directive interviews are considered to be the opposite of a structured interview which offers a set amount of standardized questions.

Semi-structured interviews

Then there are the semi-structured interviews. When you conduct a semi-structured interview, your goal is to do less talking, and have the interviewee do most of the talking. You want to reduce any influence on the interviewee, therefore you use open-ended questioning, instead of yes/no questions and you do not just sit there going over a formulaic list of questions. This allows the interviewee to express themselves but at the same time, it is guided so that you get the answers you are looking for.

How to take an interview (30 minutes)

Step 1: Research the topic → Find all the information you might need



Step 2: Find the right person to interview and (if he/she agrees) fix an appointment for the interview

Step 3: Preparation

- Find information about the person and read some previous interviews of him/her if available
- Keep in mind the aim of the interview and prepare a script of the basic questions
- Think of what the audience would like to know and ask
- Questions should be neutral - don't try to manipulate the answer
- Avoid too long or too general questions. Be clear.
- Avoid yes/no questions → give more space for explanation
- Avoid rhetorical questions or questions with obvious answers
- Ask for more details than what he/she usually says in interviews
- Questions that he/she will not expect tend to bring interesting answers
- Have evidence with you, if there is something that he/she might call into question
- Check your equipment (batteries, etc)

Step 4: During the interview

- Be fully concentrated and listen to his/her answers
- Look at him/her and show interest (body language)
- Your script of questions is there to help you, but you are there. Be present and interact. Remember this is the only opportunity you have to ask whatever you need.
- Proper use of your equipment
- Your questions should be short - avoid discussion



- Do not ask a question if he/she has already given the answer
- If he/she mentions something interesting, you can add extra questions
- If there is something that you don't understand, ask for an explanation
- He/she might try to avoid answering a question by questioning you or changing the topic. If your question is not answered, try to ask again in a different way.
- Do not let him/her go off-topic.
- Keep short notes if needed (not the full answer)
- Pay attention to his/her body language, his/her voice etc
- Be kind, respectful, stay calm, have self-control

Step 5: Transcription

Transcription is the least interesting thing for journalists although it is really important because it helps you to be accurate. Try to do it as soon as possible, so that you can recall important moments or reactions of the interviewee and take notes on them.

Step 6: Choose how you are dealing with it, write and edit your text

You can choose to publish the whole interview or use just some of the quotes in an article. You can edit the text, but never change what he/she has said.

If the interviewee has told that he/she does not want something that he/she said to be published, respect it.

Step 7 (optional): After publication, it is kind if you send the published material to him/her

Exercise 4 (45 minutes)

Take an imaginary interview

Form 4-5 groups. Each group finds a person who admires and wants to interview him/her. Two members of each group are the journalists and the rest pretend to be the interviewee. The whole group gathers information about the person they chose



and then the “journalists” form 3-4 questions and the participants who play the role of the “interviewee” prepare the answer depending on the information they gathered together. Then each group performs the “imaginary interview”.

Check out (20 minutes)

Journalism in The Age of Social Media

Check-in (30 minutes)

The Media (30 minutes)

Media definition

Media is defined as the means used for mass communication. There are many types of media. The original media forms were print media including newspapers, magazines, pamphlets, journals, books, etc. The first electronic media included radio and television. The creation of the internet and cell phones expanded the media possibilities.

Categories of media

The press

- Newspapers
- Magazines

Electronic Press

- Radio
- TV
- News

content

website

Categorization in relation to time



Asynchronous Media => Their information is transmitted at different times for each distinct user

- The printed press (newspapers, periodics)
- The Internet

Synchronous Media => All users receive the information at the same time

- The radio
- the television

Social Media vs. websites (20 minutes)

Social media vs. websites

What is social media and what is the difference from websites?

Social media:

1. Online platforms and technologies that allow users to create and exchange information, ideas and other forms of expression.
2. Content creators can be anyone with access to them. If you can create a profile with personal information is probably a social medium.
3. Social media content is addressed to whoever is following your profile or page and wants to stay up-to-date with your thoughts, feelings, or professional activity.

Websites:

1. A website is usually a platform with information about news concerning current events, reportages, and stories.
2. The content creators are certified journalists and editors.
3. A website is addressed to all people who are interested in what is happening right now in the world.



4. A website is a platform providing information to a wide audience. The content creators are specific people who run this website. Usually, you do not need to create a profile in order to visit a website. Visitors might be able to comment, but usually, they are not able to create/upload content.
5. An e-newspaper is a website with information about current issues (news stories, articles etc). The content creators are professional journalists and editors.

*Extra tip: If you can create a personal profile, it's probably social media.

Social media and their relation to fake news (20 minutes)

Social media for news consumption is a double-edged sword. On the one hand, its low cost, easy access, and rapid dissemination of information lead people to seek out and consume news from social media.

On the other hand, it enables the wide spread of "fake news", i.e., low-quality news with intentionally false information. The extensive spread of fake news has the potential for extremely negative impacts on individuals and society.

Through social media, because anyone can post and something can go viral/go viral, there is a greater risk of spreading fake news.

How to detect fake news on social media

Tools have been developed for detecting fake news.

For example, a tool has been developed to identify fake news that spreads through social media by examining lexical choices that appear in headlines and other intense language structures (Chen et al. 2015b).

Another tool, developed to identify fake news on Twitter, has a component called the Twitter Crawler which collects and stores tweets in a database (Atodiresei et al. 2018). When a Twitter user wants to check the accuracy of the news found they can copy a link into this application after which the link will be processed for fake news detection. This process is built on an algorithm called the NER (Named Entity Recognition) (Atodiresei et al. 2018).

Exercise (50 minutes)



Break (20 minutes)

The most common Social Media (30 minutes)



The “traditional” and oldest social media channel launched back in 2004. It is mostly used by millennials, generation X and baby boomers! Facebook, especially in Greece, is quite popular. Media use Facebook to post links to their content whether that is news, interviews or bigger pieces.

It is a common truth that **people do not go directly to websites**, for e.g. when the Migratory Birds website is launched, we will have to have a strong presence in social media, especially Facebook, for people to see that that there is a new post on our website, press the link and then read it. It is quite rare for someone that is not a journalist, to open a website, just like older people used to buy a newspaper every day and read it.

Moreover, Facebook has **not a word limitation** anymore. That has given the chance to people to express their opinions on every matter. That made it easier to polarise society, as people keep on disagreeing creating threads under posts that can keep on forever.

Also, Facebook helps a lot to the **spread of fake news**, as many people don't pay attention to the content that they share and sometimes they post links from untrustworthy websites without cross-checking if that is the truth. The power of this media is so vast, that followers also do not filter what they are reading on there.

So! A journalist must be really careful about what he sees on Facebook, not use it as his main source, or at least without checking the facts first!

Characteristics: Links, images, texts, videos.

How do journalists use it: mostly for promoting their work, but also to contact possible interviewees and find inspiration.



Example: <https://www.facebook.com/theguardian>



Instagram

The social media channel of NOW. The powerful weapon of Generation Z that basically created new terms (if not occupations!) such as the word “influencer”. Also Instagram rose questions that concern the global discussion about “distorted reality” and “fake beauty standards” that this social platform constantly promotes. Furthermore, people may say an image equals 1000 words, but an image alone can also be misleading and be the reason for fake news spreading again.

Big media also make good use of Instagram, but this channel is **not that “journalistic”**, as it doesn’t (yet) provide active links. So if you post an image and then the link to your article, the individual that looks at it, won’t have the chance to press on it and get transferred to your website. Young people are too bored to copy the link to their browser, or look it up afterward and are afraid of spending their data, so for that purpose, Instagram is no use for journalism.

However, for over a year now Instagram gave the opportunity to accounts with a lot of followers to activate the “swipe up” button to their stories, where with one simple swipe you can get transferred to the website. In order to manage that you have to have 10K followers! Ouch!

Characteristics: Based on the image. No links. Hashtags.

How do journalists use it: mostly for promoting their work, but also to contact possible interviewees and find inspiration.

Example: <https://www.instagram.com/newyorkermag/>



Twitter is a revolutionary **social media platform for journalists!** It is the most useful tool for journalists around the world as all public discussion takes place there. It is immediate, and the word limitation - you have to say everything **within 140 characters**



- makes quick and witty! All **breaking news** is first on Twitter and then they spread to other social media. Every organization, institution, media or celebrity uses Twitter to communicate news and content.

Twitter is the begging of the symbol that changed our reality forever! (#) Recognize this one? It's the **hashtag** that helps everyone find out what's trending now. Whatever people are talking about is followed by a popular hashtag. By clicking on it you can read everything that has been said about an issue. Form the latest news about the fire in #NotreDame to reactions to the #BradPitt Academy Award win!

Fake news can be spread all over Twitter, too so you must be careful here as well. Also, during the troubled times in Greece back in 2015, with the elections and the referendum and the great polarization of Greek society, Twitter played an important role. The popular social media platform became a house of "trolls" of each political party, that aimed to promote their political agenda and of course take their opponent down by spreading **fake news, rumors or yellow press**. So you must also be alert and filter who you follow and why!

Characteristics: Hashtags. Links. Character limit 280 characters. Based on text (you can add images, but it's based on sending info quickly and immediately).

Change region to learn what is going on around the world.

How do journalists use it: Spread news of their newspaper/website quickly, get access to immediate information, learn about breaking news, and promote their work.

Traditional journalism, will never (hopefully) be replaced by social media. It's in your hands as young journalists to use social media wisely and for good purposes only, just as to spread your content to more people possible!

Break (30 minutes)

How to make a post on social media? (40 minutes)

If you want to reach your intended audience, it's important to know which social media platforms are best suited to your messaging and goals.

Facebook

For the greatest impact on Facebook:



- Write short, compelling descriptions and headlines when posting a link. This helps people quickly decide if they want to click.
- Use hashtags sparingly. People generally don't use Facebook for hashtag searches the way they would on other platforms like Instagram, TikTok, and Twitter.
- Include links to your website or blog in posts. Don't overdo it — keep them to two or three posts per week at most.
- Post localized content that shows the people behind your brand. Include videos, too — say, how-to videos that show how to use your product.
- Create a unique profile picture and banner image for your business page. Ensure these assets reflect your brand identity and are easy to recognize at a glance.

Instagram

Follow these tips to customize content on Instagram:

- Use hashtags. Hashtags are extremely useful for getting your content in front of a wider audience on Instagram, and they're also a great way to find new people who have similar interests.
- Take advantage of Stories. Instagram Stories allows your content to appear at the top of the feed, where more of your followers can find you.
- Include Reels. With Reels, you can hop on the video trend and add unique sounds and graphics. Unlike Stories, which disappear after 24 hours, Reels live on your feed.
- Set yourself apart with great imagery. Although Instagram has evolved over the years to include more memes, you can set your business apart by focusing on high-quality images of real people doing real things.

Twitter

As you create your social media, customize it for Twitter by following these tips:

- Use hashtags. Keep in mind you only have 280 characters, so choose your hashtags wisely. You can also create a campaign- and brand-specific hashtags to help promote your brand.



- Be concise. White space is your friend on Twitter.
- Include images with your tweets whenever possible.
- Use video. Keep these short, too, to encourage engagement.

Exercise: Make a post on social media (50 minutes)

Check out (30 minutes)

Podcasts

Check-in (30 minutes)

Introduction to Podcasts (30 minutes)

Definition of podcast

A podcast is a digital medium comprising audio (or video) episodes related to a specific theme.

