

DEUTSCHE WELLE
GLOBAL MEDIA
FORUM



**CULTURE
EDUCATION
MEDIA**

**SHAPING
A SUSTAINABLE
WORLD**

Documentation 2012

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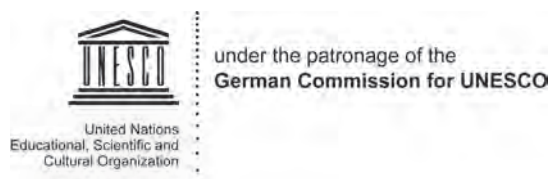
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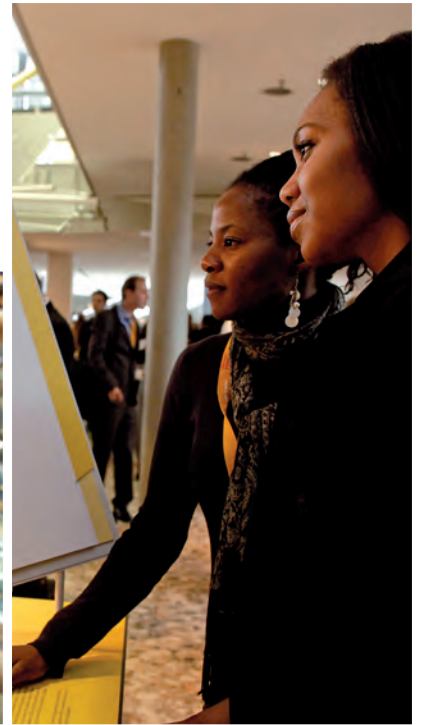
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25 JUNE

2012







OPENING SPEECH

DR. REINHARD HARTSTEIN, DEPUTY DIRECTOR GENERAL OF DEUTSCHE WELLE

Ladies and Gentlemen,

the three elements of this year's conference - culture, education and media - reflect an especially important challenge of globalization. Article 26 of the United Nations' Universal Declaration of Human Rights states that everyone has the right to education. It was not for nothing that at the World Education Forum in Dakar, Senegal, in 2000, 164 nations committed to achieving six education goals by 2015. A few days ago it was reported from the UN Conference on Sustainable Development in Rio de Janeiro that the proportion of young people aged 15 to 24 who can read and write had risen from 83% of the world population in 1990 to 89% in 2009. But even if that figure is correct, there is still much to do. According to UNICEF, in the Internet age 101 million children don't even get the chance to learn to read and write. Because their families are too poor, because the schools are too full or too far away. Almost half of the children not attending school live in Sub-Saharan Africa. Girls in particular must begin working or get married young - with no time for school.

Technological development can help mitigate those problems. But it can also widen the discrepancies. Former Secretary-General of the UN, Kofi Annan, once said: "Education is the premise of progress, in every society, in every family. The information gap is the new dividing line between the haves and the have-nots, those forging new paths to development

and those increasingly left behind." In Sub-Saharan Africa, for example, there is only limited access to the Internet and the breadth of information it offers. Whether we're talking about industrialized or developing nations, whether talking about the East or the West: Upbringing, culture and education for all are key to peaceful interaction, to sustainable development and to intercultural dialog. Education for all is key to a country's economic progress and prosperity - which in turn drives the growth of the global economy. Conversely, educational emergency leads to poverty and social tensions. Even many armed conflicts are rooted in lack of education or the poverty and social inequalities it causes. So our goal must be to better distribute education opportunities around the world. This is a task of global importance. And the media have a dual role to play in it. Firstly, to get the public involved, create transparency about education shortfalls and raise awareness of the topic. Secondly, media must perceive themselves as providers of education and embrace education as their objective. The media - especially the electronic ones - convey education through their reporting, through documentaries and also through entertainment programming and talk shows.

At Deutsche Welle, we accept this as our responsibility. We provide people with information needed for democratization, development, dialog and peace. Allow me to illustrate with a couple of examples: Our TV program "Global 3000" looks at the issues moving the world community in a new way. With its feature stories, reports and portraits, the program broadens perspectives by examining the global consequences of local actions. Our "Learning by Ear" radio dramas convey educational content in cooperation with partner organizations in our broadcast regions. Those are just some of the many ways we propagate information needed for democratization and development, dialog and peace. Many other media around the world have similar programming and objectives. So it is good that they can interact here at the Deutsche Welle Global Media Forum with academics and lawmakers, people from the business and cultural sectors, to share and develop ideas about how to do even more, even better. Because knowledge and education are an important resource - for developed and less developed countries alike.

Ladies and Gentlemen,

it fills me with pride that we have been able to attract so many participants from all around the world to discuss these topics. I am glad to see the Deutsche Welle Global Media Forum steadily growing. Nine hundred participants attended the first conference in 2008. This year, it's twice that many: 1,800. The Deutsche Welle Global Media Forum has established itself as a globally relevant and highly esteemed conference. We are keen to build on that success and are grateful for your continued support, which in some cases goes back many years. We are very pleased that this year's conference takes place under the patronage of the German Commission for UNESCO. And I extend my thanks to the many partners who also provide support. Many of them are here - to tell us about their work, share ideas and strengthen their networks. I wish everyone here fruitful debate and inspiring conversations.