Podcasters

The hosts of a podcast are referred to as "podcasters".

The purpose of a podcast

Not all podcasts have the same goal.

People might listen to a podcast to learn more about a topic, keep up with current events, or because they want to be entertained.

A podcast can also be a marketing tool.

Podcast vs Radio

Both are media outlets that have audio and voice at their core

Basic Differences

Radio is, for now / a podcast is forever.

Podcasts are pre-recorded / radio is live



Some podcasts are free while others charge a small fee/Radio is free (make money through advertising and sponsors)

Listeners of podcasts can subscribe to the podcast to receive alerts when a new episode is released/On the radio there is a daily or in some broadcasts a weekly programme you should remember

You can listen to your preferred podcast whenever you want / You can listen to your preferred broadcast only when it is live on the radio

Exercise 1 (40 minutes)

Find a podcast with your team and tell us about its content in 3 minutes.

Try to answer the above questions:

What was the topic of the podcast?

What was the structure of the podcast you found?

What means did the podcaster use?

Topics, types of podasts (20 minutes)

Podcast topics

A podcast can be:

political, journalistic, musical, scientific, sports, historical, entertainment, commentary, documentary podcast, True Crime Podcast, Business Podcast, Self-improvement Podcast, Comedy Podcast, Interview Podcast

Types of podcasts

1. Conversational

A conversational podcast is essentially a discussion. A podcast host may casually discuss a topic or interview guests. This format is similar to a traditional radio show.

2. Monologue

While conversation podcasts usually feature co-hosts or a roundtable discussion, monologue podcasts have a solo host. It's an unscripted format that can cover a range of topics. Since you don't have to coordinate with other hosts, this podcast style can be an easy way to grow your audience.



3. Non-fiction storytelling

These podcasts present a real-life event in an engaging way. What's an example of a podcast that uses this format? "This American Life" is a popular radio show and podcast that tells journalistic human interest stories.

4. Theatrical

Many podcasts are non-fiction, but podcasts can also be a format for a fictional story. Some scripted podcasts tell a story over a few episodes, while others present standalone tales.

5. Repurposed

It's becoming increasingly common for content creators to repurpose existing content into podcast episodes. For example, hosts can read blog posts and articles during the podcast. This allows audiences to engage with content in their preferred format.

6. Hybrid

Podcasts don't have to stick to a single format. It's not unusual for podcasts to vary in style across episodes or over time. For example, someone with a monologue podcast might occasionally invite guests and host a conversational podcast episode.

Break (30 minutes)

The structure of the podcast (10 minutes)

Introduction => Greeting the followers, setting the stage for the episode's primary content, orienting listeners to what you will discuss and how it is relevant to them

Main part => information, arguments, analysis of the topic, commentary, building a compelling narrative

Closing => Epilogue, what conclusion we want to come to, the message we want to convey, audience greeting

Exercise 2 (40 minutes)



Form 4-5 groups.

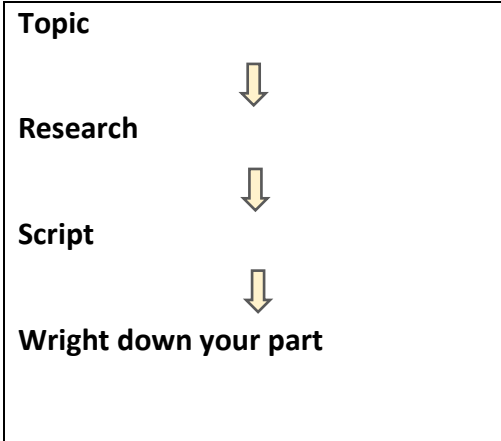
Based on the structure we just mentioned...

Find a topic with your team.

Brainstorm and find information about it

Write the script for a **5 - 10 minute podcast** (Who will speak about what and in what order)

Wright down what your part



Exercise 3 (15 minutes)

Find a title for your podcast

The equipment you will need (10 minutes)

Podcasting even in your home

Mobile

Audio Recorder App

Silence

Podcast with a touch of professionalism

Dynamic Microphone => Dynamic microphones work best for podcasting. They pick up lower frequencies and have less sensitivity. This means you'll have less background noise to edit out later.

Microphone Pop Filter => is a noise protection filter for microphones. It serves to reduce or eliminate popping sounds caused by the mechanical impact of fast-moving air on the microphone from plosives during recorded speech.

Recording console => Mixing consoles can also come in handy for recording multiple channels at once. While a solid audio interface can get this job done, mixers typically feature more inputs and give you more control over the signal going in.

Audio Recording Software (Examples: Adobe Audition, Audacity) => Audio Recording Software are programs designed to record any sound. These applications allow manipulating audio to match the need for a specific project. You can use them to repair the broken sound with perfection. Such apps enable you to import and export multiple audio formats.



Desktop/laptop

Again, silence

Break (25 minutes)

Exercise 4 (15 minutes * 4 groups = 90 minutes)

Recording of the podcast

Exercise 5 (20 minutes)

Find out what you want to add to your podcast (music, sounds, quotes from statements e.g. politicians etc.)

Find the links and send them to email (.....) with your team number and the topic of your podcast.

Check out (30 minutes)

Photography, Video & Journalism

Check-in (30 minutes)

Photography & Journalism (30 minutes)

What is Photojournalism?

Photojournalism was made possible by the invention of the camera. Before this invention, newspapers had to do with an artist's rendition of an event.

Have you ever heard the saying, 'A picture is worth a thousand words'? Photojournalists use images to tell a news story.

Photojournalism deals exclusively with pictures. Photojournalists take pictures of people and events as part of a news story. They usually do not write stories themselves but they provide pictures for other journalists to comment on.

The profession of the photojournalist

Do you ever read the newspaper or read the news online? People who write the news stories that you read are called journalists. A journalist looks for events that have happened, gathers information about the events and the people involved in them, and then creates stories about the events to share with the public.



A photojournalist does pretty much the same thing, except instead of writing stories using words, a photojournalist tells stories using images. Photojournalism is the process of bringing stories to the public's attention through the use of photographs and other media, including video.

Photos and Stories

At the beginning, photojournalists took photos to go along with news stories. There might be a long, written story about a news event and one or two photos to go with it. The photographs were very popular because they helped people really see what was going on in the news.



Soon, there were also entire stories being told mostly by the photos, with just a few sentences in-between to show the relationships among the photographs. These photo stories became very popular in magazines in the 1930s and after.

How can photos tell a story? When you look at the photo called 'Migrant Mother', you can feel her sadness and worry. She has two small children and no way to feed them. She's tired.

This photograph, taken by photojournalist Dorothea Lange, is often listed as one of the most important photographs of all time. When it was first published, it helped people all over the United States understand how bad the conditions were for migrant workers during the 1930s. Great photographs tell stories by showing the feelings of the people who are in the image.

Exercise 1

Tell a story through photos (50 minutes)

Separate the participants in 4 - 5 groups.



Step 1: Each group will take 5-6 photos trying to tell us a story through them.

Step 2: Then each group will write 2 paragraphs about the story they wanted to tell but they should keep it secret.

Step 3: Collect the pictures from each group and view them in turn on a large screen (projector, TV, computer). The other groups try to guess the story the group wants to tell. Then the group reads the paragraph they wrote about the story they wanted to tell through their pictures. We continue with the other groups.

Break (20 minutes)

Video Journalism (20 minutes)

What Video journalism is?

Video journalism or videojournalism is a form of journalism, where the journalist shoots, edits, and often presents their own video material.

Some argue that video journalists can get closer to the story, avoiding the impersonality that may come with larger television crewing. In addition, the dramatically lower costs have made possible the birth of many cinéma vérité-style documentary films and television series. Others see this method of production as a dilution of skills and quality driven by television network management cost-cutting incentives.

Where can a journalist use video?

He/she can use them in:

- reporting,
- breaking news footage,
- podcasts with video,
- documentaries,
- teasers for shows
- Satirical shows that cut out political quotes/footage and use them in their broadcasts

The profession of the cameraman/videographer

A professional cameraman is responsible for the operation of video equipment for television programs, online media or films, ensuring that viewers receive a high quality, focused image.

Why a journalist should know a little of video?



Increasingly with the rise of social media, with Twitter predominant in journalism, journalists must have knowledge of video. Even if they don't have to shoot the footage by themselves they need to know what is needed in order to complete, for example, a TV report so they can work well with either the cameraman or the photojournalist they have on their team.

Journalism & documentary

Documentary journalism is the development of a documentary, usually a film. Where journalism typically involves short reports with the basic facts, documentaries are developed over time and include more in-depth descriptions of people, communities, and issues. Documentary journalism is non-fiction work. But it is a film that includes more detail and often has a message that relates to improving a community or society in general.

Introduction to Documentary (30 minutes)

Definition

A documentary film or documentary is a non-fictional motion picture intended to «document reality, primarily for the purposes of instruction, education or maintaining a historical record».

Journalism documentaries

Documentary journalism is the development of a documentary, usually a film. Where journalism typically involves short reports with the basic facts, documentaries are developed over time and include more in-depth descriptions of people, communities, and issues. Documentary journalism is non-fiction work.

How to create a video/documentary (30 minutes)

Step 1: Idea

Step 2: Find your main character

Step 3: Write the script/scaletta

A documentary shooting script should be split into three columns: time, picture/video, and audio. The audio column should include anything the audience will only hear: specific songs, voice-overage footage, or dialogue.

Example:



Time	Video	Audio
0:00:00	Black Screen. Fade in Title Credits. Title Credit: BERT WALL AND THE GHOST STORIES OF THE DEVIL'S BACKBONE	Fade In: Background music – Title Music. Rousing but a bit mystical.
0:00:20	Camera Wide on an open 2-lane Texas Highway as the headlights of a car pierce through the fog and mist. Images of Spirits, an Indian on horseback, a Woman sitting by a fire in a rocking chair, a road sign that reads: "Purgatory Road", a white stag deer, a white owl flies by, another road sign that reads "Texas Highway 32", and a lone Indian with a flat brimmed hat and an eagle feather appear in the distance.	A rushing sound should accompany each image as it appears and floats towards the car windshield then fly off left and right. A background sound of the tires of a car on the tarmac of a Texas Highway.

Step 5: Check your equipment

Video Camera For Filmmaking

You can't have a documentary film without something to film it with. Documentary filmmakers generally tend to go for either of the following two cameras: a professional video camera including audio inputs and full-sized manual controls, or a DSLR—a still camera that's also used for shooting beautiful videos, with a much more cinematic result than traditional video cameras.

Video Cameras

These fully-equipped cameras are made for a singular purpose—to capture beautiful videos. They have multiple settings that are easy enough to figure out, opening up a



whole new world of opportunities to take some amazing shots. However, they can be rather expensive.

DSLR

DSLRs are rather light and easy to carry around for long hours during a documentary shoot. Their media cards are also small and cheap, producing a pleasing video quality. It's easy to blend in with the crowd with a DSLR around your neck. However, since DSLRs are primarily for taking still images, they have fewer moviemaking controls.

Audio Adapters/Microphones

Good audio is just as important as good visuals, perhaps even more so. Professional documentary filmmakers usually don't rely on their camera's built-in microphone since they're unable to pick up a lot of sounds due to their lack of power.

Professional video cameras usually come with XLR audio inputs that allow videographers to attach professional audio accessories such as Lavalier microphones to clip onto a person's shirt or boom microphones to capture audio near any source that you want. Camcorders and DSLRs usually don't have XLR audio inputs, so you're either going to have to get a DSLR XLR audio adapter or special Lavalier or shotgun microphones that can work with a DSLR.