PLENARY SESSION 1

RATINGS VERSUS QUALITY: MEDIA CAUGHT BETWEEN MARKET PRESSURE AND THE MISSION TO EDUCATE

HOSTED BY DEUTSCHE WELLE

KEYNOTE ADDRESS

Franz Josef Radermacher, Director, Research Institute for Applied Knowledge Processing, Germany, and Member of the Club of Rome

PANEL

Charlotte Cole, Senior Vice President of Global Education, Sesame Workshop, USA

Christof Ehrhart, Executive Vice President Corporate Communications, Deutsche Post DHL, Germany

Trevor Ncube, Deputy Chairman, M&G Media Ltd, South Africa, and Chairman of Alpha Media Holdings, Zimbabwe

Mikhail Shvydkoy, President of the Russian Television Academy Foundation and Special Envoy of the President of the Russian Federation for International Cultural Cooperation, Russia

Lynne Weil, Director of Communications and External Affairs, US Broadcasting Board of Governors (BBG), USA

MODERATION

Peter Craven, News Anchor, Political Correspondent, Presenter "Talking Germany", DW, Berlin, Germany

“Never think of an elephant! Once you have the idea in your head, you’ll never get it out. Certainly not by telling yourself not to think about the elephant.” This was Professor Franz-Joseph Radermacher’s playful way of explaining the huge power of ideas and words – the key tools of the media. And if ideas – or messages, as the professor put it – are so powerful, the question becomes: “Why do we have messages. Who sends them? And what are the ideas that are transported?” It was certainly a challenging remark from the professor as he began his keynote address on “ratings versus quality”.

One idea is freedom. Another is solidarity. But you have to balance the two. Markets generate wealth. And poverty. So you have to balance the two. We’re all against global warming. But emissions are increasing.

There’s a “manipulative character” to how we all, the media included, talk about our problems: “Manipulative tricks are used to get the biggest possible audience.” For Professor Radermacher there is an alternative: the German model, where one segment of the media [ed. note: public service broadcasting] operates alongside commercial broadcasters and has a special mission to educate.

But do people actually want to be educated? And what’s the trade-off between quality broadcasting and audience size? For Professor Radermacher there’s no sense in being so “wonderfully specialized, educated and complicated that nobody listens”. Be successful! “There’s absolutely nothing immoral in trying to be successful. There are some people who think that not being successful proves how high their quality is. Nonsense! Losers never have any influence in the long run. Winners have the biggest impact.”

The media, says Professor Radermacher, have to understand that there’s a trade-off. The challenge is to find “the most reasonable compromise between quality and audience”. Try a double strategy, he recommends: “Concentrate on the main idea and communicate it to a big audience. And, in particular, help people understand how they are usually manipulated. I read a lot of newspapers. Not because I think I’m reading the truth. But because every day I want to find out how they want to trick me!”

Professor Radermacher had provided an intriguing philosophical backdrop for the panel discussion that began with Dr. Charlotte Cole of the Sesame Workshop. She talked of her commitment to what has come to be known as “edutainment” – broadcasting that combines education and entertainment. Director of Communications and External Affairs of the BBG, Lynne Weil, then outlined her mission to, “inform, engage and connect people around the world”. She quoted one very successful example: OMG! is a Mandarin-language broadcast hosted by a woman called Jessica Beinecke on Voice of America. “We support freedom and democracy. And we want our audiences to come back for more”.

So, two firm advocates of “the mission to educate”. For his part, though, newspaper publisher Trevor Ncube from southern Africa is “very uncomfortable when we talk about the media playing an educational role”. It is, he argued, “preposterous and presumptuous to

think that we can play an education role. In most instances my audience is much more educated than me.” What is the alternative? “To inform, empower, entertain. To promote accountability and collaborate with the audiences. Otherwise we run the risk of being irrelevant. It’s integrity versus ratings.”

Special Envoy Mikhail Shvydkoy introduced a certain worldly skepticism when he delivered the Russian perspective: “Either you make good quality, or you have a big audience. I know from my own experience.” He was talking about two of the shows he’s presented on Russian TV. One, high culture: 3 million viewers. The other: a popular sing-along show: 50 million. TV as information? “We live in an ocean of information but in a world without understanding.” Television, he suggests, is all about creating well-educated consumers. “If you want to create well-educated citizens,” he tells fellow journalists, “get another job!”

“Brothers in arms.” That’s how communications expert, Dr. Christof Ehrhart, of the forum’s host, Deutsche Post DHL, described his company and media organizations. “Markets can,” he says, “be conversations.” He also added a telling observation on the overall ability of journalists to get their job done these days: “We, too, are an object of media coverage and interact with journalists everywhere in the world.” However, the number of journalists with the time and resources to provide good quality analysis is “diminishing year by year”.

Responding to a question from the audience, Trevor Ncube worried about the distinction between propaganda and the media message. He talked about how his own daughter began to pick up a British accent due to the programming she was watching: “We switched it off, of course. But how many parents do that?” Children, he pointed out, are the most vulnerable when it comes to “education”.

Charlotte Cole defended the impact of what she called “localized” broadcasting: “One of the things we’re trying to do is to work with producers in Africa and other parts of the world to make programs reflecting the lives of the children that they’re reaching.” It’s about, “real children, not actors, presenting what they’re doing every day”. So are there parallels between education for children and adult education? “Hopefully we’re all life-long learners. Hopefully television and other media do have the power to teach people and help them grow. If television is done well, it does have the power to teach people and entertain simultaneously.”