Tripod

Tripods are a lifesaver for documentary filmmakers where there are long hours of continuous shooting. Even "run and gun" footage with limited shooting time relies strongly on tripods when shooting stable shots outside of some buildings or recording sit-down interviews.

Extra Batteries And Memory Cards

Having backup memory cards and fully charged batteries is essential for a professional documentary filmmaker. Documentaries are meant to capture life, and you never know how long it might last. Perhaps a shoot can run extra-long, and you need some extra SDHC memory cards, camcorder batteries, or some AA's for your mic to continue.

Lighting Kit

Depending on the topic, documentary films can have one too many sit-down interviews. Lighting is an important factor in capturing quality videos—bad lighting can wash your subject out or make the film look like it's low budget.



Use only your cellphone

Today with the development of mobile technology we can even make a documentary using a mobile phone. Certainly, an extra microphone attached to the mobile or not would be useful however documentaries have been shot without even these.

Step 6: Beggin the shooting

Step 7: Check your footage

Step 8: Last chance to shoot the missing scenes

Step 9: Montage

Create a mini-documentary

Exercise 1 (60 minutes)

Form 4-5 groups.

Based on the structure we just mentioned each group begins the building of their own documentary.

Follow the steps:

Step 1: Idea

Step 2: Find your main character

Step 3: Write the script/scaletta

Exercise 3 (15 minutes * 4 groups = 60 minutes)

Shoot your scenes

Check out (30 minutes)



Reporting

Don't forget:

Attendance sheets

Photographs (no faces)

Agenda

Fill in the EDS

ANNEX I

EFIVOS METHODOLOGY



Co-funded by the
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EFIVOS PROJECT
KA3 ERASMUS+ PROGRAMME

YOUTH E-NEWSPAPER

The **EFIVOS** Methodology Handbook on
creating teams of young journalists that run
their e-newspapers



network
for children's
rights



medien + bildung.com



CITIZENS
IN POWER



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What is the EFIVOS Methodology Handbook?

EFIVOS Methodology Handbook is the upscaled methodology of the Young Journalists programme and a non-formal learning practice on media and news literacy. It provides guidance to educators, social/youth workers, media professionals to support young people coming from disadvantaged socio-economic backgrounds in media activities and to encourage and equip them with competencies to participate in media production as digital media creators by running their own e-newspapers.

This handbook is a step-by-step guide providing all the necessary information for trainers in order to create teams of young journalists that manage and run their own digital media. It, also, provides tips on how to deal with the needs of this particular age group so you can better support and help them become the voice of tomorrow.

1. What is EFIVOS?

EFIVOS is a KA3 Erasmus+ programme aimed to assist youth from migrant and minority ethnic backgrounds to integrate into society by developing their media skills. Also, lays particular emphasis on the empowerment of females, to increase their voice in the media field through new communication technologies.



Encouraging and Fostering Inclusive Values among youth by increasing awareness and enhancing knOwledge and Skills requirements in a digital era.

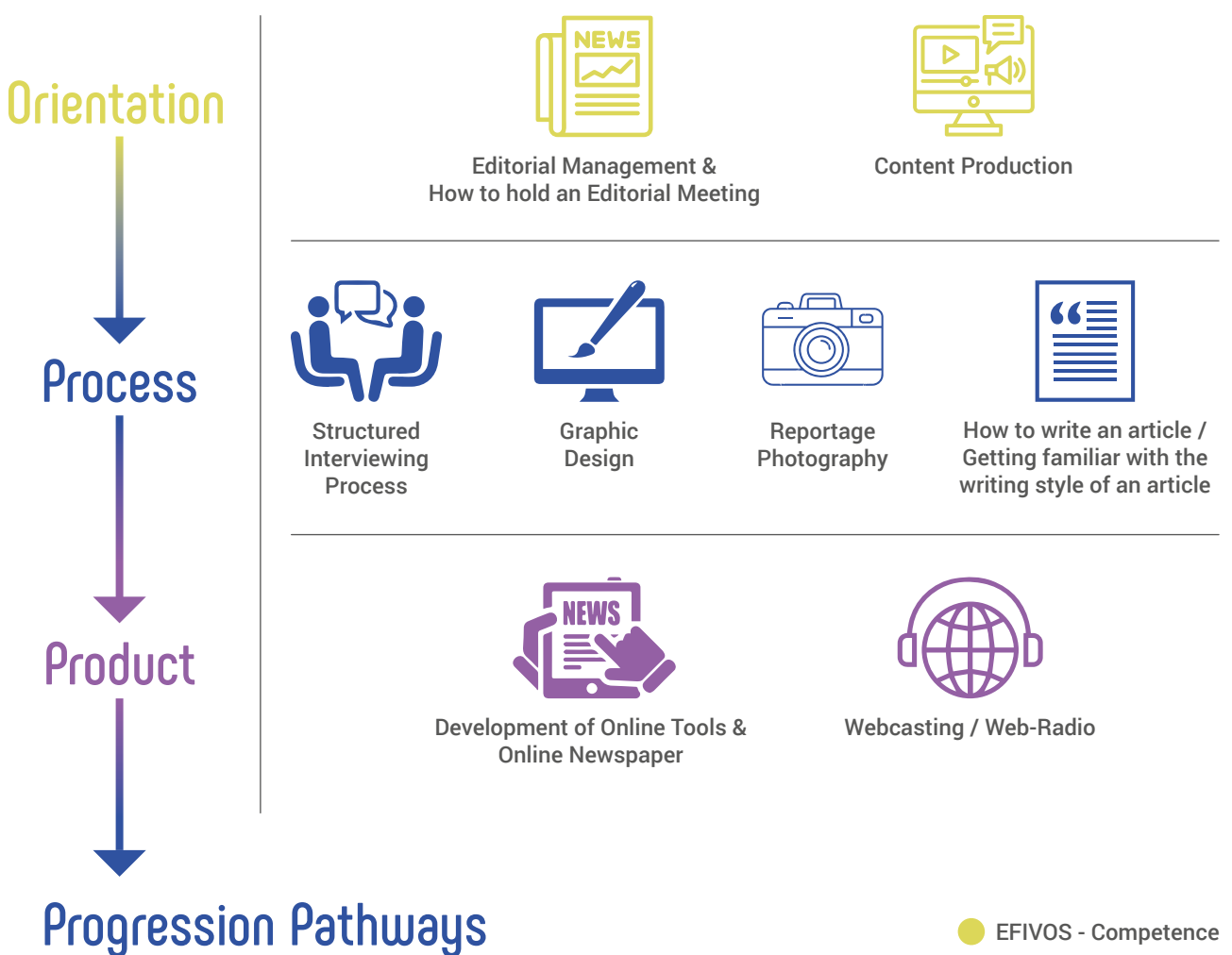
EFIVOS is also the Greek word for 'teenager'.

EFIVOS takes to scale the Young Journalists programme - an initiative developed by Network for Children's Rights in Athens, Greece - and promotes it through a partnership of 7 organisations in six countries (see appendix 1). In the framework of the Young Journalists programme, refugee, migrant, and Greek youth run their own printed newspaper Migratory Birds, which is distributed as an insert of the Greek newspaper I Efimerida ton Sintakton, as well as the web radio Dandelion. Through this initiative, the overall aim is to convey the principles and values of journalism, to promote intercultural dialogue, to help teenagers and young adults exercise their basic rights, such as the right to freedom of opinion and expression, to empower their social integration and to combat xenophobia.

For more on the history of Young Journalists go to [\[Young Journalists and Migratory Birds\]](#).

EFIVOS' main goal is the development of the skills of young people to work with digital media. The training sessions are going to be organized in such a way that these young people will be equipped with media and digital literacy skills, get professionally involved with these professions and enter the digital media industry, even start-up a new business in media.

For that goal, EFIVOS consists of eight components:



In addition, young participants are coached to improve their language competencies and develop translation skills.

2. What do young participants achieve on EFIVOS?

By engaging in EFIVOS, young people develop a range of technical skills and essential competencies for the workplace, as well as democratic participation in society. In compiling these skills and competencies, the EFIVOS project team referred to the content of the original Young Journalists programme, as well as the outcomes of focus groups with young people and professionals in the various participating countries (appendix 2).

In terms of technical skills, these encompass the full range of skills required for media production as indicated in the EFIVOS structure above, for example:

- Learning to write in appropriate styles
- Questioning techniques
- Handling a camera/voice recorder
- Editing (written, audio, and visual content)
- Planning and researching
- Using social media to reach an audience effectively, etc.

The full list of technical skills that young participants can develop on EFIVOS is set out in section 4.1.3.

In terms of competencies for the workplace, the editorial process ensures young participants are required to:

- Collaborate and adapt
- Think creatively
- Become problem-solvers
- Give and act on feedback
- Pay attention to the quality of their work, and develop their craft
- Keep to deadlines

Through their work on EFIVOS, young participants develop competencies for democratic participation by exercising fundamental human rights, such as freedom of expression, freedom of speech, freedom of thought. As they create content and engage in the editorial process, young participants also develop a critical understanding of the world around them, noticing, for example, whose voices are being heard, and whose are silenced. They learn to evaluate the reliability and credibility of different information sources, to challenge media representations when they are stereotypical or biased, and to avoid such practices themselves.

Finally, by being part of a team that produces a good quality product available to the public, young participants develop a sense of pride and increased self-esteem and confidence.

3. Why is the EFIVOS approach important?

Digital media are a powerful tool through which minorities and people from disadvantaged backgrounds can be heard. But in order to be understood, have an impact, and reach a wider audience and the decision-makers, the message has to be crafted.

Through digital media, youth have found a channel through which they can share their thoughts, ideas, and stories but this, in many cases, may go unnoticed. They may also be wary of sharing content in the public domain for fear of negative responses.

EFIVOS creates a safe and inclusive space for young participants to express their concerns, needs, and thoughts. It is not a single person exposing themselves to public reaction, instead, EFIVOS provides a platform where many create content collaboratively towards a common goal. EFIVOS cultivates the skills and competencies that will allow young participants to be active creators, instead of passive consumers of information.

For more on the evidence for EFIVOS as good practice go to [\[EFIVOS as a good practice model\]](#).

4. How to implement EFIVOS?

4.1 Preparation

Drafting and planning the programme takes place in two stages. Firstly, there is the creation of the professional team that establishes the structure – the framework for the programme within which media outputs can be produced. In the second stage, there is the creation of the youth team which works with the professionals to agree on outputs: the style, form/structure, and the content they want to create for their e-newspaper, and co-construct the plan for delivery.