Mikhail Shvydkoy returned to the debate with his amusing brand of skepticism: “Educated people in Russia never watch TV!” High quality broadcasting, he says, will never be watched by more than an absolute maximum of 20 percent – maybe just ten. But, he adds, these are the people who develop society.

This prompted Professor Radermacher to call for more training in media literacy – hardly surprising after his opening comments. “Let’s make sure that young people understand the logic of what’s going on around them and then they can make their own educated choices.”

Lynne Weil says the solution is as it has possibly always been: “Meat and potatoes programming, combined with a healthy serving of the vegetables – the education programming. Plus fruit and dessert such as rock n’ roll.” Christof Ehrhart agrees, adding that too much healthy stuff might be a bit trying in the long run. Entertainment, he says, must be part of the diet. It is, after all, where young people are confronted with key aspects of what’s going on in society.

Talking of the young: an audience contributor from Ghana said he feared that the media were now in the hands of young presenters and producers with very little time or patience for news and information. Trevor Ncube was having none of it! Even as a fifty-year-old himself, he says he’s very much aware that fifty percent of people in Africa are young, and they must play a role. The question is: “How to balance youthful exuberance and the knowledge that the young possess with the experience that others have?”

The debate began with Professor Radermacher and it was only fitting that he had what was effectively the last word. Again, he said, it’s all about the right balance: “We have to combine the market with the democratic system.” The German model – although far from perfect – is a useful example of how to accommodate commercial and public funded broadcasting: “In the one sector, the majority of the people have a chance to get their ideas transported: ideas about quality, education and parental responsibility. The other sector is where companies and investors drive things. The balance is the essential issue.”

Some thoughts that stood out:

“In most instances my audience is much more educated than me.”

“If you want to create well-educated citizens, get another job!”

“Markets can be conversations.”

“We support freedom and democracy. And we want our audiences to come back for more.”

“If television is done well, it does have the power to teach people and entertain simultaneously.”

“We live in an ocean of information, but in a world without understanding.”

WORKSHOP SESSIONS

MONDAY, 25 JUNE 2012



FAILING INSTITUTIONS OR BACKBONE OF PROFESSIONALISM? THE QUALITY OF ACADEMIC JOURNALISM EDUCATION IN DEVELOPING COUNTRIES

HOSTED BY DEUTSCHE WELLE

PANEL

Nazeer Aziz Ladhani, Project Director for Graduate Professional Education, Aga Khan University, Nairobi, Kenya

Christoph Schmidt, Head, International Media Studies, DW Akademie, Bonn, Germany

Stephen Jukes, Dean of Bournemouth University's Media School, United Kingdom

Guy Berger, Director, Freedom of Expression and Media Development, UNESCO, Paris, France

MODERATION

Patrick Leusch, Head of Project Development, DW Akademie, Bonn, Germany

Introduction

UNESCO has identified 11 universities in Sub-Saharan Africa as having the capacities needed to participate in its initiative for excellence. This is only a small minority of universities that provide communication and journalism study programs across Africa. They do not address media management and audience research, for instance. In many cases the standard of academic media education is low educationally, professionally and

technologically. Content and methods are often outdated. With few exceptions, Africa's universities do not provide world-class, locally relevant programs. UNESCO is tackling this challenge with strategic capacity-building of existing institutions. In 2009 DW Akademie launched a Master's program in international journalism. Others take a different approach: The Aga Khan University is establishing the Graduate School of Media and Communication, GSMC, in Nairobi, to serve the entire continent of Africa. A brand new academic institution, it aims to create a "more diverse, independent, socially responsible media sector with knowledge and skills to strengthen the social and economic success of their enterprises". Such a media sector will enable Africa to deal with socio-economic, political and technological change and increase African engagement and contributions to global knowledge and trends in media.

Key results

Guy Berger admits that there is a huge divide in terms of quality among African journalism schools and universities. Four of the 11 selected by the UNESCO excellence initiative are located in South Africa. He sees the major challenge for African journalism education in addressing the needs of the media industry and companies. Stephen Jukes mentions the need of share of education material, students and teaching staff as key to increasing quality of education and enabling universities to reach the same high standards. He said that it is extremely difficult to change institutions like universities, particularly curricula, on the fly. Christoph Schmidt stressed that media management is rarely in the curricula. Nazeer Ladhani highlighted that technical innovation is quite fast in the media sector due to mobile technology and the Internet, which particularly in Africa is changing the media landscape fast. This necessitates faster reaction from the education sector, which is difficult to achieve with existing institutions. Hence the Aga Khan GSMC should be a catalyst for the whole sector.

Conclusion

Research is key to improving the quality of education. The approach has to be to train the teachers. Universities should focus more on media management. Within the UNESCO excellence initiative it makes sense to work intensely and on all levels of institutional capacity building with only few institutions. However, already operating institutions or newly created ones like the GSMC in Nairobi should not remain "islands" of excellence but network with others to share knowledge.