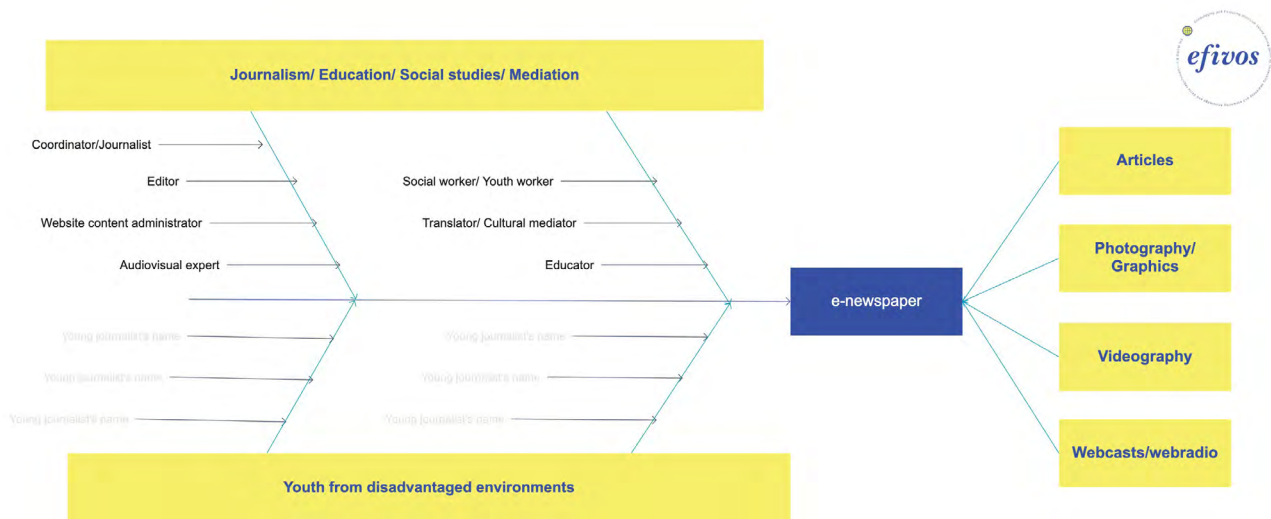
4.1.1 Creating the professional team

The team that trains and supports the young participants requires a range of professional skills and experience related to the eight components. Those professionals may not have the exact skills that are required in the components, but they can easily acquire those skills if those are related to what they already know. It is important to bear in mind, however, that the quality of young participants' learning progress will depend on the quality of knowledge and skills of the professionals who train them.

It is also necessary for some of the professional team members, at least, to bring the experience of delivering training/teaching, and of working with youth from disadvantaged backgrounds. Where it is not possible to create a team with members that have this experience, mentoring partnerships should be established, so those could develop it with a colleague's professional support.

The project lead trainer/coordinator should assemble the team according to (a) the roles that the EFIVOS project requires, and (b) the skills which young participants need to develop as they engage in the components of the project.

4.1.2 Project roles



The primary role of the project is the **Coordinator**. This should be a professional journalist who organizes the team and acts as editor-in-chief. The coordinator is responsible for ensuring that the project is set up according to the tasks set out in section 4.1.4.



Editor

A professional journalist who supports the work of the coordinator. The editor's main responsibility is the editing of the content the team creates and also cooperates with the coordinator on other processes of the project.



Social Worker / Youth Worker / Educator

Professionals with experience working with youth coming from disadvantaged backgrounds to provide assistance and support to the participants.



Web Content Administrator

A professional from the digital media field responsible for all the material to be uploaded online. The role includes general administration of the website and communication and cooperation with the web developer.



Audio-Visual Expert

A professional responsible for the image, sound and video products and equipment. The role could also include graphic design.



Translators / Cultural Mediators

Professionals responsible for cultural mediation and/or translation and text editing of the spoken languages in the team. They are responsible for minimizing language and/or cultural gaps between the team members. During journalism classes and editorial meetings, participants are encouraged to take the role of the translator if the professionals are not available.



External Partners

Media professionals and digital media trainers who host digital media workshops and journalism classes for the team.

4.1.3 Professionals skills

Technical and organizational skills

The activities and skills which young participants need to develop are set out below by the EFIVOS components.

Professionals who deliver those components need to bring the corresponding skills with them.



1. Editorial Management

- Design and make clear to the team the end-product
- Give clear guidance to the team on what they need to produce/achieve
- Provide a timeline for content production
- Ensure deadlines are met
- Interpret and follow an editorial brief
- Manage difference of opinions on content and editorial decisions
- Chair and contribute to editorial meetings
- Ethics of journalism – rights and responsibilities
- The concept of freedom of speech, and the ethical dilemmas of applying this
- Understand the complexity of media production



2. Content Production

- Search for new subjects to report on / find inspiration for an article
- Research and assess the quality of the source
- Understand and recognize fake news
- Refer to sources & copyrights
- Copywriting
- Report news
- Create appealing content to a widest possible audience
- Proofreading
- Be original



3. Structured Interviewing

- Hold an interview
- Interaction with people from other parts of the world
- Interaction with the host population
- Create text/audio/video interview
- Questioning techniques
- Get used to taking notes
- Storytelling
- Active listening



4. How to write an article

- Write an article or text
- Express ideas well
- Write for journalistic media
- Appropriate use of language to appeal to audiences
- Write news stories
- Storytelling
- Be familiar with text formats and styles



5. Reportage Photography

- Take proper photos
- Photo-reportage
- Storytelling photography
- Handle a camera
- Control picture settings and effects
- Understand framing, angle, light, colour editing



6. Graphic Design

- Know the basic composition skills and basic creativity rules of design
- Aesthetic understanding
- Create original content
- Edit content



7. Webcasting / Web-Radio

- Record audio and editing
- Convert audio tracks and understand file formats
- Sound design
- Produce a radio show
- Produce a podcast
- Create videos
- Operate a camera and shoot a video
- Video editing
- Communication and verbal expression skills



8. Develop Online Tools & e-Newspaper

- Setting up the digital distribution plan for online media
- Copywrite for different media
- Manage social media
- Online editing
- Use a content management system (CMS) like WordPress
- Branding
- Upload texts, images, audios, and videos
- Manage stylesheets

Other dispositions and skills required of the professionals

EFIVOS professionals need to be highly organized and maintain a level of productive discipline among the young participants and ensure that they are motivated to continue. Young people on the project come with a range of skills and experiences. All members of the professional team need to be able to accommodate these, either individually or in collaboration with colleagues, and so specifically should:

- Be reasonably strict
- Be patient
- Set specific expectations for the young participants
- Devolve responsibility to the young participants, so they understand the consequences of the choices they make (good and bad), and the importance of reliability
- Understand the role of challenge and structure in learning, and organize sessions accordingly
- Know when an issue is beyond their expertise, and who to refer to for support – particularly, where emotional, behavioural and mental health issues are concerned.

In addition, they need to make the most of the team's capacity and skills and to transfer to them the importance of commitment.

4.1.4 Setting the foundation: a framework for the programme

Due to its ambition for young participants, the EFIVOS programme requires careful planning and coordination. The following checklist outlines the key activities the coordinator needs to plan for and carry out with the support of the professional team – delegating tasks where possible to make the most of the capacity of the team.

- Drafting a project plan and a monitoring system
- Scheduling and coordinating the professional team's meetings
- Organizing events & workshops
- Reaching out for new youth team members
- Getting signed consent forms from a family member/legal guardian
- Organizing the translation process with translators/cultural mediators

- Inviting professionals of various fields to meet with the team
- Organizing visits in professional premises such as a newspaper's printing house, media offices, radio stations, etc.
- Communicating and collaborating with educational institutions and NGOs
- Organizing attendance at events, presentations, conferences, etc.
- Deciding how young participants can get formal recognition for their participation, for example, certificates, internships, scholarships, etc.

4.1.5 Planning the programme

At the first project meeting, the professional trainers should be introduced to EFIVOS, its ethos and structure. They should agree on their aspirations for the programme and use its planning tool to put its building blocks in place, and begin deciding who should be responsible for delivering what tasks. It is important for other stakeholders, young participants and representatives from the young participants' communities to be involved in the planning process at the early stages. They should either attend the first meeting or a follow-up meeting where they are introduced and invited to comment on the planned programme.

The involvement of young participants and community representatives in the early planning is essential in order for the whole team to be motivated from the beginning. It will also sensitize the professionals early on to language issues and the sort of language support the project needs. Secondly, including young participants and community representatives in the planning process will enable them to understand other support needs, such as access to interviewees and other data sources, and the community can start preparing ways to help the young participants.

The involvement of stakeholders in early planning is also essential, not least as they may be able to provide the resources and access to facilities and expertise required on the programme. Their early "buy-in" also supports the sustainability of EFIVOS.

4.1.6 Reaching out to participants

The outreach is the most important step in the process. The professional team needs to reach out to youth members from different communities that may be interested in this activity. For their participation, there are no criteria except the willingness of the youth members to join a group of young journalists who will create their content under their own initiative.

The starting point is the presentation of the project to include all the necessary information. The professional team should only create a basic structure of the website, as it will be the participants who will ultimately shape its content, structure and aesthetic.

The outreach occurs in several ways, e.g.:

- Face-to-Face
- Outreach to refugee camps, shelters, youth centres, organizations, and NGOs
- Outreach to schools and educational entities
- Outreach to the neighbourhood and local community
- Through mailing lists

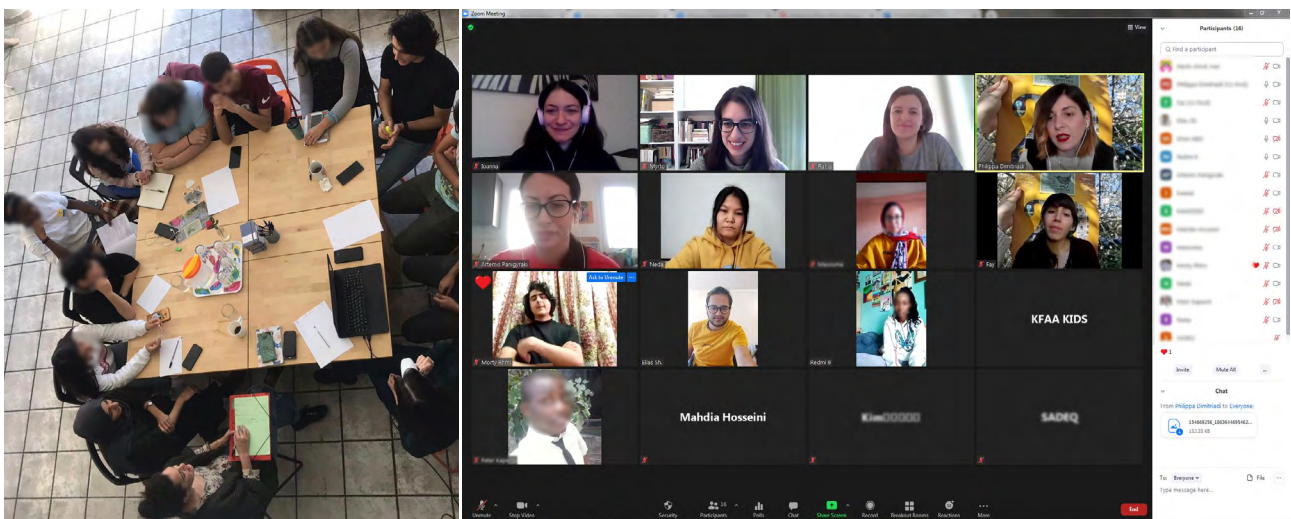
How to implement EFIVOS?

- Through dissemination activities in events and conferences
- Open call on social media and website
- Newsletters to stakeholders

4.1.7 Practical considerations

Appropriate Space

The experience from the Young Journalists programme shows that it is not always immediately obvious where editorial meetings and journalism classes should take place. During the implementation of the Young Journalists programme at the Schisto Refugee Camp, facilities changed quite often, from under-the-trees classes to the most high-end new public library of Athens. Now, the editorial meetings and the journalism classes consistently take place at the Youth Center of the Network for Children's Rights, which is a meeting point and a reference point for the young participants and houses the equipment and all the printed issues of the newspaper. Also, it is the place where the professional team works and comes in touch on a daily basis with the participants when needed. During the pandemic of COVID-19, the team continues to have editorial meetings and journalism classes either in outdoor spaces or via online video calls.