IS GREEN DEVELOPMENT A CONTRADICTION OR AN OPPORTUNITY? THE SKILLS PERSPECTIVE

HOSTED BY UNESCO-UNEVOC INTERNATIONAL CENTRE FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

PANEL

Shobha Mishra Ghosh, Director, Federation of Indian Chambers of Commerce and Industry, New Delhi, India

Armin Himmelrath, Freelance Journalist, Medienbüro Köln, Cologne, Germany

Laila Iskandar, Chair, Community and Institutional Development Consulting, Cairo, Egypt

Rajesh Khambayat, National Institute of Technical Teachers' Training and Research, Department of Education and Research, Bhopal, India

MODERATION

Shyamal Majumdar, Head of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, Bonn, Germany

Introduction

Technical and vocational education and training (TVET) is not just a great producer of resources, it is also a great consumer. Growing recognition of the need to move to a more sustainable economy and society is creating new jobs in “green” sectors. Representatives of the industry, the formal and informal education sectors, as well as a journalist specializing in

educational and environmental topics, were invited to debate green development from the skills perspective.

Summary of key outcomes

Shyamal Majumdar, host and moderator, presented the mandate of the United Nations in promoting green development. In Bonn in 2004 UNESCO-UNEVOC held the first conference on Sustainable Development in TVET, which concluded that “if education is the key to development, technical and vocational education and training must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development”. A perspective on green development integrating environmental, ethical, moral and economic concerns is needed.

Shobha Mishra Ghosh presented industry’s perspective on the demand for qualified workers. The advance of sustainable energy and the knowledge society, lower costs and higher accessibility allow for a more distributed development across society. Thus some outstanding examples of green innovation are found especially at the bottom of the pyramid. However, at the formal level only a few isolated good practices exist in India. These share a comprehensive vision that involves all stakeholders: learners, workers, industry and the government. “The mission of education is to prepare students to think and act as part of the shared biosphere,” she argued, “but this is not happening as the Indian education system focuses on rote learning.”

Rajesh Khambayat responded from the formal education sector. He highlighted the enormous potential of the Indian case, a developing country with a large youth population and an economy in rapid expansion that endeavors to take a lead role in the renewable energy sector. He agreed that this potential is currently not harnessed: “Skills shortage is a major barrier when we transfer from a normal to the green economy.” He argued that changes not only in policy, but also in attitudes are needed. The main challenges are the training of educators to teach new jobs, changing curricula to include green skills and making investments, but this has not been done in India so far. He argued that more international cooperation is needed to learn from other countries’ experiences.

At the community level, according to Laila Iskandar, large investments are no precondition for green skills. Eighty percent of Cairo’s waste is recycled, a figure unparalleled by Germany. The situation is not particular to Egypt: “This is not a Cairo story, it’s a southern story,” she stated – only wealthy countries burn, bury or destroy the valuable resources that are plastic, glass, tin and cardboard. In Cairo slum dwellers manage waste in a real industry that equips the poorest youth with entrepreneurial skills, enabling them to live sustainably and contribute to their communities. Yet they have no voice in international negotiations. “We the recyclers are the no. 1 people that reduce emissions; yet the carbon trade system does not reward us.” She argued for a stronger role of poorer countries with large informal economies in global climate negotiations: “We want our own industrial revolution. We are entitled to designing our own path for development.”

Armin Himmelrath presented the role of the media in raising awareness on green skills. In his experience, ironically, demand for green themes declines as public awareness on the environment rises: “As green jobs are going up in numbers, the number of articles is going down.” This is not a cynical view, but reflects the reality that people want new stories. But the boundary between journalist and reader is blurring. Information can be obtained online in real time and social activists often have a particularly strong online presence. “Traditional media are not yet fully aware that they are no longer the gatekeeper between information and the public.” Instead of targeting just them, he recommended directly finding one’s audience via social media. While more challenging for poor communities and in non-democracies, it is often simply the more effective way.

Conclusions

To sum up, Majumdar highlighted the need to integrate green skills into existing occupations; the gap between demand and supply of skilled workers; and acknowledged the vital role of the non-formal and informal systems in achieving sustainability. To move forward, the development of green skills must progress in an inclusive manner and encompass all layers of society; it needs the joint efforts of all stakeholders and the use of media in advocating green skills.



AN ALGORITHMIC VIEW OF THE WORLD: HOW GOOGLE AND OTHERS SHAPE AWARENESS AND EDUCATION

HOSTED BY DEUTSCHE WELLE AND RE:PUBLICA

PANEL

Mercedes Bunz, Journalist, Cultural Scientist, Author, London, United Kingdom

Marc Jan Eumann, State Secretary in the Ministry of Federal Affairs, European Affairs and Media of North Rhine-Westphalia, Germany

Falk Lüke, Freelance Journalist, Berlin, Germany

MODERATION

Kristin Zeier, Deutsche Welle, Bonn, Germany

How does digitization influence education and culture? What is the power of algorithms used by search engines like Google? German media controversially assess the significance of Internet algorithms. The all-rounders pre-filter and organize orientation on the web. The reverse side of the coin is that this filtration will deliver to us a narrowed perception of the world.

Mercedes Bunz called algorithms a culture technology, administering the world's knowledge. She compared them to car engines, in that many use them without knowing just how they work. Although this occasionally made users suspicious, the positive in this culture

technology was that it opens the windows to the concentrated life and knowledge of the world. Globalization was also driving the spread of knowledge, she said. If we want to, we can pursue our interest in many fields, which was not possible in this form in the past.

Bunz also noted that the digital world influences even such seemingly banal everyday matters as choosing children's given names. Some parents pick names by how easy or hard they are to google on the Internet. But Google is not the least interested in the individual – it's the mass that counts, she said. But platforms like Google are “not self-propelled”. If they lost the trust of users they could plunge into insignificance, as StudieVZ and AOL had done. Moreover, there are rival models like Twitter that don't run on algorithms but on human interaction, she said. This created a counterweight to the search engines.

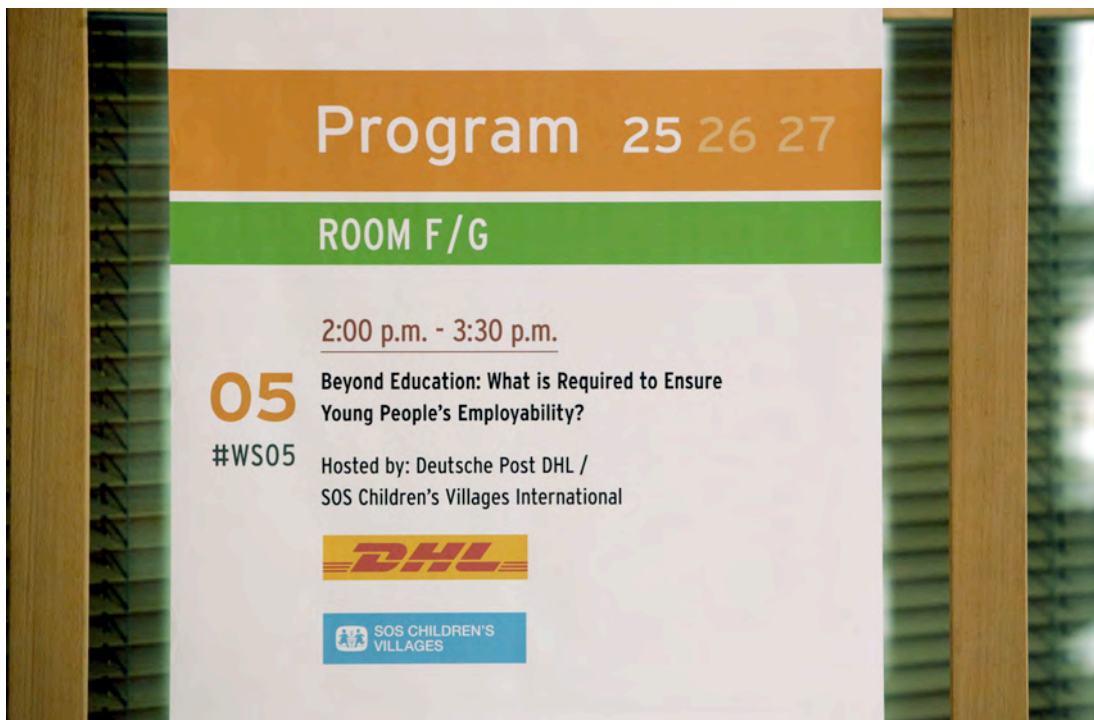
“The Web Tends Towards Monopolies”

Algorithms are good, we need them, said Falk Lüke, and they are still full of unused opportunities. He said that search engines learn from our behavior and are getting better all the time. They operate in areas of life people often could not even imagine – for example in credit ratings. Lüke pointed to a danger of power being misused by the use of algorithms. Moreover, “the web tends towards monopolies”. Lawmakers have not yet come up with an adequate response, he argued. Nationalization or closure of operators are not the answer. Nor was the revelation of algorithms the way to go because this would open new scope for manipulation, for example by spammers. Algorithms also made it easier for journalists to use search engines to look for information. It would only become a problem “if Google is the only source used”.

“We Need Emancipation and Common Sense”

Marc Jan Eumann, media state secretary of the federal state of North-Rhine Westphalia, stressed that to him only one thing mattered in regard to search engines in a media policy context: “Will we keep the diversity in the web?” He said algorithms were important to manage the mass of information. The pre-sorting could become a problem if it cut diversity. He listed as the central questions, “Whom can I trust? And how does the digital community transform society?”

Eumann, a Social Democrat, advocated strengthening media competence, vigilance and critical faculties, which had to start in schools. Germany was “not progressed far enough” in those respects, he said. The World Wide Web is as important as the alphabet or the multiplication tables. Eumann added that in his view parents and guardians these days were much more interested in media themes than they used to be a few years ago. The demand is there, but the supply is harder to organize in this country than in centrally organized states like Great Britain, he said Eumann observed that the education system was not keeping up with the pace of change in the media sector. He said he sees no way to steer the influence of search engines in regulating them. “What we need are emancipation and common sense.”



BEYOND EDUCATION: WHAT IS REQUIRED TO ENSURE YOUNG PEOPLE'S EMPLOYABILITY?

HOSTED BY DEUTSCHE POST DHL AND SOS CHILDREN'S VILLAGES INTERNATIONAL

PANEL

Marta Dankiewicz, Member of the I Matter International Council, SOS Children's Villages, Poland
Lorenz Kerer, Executive Manager, Biwak and BEWO Youth Facilities, Austria
Krešimir Makvić, National Advocacy Advisor, SOS Children's Villages, Croatia
Coenraad De Beer, Program Development Advisor, SOS Children's Villages, Austria
Ralf Duerrwang, Vice President Corporate Responsibility-GoTeach, Deutsche Post DHL, Bonn, Germany

MODERATION

Christoph Selig, Senior Program Manager GoTeach, Corporate Public Policy and Responsibility, Deutsche Post DHL, Bonn, Germany

"To be employed is to be at risk. To be employable is to be secure."