Left: Editorial meeting held in NCR's Youth Center 2020 | Right: Online editorial meeting 2021

The requirements for establishing the space should ensure that it is:

- Available throughout the implementation of the project to maintain stability
- Timetabled, so everyone knows the scheduled activities
- Available outside of timetabled sessions so that young participants can drop in and use the facilities to get on with their work
- Convenient for young participants to access
- Supervised when young participants are there, so they have support and feel safe
- A welcoming, safe and inclusive space for all.

In the case of online journalism classes and/or editorial meetings, try to establish a specific time that they can call/video call to ensure stability.

Equipment

A journalistic digital project has specific needs in terms of equipment that will support the running of an e-newspaper. In short, the basic needs of the project are the following:



Internet Connection

For research, for managing the website, and for uploading/storing the digital files for the archive (Google Drive, Dropbox, etc.)



Cloud Sharing Services

The team should establish from the beginning a cloud sharing service that the material can be accessible and used by all.



Computers (Desktop, Laptop)

To upload the digital content to the website (also possible using a tablet or a smartphone).



Tablets (one for every 2 participants)

Text edit, Word, Google Doc, Open Office, Libre Office, Camera, Microphone.



Smartphones

Voice recorders and cameras.



Projector

For journalism classes, workshops and editorial meetings.



Adobe Cloud (or any other free editing programs)¹

For creating and editing audio-visual products & designs.

The additional equipment below ensures a more professional approach but is not essential for the delivery of EFIVOS:



Voice recorder

For interviews.



Microphones with stand & windscreen / Directional Lavalier Microphone

For interviews and radio recordings.



DSLR Camera

For both video and photo capture.



Headphones

To manage the environmental noise during the voice recording process.



Music Broadcasting Licence

To manage the environmental noise during the voice recording process.



Stationery

Paper, notebooks, pens, pencils, rubbers, etc.

The equipment may be donated or sponsored by companies or through an appeal to individuals. Items of equipment should be recorded in a catalogue and be available for renting or any other purpose.

¹ For any program, there is a free version for student purposes that could be used.

How to decide on the equipment needed






Although the use of a computer screen is easier for typing and for the editing process, tablets may be a better choice because:




- Most participants may not own a personal computer and are more familiar with the use of a smartphone's or a tablet's interface and applications
- Changing the keyboard from one language to a non-Latin one is easier, as tablets show the letters in the alternative language (on PCs, these need to be learned by heart, or the alternative alphabet arrangement stuck onto the keyboard)
- Tablets are easier to carry around.

If PCs are used, try to access keyboards designed for the alternative language, or set these out on the existing keyboard by using stickers. If young participants can access a touch-typing course online in their language, the time spent on this will enable them to overcome this problem in all circumstances and save time in the long run.

Software for digital skills development

Information and Communications Technology (ICT) skills development is a key benefit of the EFIVOS programme. It is, therefore, important that up-to-date software is available for participants to work with. Below is an indicative list of the skills participants develop on each component, along with the types of software packages and equipment required.

Components	Digital Skills	Suggested programmes / equipment
 Editorial Management	Word documents, online documents, presentations	Microsoft Word, Google, Slack, Trello, Google Drive
 How to write an article	Touch Typing, online analysis & research, document structure	Microsoft Word, Google Docs, Etherpad, OpenOffice, LibreOffice, Ubuntu Studio
 Content Production	Search engine optimization	Word, Databases (ResearchGate, Scholar, Dialnet)
 Reportage Photography	Editing Skills, Camera Handling, Picture Settings and Effects, Telling Photo-Stories, Framing, Angle, Light, Colour Editing	Photoshop, Ubuntu Studio, Gimp
 Structured Interviewing	Analysis of questioning, Prepare and perform audio and video recordings, Transcription	Survey Monkey, Google Forms, Zoom, GoToMeeting Photo, Video camera, Tripod, Microphones

 Graphic Design	Framing, Angle, Typography Layers, Cutting, File Formats, Creating Image Compositions	Canva, Adobe Illustrator
 Webcasting, Web-Radio	Multimedia Editing, Edit and Convert audio tracks, File Formats	Google Podcasts, Zoom, GoToMeeting, Ubuntu Studio, Audacity
 Video	Camera Handling, Image Settings and Image Effect, Framing, Dramaturgy, Editing, Video Journalism	Ubuntu Studio, Da Vinci Resolve, iMovie
 Development of Online Tools	Programming, Branding, Front- End editing, Manage menus and tabs, Implement texts, Images, Audios and Videos, Manage Stylesheets, Uploading Content	Survey Monkey, Google Forms, Zoom, GoToMeeting Photo, Video camera, Tripod, Microphones

4.1.8 Website

Set up the website early, so it is ready for designing and managing when the young participants are ready to do so. What is needed at this stage is the basic structure and elements of the website.

Choose a free and open-source content management system (CMS) like WordPress.

Include young participants in the setting up of the website so they become familiar with the process and provide them with guidance when needed:

- Agree on the name of the project, pick a corresponding domain name
- Purchase hosting
- Install WordPress
- Explore with young participants various websites, as a basis for a discussion about the structure they would like for their website
- Design the graphics and the logo
- Customize the site with themes and plugins (as the project progresses, so do the needs for the website)
- Plan the general structure including:
 - An “about” section presenting the identity of the team
 - Sections for uploading articles and images
 - A section for important issues for each community, such as immigration
 - Sections for the radio, video, or any other feature (if needed)
 - A “contact” section including a contact form and an e-mail address
 - A “call to action” banner inviting new participants to the team.

A significant, yet challenging element is the inclusion of multiple language formats. This element offers participants the opportunity to create content in their language and share it with their

community, and so enhances intercultural awareness and cross-cultural dialogue, by opening the project to a wider audience.

While structuring the website with the web developer, pay attention to create a mobile-friendly website as most of the young participants use their smartphones to visit the e-newspaper.

4.1.9 Signed consent & GDPR form

All the participants have to sign a consent form and a GDPR form (appendix 5). If the participant is underaged, personal communication with the parents/legal guardians is necessary at the beginning and also throughout the project. It is imperative to include cultural mediators or social workers in the process to overcome any hesitancy on the part of parents/legal guardians due to cultural differences.

The professional team should get the signed forms before the participants begin on the project. Through this process, the participants consent their names (or nicknames), original content and photos to be used publicly for the purposes of the project and also that their personal data is protected.

4.2. Training

4.2.1 Training young participants on EFIVOS

EFIVOS is a competence-building model – meaning that provides participants with a collection of competencies that together define successful performance in a particular work setting. It is also a student-centred approach since it should be the young participants themselves who make decisions about their e-newspaper, their role in it, and the content they want to create. This demands a lot from the professional team – since they need to be part mentors, part teachers, part critical friends.

Professionals should maintain a balance between *challenge and support*. This means allowing young participants time and space to experiment, but also demonstrating and giving direction where necessary. Professionals should get to know each participant individually, and set the challenge appropriately. Some participants will progress more quickly than others – the important thing is that each participant can improve at their own pace, and use that as their benchmark for progress.

Professionals should also develop questioning skills, asking open questions where possible, rather than giving direct instruction, so the onus is on the young participant to think through a solution. Professionals help young participants to be objective, and so, a focus on facts and organizing questions around facts will help develop this discipline in them. It will also help to de-personalize critical feedback. Opinions should be justified with evidence.

Through the whole process of content creation, the professional team may need to be ready to take action at any stage the young participants might find difficulties. For example, the professional team might need to help them by giving them 2 sources for their article. This is important because it will give them a starting point. Although it is “their responsibility”, try to be as helpful as possible so they can understand the steps of the process. Overall, the principle is to encourage them to be involved

in as many parts of the project as possible, as soon as they are ready to do so.

As with any group of young people, attitude problems or communication issues may occur. This is best solved and managed through discussion and open dialogue. The role of the professionals is to be supportive, to provide alternatives, and to be flexible to make things work out, but also to make sure that young participants work within the boundaries of safe working and within the discipline of the editorial processes. Young participants should be reminded that they need to be respectful to the rest of the team and that the differences must be resolved to achieve this. It is also important for translators and cultural mediators to be available to help overcome communication problems due to language and/or cultural differences.

With this group of young people, mobility is a fact of life: new participants arrive, and older ones might leave. For this reason, it is essential to ensure that each journalism class is a self-contained unit with a clear learning aim, and support is in place for new participants. For example, experienced members might encourage and support the new ones in their first steps in the project. It is also helpful to provide the new members with the educational material of the journalism classes.

4.2.2 The first meeting - orientation

The first team meeting should work as the foundation of the project. Professionals and young participants should get to know each other through ice-breaker and bonding activities that will help them agree on the purpose and the goals of the team. The professionals have to get to know the participants and their backgrounds in order to understand their needs. They always need to keep notes on the young participants' interests and ideas for content creation because this will be a good source of inspiration on days that they don't know how to proceed. Also, in this way, they understand that their ideas matter and are more eager to open up and develop them.

To this end, the professionals should run the EFIVOS focus group activity (appendix 3). This will encourage an open discussion about the reasons they are interested in participating, meaning what is this going to offer to them personally, to their community, and to the society they live in. It is very important to set common goals as a team. If there are any concerns, the whole team can discuss them freely.

To raise their enthusiasm, explain the benefits of EFIVOS at this stage, including their chance to:

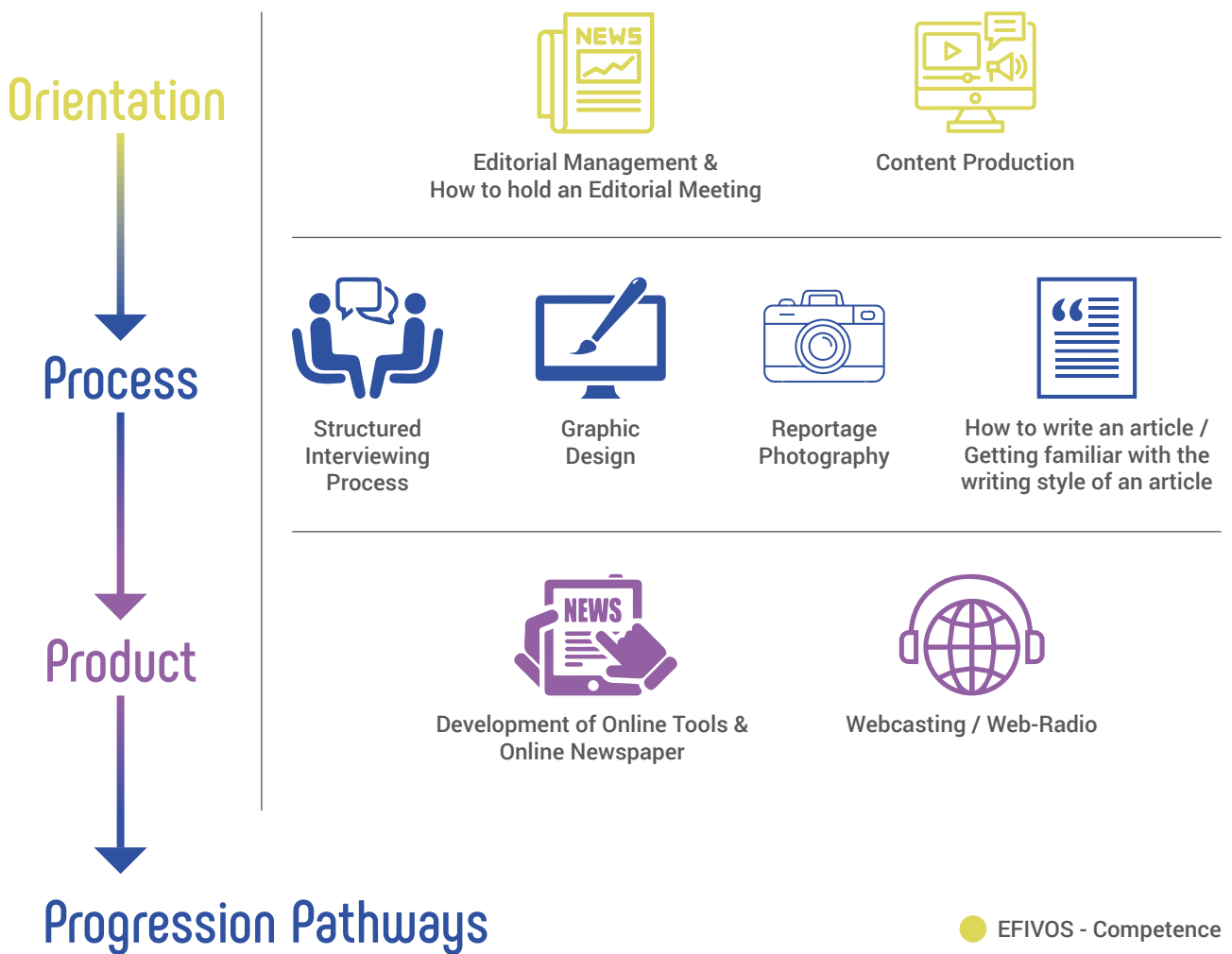
- Meet and interact with people at their age
- Exercise self-expression within a safe space
- Become known within their community and among a wider audience
- Develop technical and work skills
- Learn to express themselves better generally, and also in the host country language
- Create more impressive curriculum vitae

Once the whole team gets to know each other better, it is suggested professionals explain how the programme is structured based on its 2 essential elements - the editorial meetings and the journalism classes. It is the time to explain the benefits of each element and to determine the frequency according to the needs of the team.

Last but not least is to establish a way to communicate with the young participants. It is suggested to create a professional email account for the project as well as an account that would allow communication through chat applications such as Telegram, Whatsapp, etc., to create group conversations and communicate with the whole team. Also, bear in mind the legislation of the country in terms of underaged participants and GDPR.

4.2.3 Organizing the training phase

The training phase must be of sufficient length to provide the necessary time for the participants to bond, set their goals, and achieve the production of their e-newspaper.



The training phase starts with the first meeting of the team in order to clarify the focus of the project and the goals of the team, followed by a journalism class on how to run an e-newspaper. This is the beginning of the editorial management process. These first team meetings should establish a training plan for the journalism classes covering the 8 components of EFIVOS, and then, editorial meetings should be scheduled to ensure that the creation of content is on track and being maintained to good journalistic standards (see section 4.2.4).

The next journalism classes should focus on content creation to develop basic skills in developing journalistic content, such as research, establishing the credibility of sources, etc.

The following ones allow the young participants to specialize in different areas of content development, and so can be configured according to participants' interests and needs and the skills available by professionals. The coordinator has the flexibility to structure this part of the programme in different ways according to local circumstances. For example, an approach might be that the components run consecutively and so, all participants attend all journalism classes. On the other hand, they might run in parallel, with the team splitting up so that each member of the team attends one or two journalism classes, and brings that expertise back to the team.

The number of journalism classes the coordinator establishes for each component is also a local decision, based on the time participants need to develop the associated skills. A good model is for participants to attend two or more journalism classes, with practical tasks set between them, so they have a chance to practice, review and take feedback in the following ones.

For guides on organizing each component go to the component planning guides [\[EFIVOS Component Planning guides\]](#).

4.2.4 Editorial meetings

Editorial meetings are essential for the process of creating journalistic content and the key to the success of running an e-newspaper. The purpose of editorial meetings is to be a collective process where the whole team gathers to discuss all the aspects of the e-newspaper, brainstorm, plan the next topics of future content items, analyse the performance of the already published content and work on their ideas and/or articles. Young participants also get guidance and a professional opinion on the spot about their work that can help them develop their skills. Even participants who cannot attend the journalism classes will find editorial meetings beneficial.

In young journalists' editorial meetings, decisions should be made democratically, with all young participants able to express themselves. When the professional trainer has to override or alter a decision, it is important to give clear reasons for this. This will help young participants understand the parameters and ethics of good journalism.

In creative processes, such as editorial meetings, it is important to provide a structure that creates space for free-thinking but also respects time and task management. This could be achieved with efficient meeting management. Also, regular editorial meetings can help keep the content on track and the team stays motivated and enthusiastic about the mission.

The structure of the agenda can be agreed upon at the first editorial meeting and then adapted for each editorial meeting as required. It should include upcoming activities, tasks, ideas, and concerns. The frequency of editorial meetings should be set out in the first editorial meeting and scheduled in diaries.

Due to the number of items to be discussed, the suggested duration is 2-4 hours including a break. It is also suggested to keep a small budget that covers needs like snacks and drinks.

Tips:

1. Determine frequency
2. Define processes and responsibilities in advance
3. Define meeting goals and send out an agenda
4. Get everyone involved
5. Keep editorial meetings short
6. Stick to the planned agenda and to a clear structure of the meeting
7. Discuss what's coming up
8. Check the progress of current assignments
9. Brainstorm content ideas
10. Address editorial issues and concerns

For face-to-face editorial meetings, a four-part structure is suggested (based on Young Journalists experience - appendix 6):

- Part 1 [15-20 minutes]: welcome and introduce new members, bonding time (casual chat and team-building games)
- Part 2 [1.15 hour]: agenda: where we are at, problems, solutions, next articles, ideas, setting goals, deadlines
- Part 3 [15 minutes]: small break to have a snack, chat and rest
- Part 4 [1.15 hour]: guests or work on the content.

For online editorial meetings, the structure should cover the team's needs, it is suggested, though, a shorter duration.

4.2.5 Journalism classes

The purpose of journalism classes is to educate young participants on the basic elements of journalistic content creation and the complexity of media production including topics such as the ethics of journalism, research and assess the quality of sources, creating original and appealing content, etc. The journalism classes need to be independent of the editorial meetings and each class is suggested to cover a specific topic. The professionals present the theory in basic steps and then include a practical part where young participants get to understand the subject. For example: Introduce the basic steps of writing an article, then ask the participants to write in 10 minutes the basic structure of the article they suggested in the editorial meeting (that is why it is important to keep notes of their ideas). In the end, give feedback and discuss.

Online journalism classes have many challenges. For example, participants from disadvantaged backgrounds may not have internet access or teenage members may not have the willingness to participate in an online class. This is why the professionals need to find the best way to structure and schedule these classes according to their team's needs and keep the members motivated to participate. For those who do not attend the classes, keep the educational material as an online archive that is accessible for everyone.

The duration and frequency of the classes need to be set from the beginning of the project taking into account the participants' needs. In the Young Journalists programme, the journalism classes are being held twice a month and the duration is 1 hour. A useful tip is to have frequent reminders of the dates on the group's chat. Another tool that can help is a private page on the website where the members will have access and will be able to check the timetable, zoom links or uploaded materials and agendas. Lastly, it is important to keep track of the attendances in a sheet.

4.2.6 Evaluation

It is important that what young participants learn is visible to the professional team, to the project funders, but, most importantly, to themselves, not least as a motivating factor. The most important evidence of progress in skills development is the project outputs.

The evaluation also occurs on an ongoing basis as professionals give feedback to young participants but also young participants give feedback to each other. This needs to be captured so that those organizing and funding EFIVOS can also understand young participants' progress. To this end:

- At the end of each journalism class, professionals should lead a whole group discussion for 10-15 minutes to discuss what young participants have learned and what their next steps should be. This should be captured, for example, by photographing notes (clearly written) on a flipchart or logged by the professionals.
- Each young participant should maintain a log, and make a note of their progress at significant moments in the process. Again, a 10-minute slot at the end of editorial meetings would be ideal for doing this, where the young participant notes down the feedback they have received, their reaction to it, and the things they have learned.

4.3 Creating the e-newspaper

4.3.1 What is an e-newspaper?

The term **e-newspaper** refers to newspapers that are published electronically. It can be a form of print publication published on the Internet; additional or complementary content to print publication published online; or original publication published exclusively online, with special characteristics such as navigation support, advertisement, and style of presenting the news.

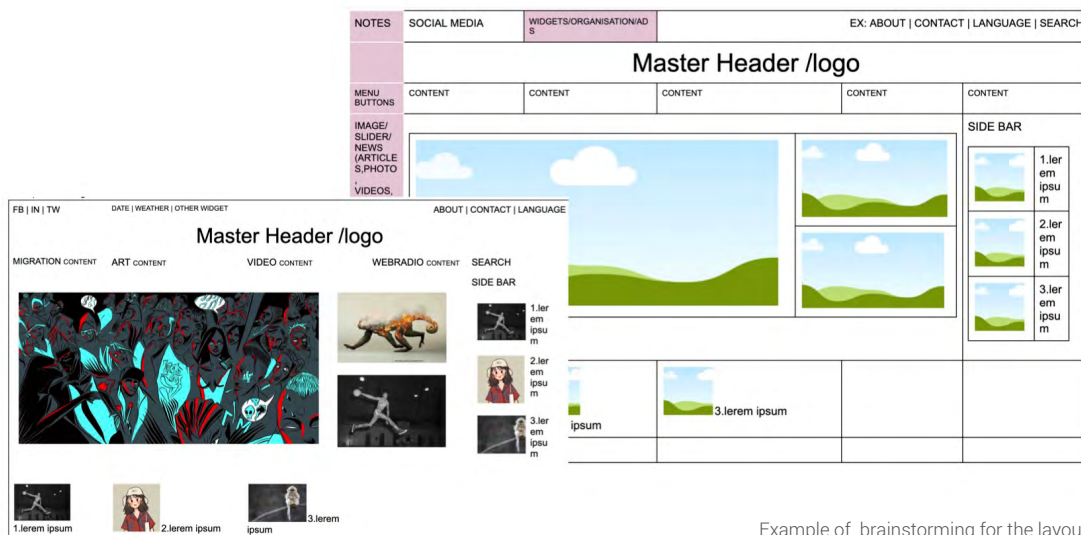
Although the basic format for a printed newspaper is based on the articles, in the e-newspaper there is the opportunity to include other formats such as podcasts, videos, illustrations, digital images, etc., to enrich the digital content of the website. That means that there are many different roles in producing an e-newspaper such as editors, photographers, radio producers, videographers, graphic designers, web content administrators, social media managers, etc. In general, an online version creates more opportunities in terms of content, structure, format, audience reach, mobility, interactivity, accessibility, pace and cost.

4.3.2 The e-newspaper's logo and layout

The young participants, with the help of the professional team, need to define the look of their e-newspaper, starting from the name of their e-newspaper, creating the logo and then finalizing the website's layout.

Planning will put the participants in teamwork and critical thinking context. The team should decide all the aesthetic parts such as the fonts of the articles, the colour of the design, and the overall aesthetic of the interface. Having organized the needs, then, the information can be given to a web developer that will create the website according to the specific needs.