Of the 211 million people estimated to be unemployed worldwide in 2009, nearly 40 percent or about 81 million were aged 15 to 24, according to the International Labour Organization (ILO). Young people's unemployment has risen for many years in developed and less

developed countries in all parts of the world. There are many causes, but a major and persistent one is young people's lack of skills limiting their employability.

With that in mind, Deutsche Post DHL entered into a partnership with SOS Children's Villages to address the issue of empowerment and employability. In this partnership framework, they work with the youth from SOS Children's Villages and provide them with soft and basic skills, career guidance and initial work experience. This is done through DHL's biggest asset: its employees, who contribute their time and expertise to support and mentor the youth.

Currently the partnership operates in seven countries and through the experiences DHL has acquired over the past 1.5 years, they felt this was the right platform to share these outcomes with others also concerned about this acute issue.

Conclusions

- Youth need the confidence, knowledge and skills to secure, excel and develop in a secure job.
- It is about having soft and basic skills and experience beyond formal education.
- Various stakeholders of society need to be involved in this from an early age. Government plays the role of policy maker and program developer.
- The education system needs to change to tackle this part of beyond-formal education, the non-formal side needs to be integrated with the curriculum.
- The youth need to show responsibility and have to be convinced that they need these skills and competency and then to look for opportunities available.
- Constantly looking for people with skills, competency and compassion, companies can become partners to address this issue.



CAN YOU TEACH PEOPLE PEACE? IS PEACE EDUCATION INDISPENSABLE OR MERELY AN ILLUSION?

HOSTED BY GLOBAL PARTNERSHIP FOR THE PREVENTION OF ARMED CONFLICT (GPPAC)

PANEL

Ivana Gajović, Founder and Director, Nansen Dialogue Centre Montenegro, Podgorica, Montenegro

Lucy Nusseibeh, Director and Founder of Middle East Non-violence and Democracy (MEND) and Director of the Institute of Modern Media at Al Quds University, East Jerusalem

Vasu Gounden, Founder and Executive Director, African Centre for the Constructive Resolution of Disputes, Durban, South Africa

Zahid Movlazadeh, Programme Manager Action Learning, Global Secretariat of the Global Partnership for the Prevention of Armed Conflict, The Hague, The Netherlands

MODERATION

Marte Hellema, Programme Manager Public Outreach, Global Secretariat of the Global Partnership for the Prevention of Armed Conflict, The Hague, The Netherlands

There is no shortage of recognition of the importance of peace education. It's assumed that for true and sustainable peace to prevail, all people need to have the understanding, desire and ability to maintain it. But is it really possible to teach people peace? Or is that just a beautiful illusion?

The panel attempted to tackle these considerations by looking at whether peace education is a requirement for there to be true peace or whether it is a concept that does not apply to actual conflict situations, as well as by reflecting on peace education in the lead up to, during and after armed conflict.

History is littered with examples of how people are able to teach hate. The reverse is hugely difficult though, especially when countering sentiments of nationalism. The panelists reflected on different current challenges to global social cohesion that have and will continue to make peace education indispensable for all.

As with all components of peacebuilding, it is important to look beyond the political elite. Changing individual people's attitudes or behaviors is crucial. The war mentality is very powerful, more so when fuelled by fear and anger. The dehumanizing of 'the other' stems not only from leaders and the media, but also people's need to make sense of the terrible situation they find themselves in. In the end, when it comes to war, everyone is both perpetrator and victim – although some a little more of one than the other. Addressing hatred and the negative stereotypes, and healing become the core of peace education.

There is also a dilemma of how to connect universal ideals of peace education with local values and realities. Peace education needs to promote and be undertaken in a way that fits with what people need and are willing to accept. Often this means working with each side separately before sides can be brought together. Similarly, terminology needs to be adjusted to the context, for example when 'peace education' is interpreted as 'wanting people to forget what happened'.

Another observation was that women seem to be more strongly inclined to work on peace education than men. None of the panelists claimed to know why. Suggestions were made that it might relate to women having a stronger incentive to work for peace in not wanting to lose their husbands and sons, but it relates to different stereotypes, with boys seen as macho when fighting, while girls are supposed to be nurturing.

The panelists also agreed that the media is one of the most powerful influencers in the world today. Especially young people increasingly learn through social media. Such power creates a responsibility to move beyond competing for ratings. It is extremely difficult to counter the currently dominating war narrative being promoted by mainstream media and others, which sustains constructed images of polarization and hatred. A possible stimulus might be to increase public media literacy.

Overall, the panelists concluded that it is possible to teach people peace. Extremely difficult, but possible. However, recognition of the importance of peace education will not come from some altruistic disposition, but from a self-interest that realizes there is no other way.



THE MEDIA'S ROLE IN SHAPING POLITICAL CULTURE IN THE MIDDLE EAST AND NORTH AFRICA

HOSTED BY KONRAD-ADENAUER-STIFTUNG (KAS)

PANEL

Shahira El Rafei, Senior Editor, Al Ahram Newspaper, Cairo, Egypt

Oraib Al Rantawi, Director, Al Quds Center for Political Studies, Amman, Jordan

Jasna Zajcek, Journalist, Die Tageszeitung (taz), Germany/Lebanon

Omar Abassi, Political Scientist, Rabat, Morocco

MODERATION

Anne Allmeling, Freelance Journalist and Editor, Germany

Since the onset of the Arab Spring the media have been crucial in helping the Arab states on their path to democracy. But what role do both traditional and social media play in shaping a new political culture in the region? Participants on this panel analyzed the environment in which the media operate and shed light on questions of ownership and law, drawing conclusions on what is needed for the media to play their part.