The creation of both the logo and the layout can serve as activities of the journalism classes where the participants will be introduced to basic graphic and web design theory.



Example of brainstorming for the layout

4.3.3 The content of the e-newspaper

The young journalists will elaborate and discuss the content they are interested in creating. The professional team will assist them through an open discussion about the content that will attract their interest and their active participation.

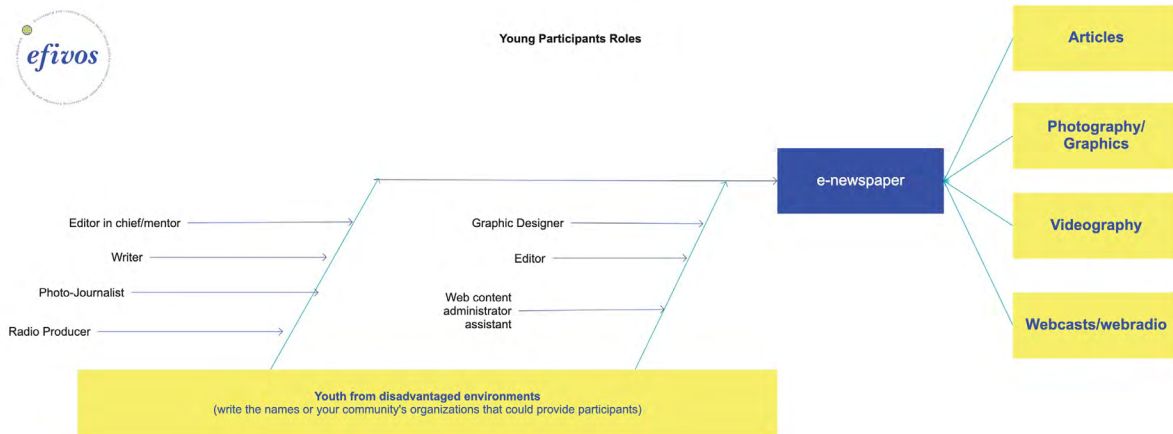
The content of a journalistic website could be divided into thematic specializations like Arts & Culture, Gastronomy, Music, Sports, Travel, Fashion, Environment, Science, Media, Foreign Affairs and World News, Local and Community Issues, Politics, etc. Each specialization allows the participants to learn about the special features of journalistic work, and, also, to explore their interests. It is possible to include different specializations in separate categories on the website.

Although the basic format for a printed newspaper is based on the articles, in an online edition there is the opportunity to include other formats such as; podcasts, videos, illustrations, digital images, etc., to enrich the digital content of the website.

4.3.4 Roles

The next step is for the professional team to explain the roles that are needed in such a project and which requirements are included in each one. Depending on their interests and talents, each participant could choose a role (or more).

In the beginning, it is important that all participants experience every role. In this process, it is necessary to remind them of the skills and the benefits that will be obtained in order to give them motivation. To achieve the desired results, all the participants should follow the guidelines and respect the deadlines as well as work as a team.



The roles in producing a digital newspaper may include:

Editor-in-chief/mentor: In the team of Young Journalists, the editor-in-chief is one of the members of the initial team that cooperates with the coordinator and stands as a mentor for the newest members. The editors-in-chief:

- Make sure that the content expresses the team
- Have an active role in the creating and editing process of the material
- Undertake the presentation of the project at refugee camps, schools, organizations, etc.

Writer: A writer is responsible for providing written content. The writers of the team develop their ideas based on their personal interests. With the guidance of the professional team, they develop those ideas by utilizing journalistic methods.

Photo-journalist: Photojournalism is a particular form of journalism that uses images to tell a story in strictly journalistic terms. Photojournalists take pictures that contribute to the news story-telling and help communities connect with each other. They deliver news in a creative format that is not only informative but also entertaining.

Radio producer: A radio producer creates the content and sets the structure of a radio show, broadcast, and podcast.

Video-journalist: A video journalist shoots, edits and presents video material to tell a story in journalistic terms.

Graphic designer: A graphic designer is responsible for assembling images, typography, or motion graphics to create a piece of design. They can also be responsible for typesetting, illustration, and web design.

Editor: A person that is responsible for the editing of articles or audio-visual content.

Web content administration assistant: A person who provides website pages with content. They plan, write, edit and upload digital material and promote it via social media, and other digital marketing channels.

Social media manager: A social media manager is responsible for curating a project's social media accounts. They monitor, moderate, and respond to audience comments, manage social media partnerships with others and create and/or post shareable videos and images.

4.3.5 Editorial Policy

The editorial policy is the set of guidelines by which a news organization operates. It includes the news organization's attitudes toward its community and aids editors in making editorial decisions.

The professional team in dialogue with the participants should develop together an editorial policy for their media. In doing so, they establish and define their own ethical rules that all should follow. These should be informed by professional codes of practice, as applied in their own country, both for printed press and online journalism (**CODES BY COUNTRY**). The youth team can also draw on examples of editorial policies from media organizations in their own country, as well as the editorial policy of the Migratory Birds that can be found in appendix 4. When the editorial policy is agreed upon, it must be made available and followed by everyone.



International Principles of Professional Ethics in Journalism



1. People's right to **true information**
2. The journalist's dedication to **objective reality**
3. The journalist's **social responsibility**
4. The journalist's **professional integrity**
5. **Public access and participation**
6. Respect for **privacy and human dignity**
7. Respect for **public interest**
8. Respect for **universal values and diversity of cultures**
9. **Elimination of war and other great evils** confronting humanity
10. Promotion of a **new world information and communication order**

4.4 Running the e-newspaper

4.4.1 Content production, editing, and translation

Content Production

Now is the time for the young journalists to create content!



The time has come for young journalists to create content. They choose their subject, and then, start researching and working on their project. During regular meetings and through democratic processes, the whole team decides what will be published. The team sets deadlines at editorial meetings to keep the process on track but respects the free time of the participants. Word limits and practical boundaries can be difficult to work with, though important because they will help them understand better the process and develop soft skills.

When it comes to creating content on a free subject, young participants may hesitate and not know how to proceed. They may also feel their personal interests are not appropriate or of interest for the “public” more widely. Brainstorming during the editorial meetings is a good way of overcoming this. If participants work in small groups or pairs, they may be more confident to generate ideas for content. Use ideas from earlier meetings and focus groups to give inspiration for content. The editorial process, as described in section 4.2.4, ensures that the content is moulded towards the planned end product, under the supervision of the editor-in-chief and the professional team. The digital content is finalized and sent for translation if needed. Any content edit has to be done in conjunction with its originator, preferably giving them options for changes so they maintain ownership of the piece. The originator’s views should always be primary, and no changes imposed on them, but rather as the result of negotiation.

The translation team should ensure cultural and personal nuances in the original are conveyed in the translation, and accessible to the alternative language audience. This is a job for a professional translator, whose first language ideally is the one the content is being translated into.

4.4.2 The role of deadlines

Deadlines are essential to achieve a smooth operation of the project. Maintaining discipline in meeting deadlines without sacrificing the quality of the content are the two key standards the professionals must instil in the young participants.

In the beginning, professionals set small goals that can be easily achieved within the allocated time frame. Gradually, as participants develop their skills, the professionals should increase the challenge accordingly.

4.5 Publication

After some period of training on digital and journalistic skills, the creation of the website, and the creation of the original content, the first posts are ready for publication. The whole team can celebrate what they have achieved. All this work is finally done, and the results are ready for people to see!

Now is time to evaluate their work as a team, find the next steps, and have a detailed review of the publications at the editorial meetings. This process is very important for the improvement of the young journalists' skills.

What did we like and what did not work?

Would we change something, and what would that be?

Any translation mistakes? Any typos?

At the same time, the journalist/coordinator should assess the impact the work has had on the community. First, to talk with the families/legal guardians and make sure that everything is under control after publishing the content. Then, to take notice of the wider community in order to protect the participants from any unwanted exposure.

When all the above steps are completed, it is time for the professional team to gather the team and brainstorm for the next steps.

Every publication is important to be posted online via social media in order to reach a wider audience. They are the medium that young people use the most, so it will be more fun and useful for the participants to develop their skills in digital marketing while promoting their work.

4.6 Opening up to the community

Opening up the project to the community has a lot of aspects and is beneficial for its growth and sustainability.

Online community - Social Media

Create an online community of followers that supports your e-newspaper through social media. As much as possible engage with your audience. A good tip is to collaborate with influencers or media networks that would benefit also from such a collaboration. Having an online community gives the opportunity to make the project self-funded via crowdfunding activities. It will also provide you with feedback on the content of the e-newspaper allowing growth opportunities.

Connecting your project with the local educational community

Educational institutions, schools, and other NGOs need to know your work. Make sure they are aware that you are providing a safe, non-formal educational activity that could serve as an asset to their practice. A collaboration with an NGO can include fundings, providing space or equipment for your meetings and, of course, new participants. Universities and journalistic schools can serve as a space for scholarships, studentship with reduced tuition fees or free classes. Also, both the professional and the youth team can present the programme as a good practice of an inclusive and alternative journalistic project as well as a non-formal education activity.

Media community

Introduce your project to your local media companies and even partner with them to host content of your e-newspaper to their media platforms. Cooperate with stakeholders of the media institutes/ organizations in order to offer support in public relations and training on-site. This could be done by providing: their own material, training by journalists and media experts, internships or visits to media headquarters.

To the wider community

Contact stakeholders from local and national authorities. Taking interviews from local stakeholders or even the Mayor can provide dissemination and support of the project in a subtle way. Organize cultural events to support integration.

It is important to open up to the community as a team of young people that wants their voice to be heard and not their disadvantaged backgrounds. Also, covering a wider variety of topics that would enrich the content of the e-newspaper could be a key to its impact and to how many people it will inspire/reach and make it more appealing. Young participants should also develop content that makes the connection between cultures or situations of their country of origin and the host country. This will encourage them to explore the cultural heritage and history of their host country and boost their integration and social inclusion.

Sustainability and Networking

Opening up to the community will increase your network. Become part of relevant networks and attend events, conferences, festivals, etc. Grab any opportunities where you can present or pitch the project. Partners want to be part of success from early on.

For the sustainability of the project, it is important to ensure it continues to meet the needs of both participants and the audience. Sponsorships and donations are important to the project's lifespan. If it is possible, merchandise or other income sources will provide the team with fuels for creativity and sustainability.

5. Appendices

Appendix 1: The partners

Network for Children's Rights is a non-profit organization whose aim is to safeguard the rights of children as set out by the United Nations Convention on the Rights of the Child [1989]. It is a network built on solidarity and empowered with knowledge and culture in order to improve the quality of life of children and offer them the pleasure and feeling of achievement that come as a result of team effort and group initiative.



Action Synergy S.A is an education, training, and knowledge-based application organization that is actively involved in the development of education technologies, training methodologies, and the development of e-learning training courses. Action Synergy S.A. disposes of long experience in the management and coordination of European Projects. Since its foundation in 1986, the organization has participated in a considerable number of EU educational projects.



Dedalus Cooperativa Sociale staff is made up of economists, sociologists, psychologists, social operators, vocational trainers, cultural mediators, and peer operators with proven experience in research, planning, and management of social services. Dedalus' activities address problems related to gender, ethnicity, and other forms of discrimination, social exclusion of weak segments of the population, violence, and abuse. Dedalus provides its beneficiaries with a wide range of services: information and guidance, cultural mediation in access to social and health services, social protection, shelter, counselling, and training.