Shahira El Rafei kicked off by quoting a colleague: “It [the media] was professionally extremely poor when it was pro-government and now it is still poor and pro-revolution.” However, asking what the newspapers write about the president is the wrong approach. The

question that needs to be posed is whether the present environment and conditions are conducive for the media to assume its role in shaping the political culture. While the Arab satellite channels, private newspapers and social media played a significant role in promoting real change before and during the revolution, the state-owned media still have a strong influence. El Rafei pointed out that there are major gaps in the legal framework and media ownership in Egypt and the region. Even though she left the question open, she seemed to draw the conclusion that a serious lack of transparency regarding ownership and funding as well as a lack of norms and self-regulating bodies make it impossible for the media to do their part.

Omar Abassi described how Morocco handled demands for political reform differently than other countries in the region and how this affected media coverage. “The Moroccan system left space for civil and political activism that national human rights advocates used effectively to demand more democracy and freedom. “The Moroccan king’s quick response to the demands of reform made it less exciting for Al Jazeera and Al Arabiya than in Egypt or Libya to cover the events,” Abassi said. “Morocco adopted a new constitution, we had elections and we now have a new government,” he added. However, some bureaucrats within the government seem to block efforts to increase media freedom. Social media brought about a large shift in Morocco’s media landscape and are in great demand among the country’s youth, having considerable influence on the political scene. Arab satellite TV channels have high viewing rates but Western media are regarded as more professional and also have a strong effect on political life.

Oraib al Rantawi drew attention to the “big picture”, explaining who controls the media in the Arab region. “We have to talk about pan-Arab media because the influence of some Arab media outlets in the domestic scene in many Arab countries is stronger than the influence of the state-owned media,” he pointed out. The first major revolution in the Arab media sector took place in the 1990s with the launch of hundreds of TV satellite channels, including Al Jazeera and Al Arabiya. Now almost 700 TV channels dominate the political scene in the Arab countries. “If you know who owns these channels, you can decide what the role of the media is in shaping the future of the Middle East,” Al Rantawi said. He continued explaining that nine major Arab TV networks which own hundreds of TV channels as well as the three major Arabic newspapers published in London are all owned by Saudis, Qataris and Emiratis. Al Rantawi asked the audience to judge for themselves whether, in relation to the Arab Spring, these countries are part of the pro- or the counter-revolution camp and how they use these media outlets that dominate 80% of the media sector in the Arab world. Other players in the media sector are influential religious TV stations that emerged over the past 15 years. They belong to the Salafist movement and are used as a tool of foreign policy by the aforementioned countries to promote the most extremist interpretation of Islam. Al Rantawi also highlighted the Sunni-Shia divide in the Arab region. More than 20 TV channels promote a culture of hatred and extremism, worsening the division among people and thereby challenging the major achievements of the Arab Spring. “We found the counter-revolution very active through these channels [...] it is the way to contain the revolution and

to prevent it from achieving a democratic transformation for our societies,” he said. One of the victims of the dominant role of the counter-revolution in the media sector is the Bahraini revolution. “It has no place in the media coverage; we don’t know what’s going on.” Social media opened a new space for expression in the Arab countries, with Facebook users almost quintupling over the past two years. Most users are below the age of 30 and 34% are women, which is a good signal, compared to less than 10% in politics in most Arab countries. However, Al Rantawi was quick to point out that social media are also used as a tool to impede democratization and promote hatred and division.

Jasna Zajcek compared the performance of Arab, Western and Syrian media at the start of the Syrian revolution. Syrians increasingly turned to watching CNN because they perceived Al Jazeera’s coverage as adding oil to the fire. At the same time, the Syrian state media accused all other media outlets of “making it all up”, pretending things were going on as usual. In addition to the Saudi and Qatari influence on the media sector, the Iranian agenda and the Christian agenda also play a major role. “[There are] people who just and only believe their religious station. They don’t want to believe anything else,” Zajcek said. “It is hard to find the truth and get close to what really happens. As Western journalists we face the task of checking the sources more than ever,” she added. “Even BBC, *The Guardian*, *The Independent* have proven to be wrong. If BBC is wrong, whom can I trust?” Ultimately, the quality of the news reporting depended heavily on a well-informed editor who makes the right decisions.

Discussion

Al Jazeera’s controversial role dominated the start of discussion. Several participants demanded to give the channel credit for its contribution to opening up the media environment in the Arab region when it first started but also during the Arab Spring. However, it lost credibility since the beginning of the Arab Spring and its coverage of the Bahraini revolution which made most people realize its agenda. According to Al Rantawi, the Arab audience now understands that Al Jazeera and other Arab satellite TV channels are not independent but extensions of the foreign ministries of the countries they belong to, interfering in many Arab countries. Despite this development, Al Jazeera remains the first source for domestic, regional and international news, reaching up to 15 million people with its talk shows and wielding a huge influence across the region. The legal and societal framework was also discussed. Although many Arab countries have a press law in place, preventing governments from arresting journalists, other legislations seriously affect media freedom. In Jordan, for instance, there are 23 such legislations. They need to be amended to guarantee real media freedom. Another limit on media freedom are the “thugs” – Shabiha and Baltagiya – increasingly used by governments to attack media offices and threaten the lives of journalists. A third phenomenon are governments trying to softly contain the media by putting practitioners on the payroll or providing them special services. “At the end of the day, you will never have a free press without having a free society as well – and this is what the Arab Spring is all about,” Al Rantawi concluded.