Citizens In Power is an independent non-profit, research centre that addresses the needs and demands of people through their involvement in social and civic life, by simultaneously providing them innovative material and free training related to a variety of fields, such as education (including online education), entrepreneurship and business, culture, labour market, and lifelong learning.



medien+bildung.com was founded by the Media Authority of Rhineland-Palatinate in December 2006 as a not-for-profit Ltd. m+b.com develops and implements media education concepts in different educational sectors and for various target groups. Participants learn to understand, critically question and design media. The reflection on their own media consumption and the recognition of media mechanisms are important elements in this process. m+b.com sees the fundamental task of media education in teaching the skills that lead to meaningful, critical, self-determined and creative use of media as well as to social competence, and that enable participants to actively and responsibly participate in cultural, social, political, professional and economic life.

The logo for medien + bildung.com features the text "medien" in a dark blue font, a green square containing a white plus sign, and the text "bildung.com" in a dark blue font, all set against a white background.

Mobilizing Expertise is an efficient Swedish SME for Nordic, European, and International Projects. Its main 5 working areas are; providing training, creating educational tools, mobilizing volunteers to professionalism, project management, promoting entrepreneurship among youth and adults. Its team consists of 5 experts with a diverse background who have worked in the private and public sectors.

The logo for Mobilizing Expertise consists of a stylized orange graphic resembling a lowercase 'm' or a wave, with the text "MOBILIZING EXPERTISE" in a small, orange, sans-serif font centered below it.

Inercia Digital is an Andalusian (Spanish) social enterprise founded in 2010, focused on training, innovation, and traineeship in digital skills at a European level. The mission is to drive training and innovation in digital skills across Europe, for educational institutions as well as professionals, for the labour market and all European citizens in general.

The logo for inerciadigital features a graphic of a stylized 'v' shape composed of small black and purple dots, with the text "inerciadigital" in a purple, lowercase, sans-serif font centered below it.

Appendix 2: Focus Groups to inform the design and objectives of EFIVOS

Each partner organized two focus groups with 8 participants each: one with young participants from disadvantaged backgrounds and the second one with the participation of stakeholders from the digital media field (companies, NGOs, trainers, etc.). The main aim of the focus groups was to identify the training needs and provide feedback on the draft proposal for the structure that is developed in this handbook.

Key points from the young participants

From the focus group with the youth is interesting to be noted that, although most of the young participants were using smartphones and social media, they were unaware of the general term of digital media. In their opinion, digital media were only social media and webpages. What is more, most of them depend on the information that is provided by their social media, whereas participants from the NCR that was part of the Young Journalists team showed a more developed journalistic awareness.

Most of the teenagers were interested to take part in a project like this but expressed some fears such as language competence and computer skills. On the other hand, they expected to gain the ability to express themselves clearly and precisely, to share opinions, to understand what others say, and “not always copy the same things”. Also, the young participants believed that their participation in a programme like EFIVOS will offer them the knowledge to be able to spot the fake from the real news.

All the young participants felt the need to access news related to their home countries and, in many cases, felt that this is more important than following the news in the country they live in. When we asked “why”, most of the answers were related to the feeling of belonging to their home country and a lack of language and understanding of the context in the country they live in.

Key points from the professionals

The members of the focus group agreed on the empowering aspect of a digital journalistic project. In their opinion, the aims of the project should be to develop a reflection on media communication and production, to assess sources, and to make clear that the core competence of journalists and media-makers lies in media criticism.

The appropriate approach of the trainers of the project **working with young participants** from disadvantaged backgrounds was also discussed since the socio-cultural differences between refugees are important to be taken into consideration. Some were also concerned about the lack of digital equipment that this project might entail and the need for professionals and translators. As far as the web page is concerned, it was suggested to have always in mind the always-changing form of the internet and the inability to control everything. For this reason, the team that will take on the project need to be adaptable to both the youth’s needs but also the current trends.

Appendix 3: Young participants' focus group questions for the first meeting – orientation

The following questions will help project organizers get a clear understanding of young participants' starting points, and also help young participants understand in more detail what EFIVOS entails, and what they can gain from participation. The questions were developed for the original focus group and act as a guide, so feel free to add to and adapt them for your purposes.

As this is the first time the group is meeting, there may be some reluctance to speak in front of many. It is, therefore, suggested that the participants discuss the questions in pairs first of all, before bringing their thoughts together for a whole group discussion. This will also enable those with low skills in the host country language to express their ideas to a peer who can then translate them.

1. Have you ever been involved in youth projects before? What was that about?
2. What do you think about the media? Do you read newspapers, magazines, listen to radio broadcasts? Do you follow the news? Do you have any specific interests?
3. What do you think digital media consist of? Do you prefer printed or digital media?
4. What do you think the job of a journalist includes? (give examples)
5. Would you be interested to participate in a journalistic project, and if yes, why/ if not, why?
6. Who or what influences your decision to participate in this project?
7. What role would you like to have in the team?
8. If you should tell a story what would it be about?
9. What skills do you think that you will get after participating in a digital journalistic project?
10. Anything else you would like to say?

Appendix 4: The Young Journalists Editorial Policy example

The Young Journalists Editorial Policy

We are the “Young Journalists” team of the inquisitive adolescents of the newspaper “Migratory Birds” and the web radio “Dandelion” - a project of the Network for Children’s Rights. There are both boys and girls in the team and we come from a variety of countries, such as Afghanistan, Syria, Pakistan, Iraq, Iran, and Greece. We write articles, make recordings, take photographs, and produce our own unique content. Access to the media is a powerful tool that can empower marginalized sections of the population, such as immigrants and refugees.

The “Migratory Birds” newspaper and the “Dandelion” web radio programme is a media project which gives us the opportunity to express fundamental rights, such as freedom of expression, freedom of association, and the freedom of the press. The work of Network for Children’s Rights and this media project are in line with the main principles of the **Convention on the Rights of the Child**. We have created the following editorial principles that we should follow every time we write for our newspaper and record for our web radio.

Freedom of expression and press freedom are fundamental values in a democratic society. The mission of any institution committed to preparing productive citizens must include teaching these values and providing a venue for young participants to practise these values, both by lesson and by example.

As preservers of democracy, the Network for Children’s Rights and the media project shall protect, encourage, and enhance free speech and the exchange of ideas.

Principles:

- We use independent information free from political or advertising, self-promotion, or fundraising purposes.
- We respect the reader’s and listener’s opinions and we give voice to all different opinions. We advocate for pluralism.
- We will produce content that does not put our safety at risk - We are careful and discreet when talking about issues related to violence, crime, death, political parties, and national policies and practices.
- We respect each other within the group of “Young Journalists” and we express our opinions for our colleagues with great respect.
- We shall not publish and express opinions that might incite violent actions, racism, intolerance, or religious fanaticism.
- Our content is not discriminatory, racist, xenophobic, sexist, profane, or propagating violence. We do not offend other children’s or people’s rights. For example, we do not express ourselves with offensive comments for other religions, countries, societies, sexes, colours, etc.
- Our content is not defamatory, malicious, abusive, accusatory, or inciting against an individual, group, government, country, religion, or sect.
- Our content does not make generalizations about an entire group, government, country, religion, or sect.
- Our content does not make allegations against an individual, group, government, country, religion,

or sect.

- We will not produce content that makes allegations against, advocate for, nor belittle or insult parties, party platforms, and political leaders.
- We shall not publish content that promotes harmful behaviours or practices. We shall always try to be objective.

Sources and Copyright:

1. We shall always mention our sources unless there is a journalistic confidentiality commitment.
2. We respect all copyrights and we do not reproduce content without the permission of its original creator.
3. We do not reproduce views/references, etc., that do not originate from trusted sources.
4. We recognize that, in line with the basic principles of journalism, adequate time must be devoted to doing research on our topics, before writing an article.
5. We shall always use valid sources when writing a text and when recording a radio show and not use our own opinion solely as their basis.
6. We do not copy our texts from the internet or other sources and we recognize that this is plagiarism. We publish pictures in our newspaper only after the oral or written consent/ permission of the person depicted in the picture. We are aware that in order to use the picture of a child, we need to seek consent from the parent/ guardian of that child.
7. When selecting images for the newspaper, we only use images that we have the right to use.

Responsibility of young journalists and editorial team:

Each member of the team is responsible for the content he/she is creating. There must be a consensus between the teammates with regards to topics chosen and if there are off-limits topics, they shall not be included.

The editorial team is responsible for the content that is selected for publication. In this respect, the editorial team has the right to request the rewriting of an article, ask for further research to be conducted and suspend its publication for the next issue. No topic will violate human rights, dignity or good name, and there will never be personal, institutional, or political attacks; it will present positioning or information that is not rigorous (that is if it does not respond to given reasoning or is based on a theory or fact).

Appendix 5: Consent form example



CONSENT TO USE NAME, QUOTES AND/OR PHOTOS

I, _____, (parent/carer) of _____
_____ hereby give Network for Children's Rights the absolute and irrevocable rights to use the name, quotes and/or photos and images of my child on the newspaper team project "Migratory Birds". I also consent my child to write articles, sign them with her/his full name and participate in all the activities related to the aforementioned newspaper.

I understand that the name of my child and/or the images will be used for the purposes of the newspaper and/or for any purpose which may include the project and I am fully aware of the significance of my consent for my child safeguarding.

I certify, by signing below, that I am of legal age, 18 years of age or older or that I am the parent or legal guardian of the identified minor. I have read this agreement and fully understand the contents herein.

Signature & Date this agreement signed: _____

The Network for Children's Rights recognises the need to ensure the welfare and safety of all young people taking part in any activity associated with our organization.

In accordance with our child protection policy, we take under serious consideration the best interest of every child and we do not permit photographs, video or other images of young people to be taken without the consent of the parents/carers and children.

Appendix 6: Example of editorial meeting's structure

Suggested structure by Myrto Symeonidou / current coordinator of the Young Journalists:

In the "Young Journalists" programme we structure the meetings in two or three parts: at the beginning, we have an **"unofficial" part** for approximately 15-20 minutes, like a bonding time including casual chat and team-building games.

The **first official part** of the meeting is the strictest, we have an **agenda** that we follow, we add what we need to discuss all together. We use a projector, so everyone can follow and take notes. We start **discussing**, first of all, what have we done till now, if we face any problems, we share thoughts and suggestions, and we bring all the news that we need to share with the team of "Young Journalists". Then, we discuss what we need to do from now on. We might discuss an idea that came to mind, who is interested in doing what, etc., and we inform them about events or journalistic workshops that are free. After that, we are preparing for what comes next. In that phase, we discuss the writing progress of the articles, inform everyone about what each member is writing about, and we remind them about the next meeting, what we have to do till then, when is the next journalism class. Then we have a **break**, to have a snack, chat, rest, and get ready for the second part.

On the **second official part** of the meeting, we have two alternatives: Either we have a **guest** or we **work on the articles**. If we have a guest, it can be anyone that could be interesting for the team. Otherwise, we split into teams to work on the articles with the "Young Journalists", we discuss how to handle the subject, how to write a specific article, etc. Also, we might have to create something altogether. Either way, after this process, we close the meeting.

We have tried an experiment and we are very positive with the results, at 2-3 meetings, we tried to **give one of the members the role of the coordinator of the meeting**, with our help. The young person, based on the agenda that we had, coordinates the whole meeting with the constant support of the coordinator. That gives them experience and the opportunity to understand the roles of our team better and how important it is to show respect to others and this process, also, helps them to develop social skills inside a safe environment.