UNIVERSITIES AS AGENTS OF CHANGE? A CLOSE LOOK AT RECENT DEVELOPMENTS IN EGYPT AND TUNISIA

HOSTED BY GERMAN ACADEMIC EXCHANGE SERVICE (DAAD)

PANEL

Florian Kohstall, Head, Freie Universität Berlin Cairo Office at the German Academic Exchange Service (DAAD), Egypt

Robert Schrembs, Project Coordinator, German-Arab Master's Program for International Education Management, PH Ludwigsburg University, Germany

Doaa Soliman, Egyptian Journalist, Essen, Germany

Sarhan Dhouib, Research Associate, Institute of Philosophy, University of Kassel, Germany

Abdel Meguid Kassem, Professor, Department of Endemic Diseases, Cairo University, Egypt

Isabel Schäfer, Senior Researcher, Lecturer in Mediterranean Studies and International Relations, Humboldt University, Berlin, Germany

MODERATION

Michael Lüders, Political and Economic Consultant, Journalist and Middle East Specialist, Berlin, Germany

The discussion centered on the situation in Egyptian and Tunisian universities since the political upheavals. The panelists' opening statements already made clear the special function of universities in the transformation. They connect with the demands for a fresh

start in the North African countries and help to drive their implementation in the science and research sector. It was also noted, however, that after the initial months of euphoria, now disillusionment and worry are also spreading in the countries. It is becoming ever clearer that change is happening only very slowly and involves setbacks and disappointments.

As well as Sarhan Dhouib's expression of discomfort about an Arabization trend that triggers conflicts in the universities, and the reference to the continuing precariousness of the situation of graduates, there were also optimistic tones. Doaa Soliman and Abdel Meguid anticipated happy futures for their countries and were sure that Islamic groups or forces of the old regime could not reverse developments in Egypt.

Further points of discussion were the deficits in the local tertiary education landscapes named by the panelists. All agreed that universities can only play their historic part if their fundamental structures are changed. More codetermination rights for students and teachers, removal of hierarchical structures and greater orientation to employment prospects were some of the demands on the universities named. Robert Schrembs brought it to the crux: Now, at this time of drastic transformation, a historical opportunity for change from the inside was on offer.

There was also broad discussion of international cooperation between universities. Florian Kohstall made the point that no content should be imposed from outside. He said it was more important to share methods. Sarhan Dhouib complemented that by emphasizing the importance of international exchange programs taking new ideas and languages into the region.



A FUN WAY TO LEARN: LEARNING BY EAR - DEUTSCHE WELLE'S INNOVATIVE EDUCATIONAL PROGRAMMING FOR AFRICA AND AFGHANISTAN

HOSTED BY DEUTSCHE WELLE

PANEL

Emmy Chirchir, Communications Consultant and Blogger, Nairobi, Kenya

Arif Farahmand, Journalist, Afghanistan Service, DW, Bonn, Germany

Ursula Nölle, Honorary Chairwoman, Afghanistan-Schulen – Verein zur Unterstützung von Schulen in Afghanistan e.V. (VUSAF), Germany

Faruk Dalhatu, Managing Director, Freedom Radio, Nigeria

Chrispin Mwashagha, Writer, Learning by Ear Project, Kenya

MODERATION

Katrin Ogunsade, Journalist and Coordinating Editor, Africa Program, DW, Bonn, Germany

Ziphora Robina Bilsky, Journalist, Producer and Host, Indonesian Service, DW, Bonn, Germany

The workshop about entertaining education formats kicked off with a theatrical play, "Karembu's Dream", about an African girl and her concerns. Karembu (portrayed by Elizabeth Shoo from DW's Kiswahili service) is the top student in her class, but her father (Mantegaftot Sileshi, Amharic service) wants her to drop out of school to work alongside her

mother (Amina Mjahid, Kiswahili service). Karemba is distraught. She sleeps fitfully because her little brother cries through the night, suffering from a bellyache. Karemba dreams about a false healer (Eric Segueda, international trainee program), who is unable to help her brother, and about an old man (Chrispin Mwakideu, English for Africa program and *Learning by Ear*), whom she is supposed to marry. But in the morning the father has good news for Karemba, telling her she can stay in school.

Typical Content for “*Learning by Ear*”

Learning by Ear has been produced for Africa - in English, Kiswahili, French, Hausa, Portuguese and Amharic - since 2008 and for Afghanistan in Pashto and Dari since 2009.

The series of educational programs comprises first and foremost radio plays, but education for girls and early marriage are frequent topics, says Chrispin Mwakideu, who wrote "Karemba's Dream" and several *Learning by Ear* series for Africa. During the podium discussion, Ursula Nölle, representing a German association which supports schools in Afghanistan, also emphasized the great need for education there, especially of girls.

Entertaining Formats Can Help Break Taboos

The discussion revealed other areas of overlap in the African and Afghan contexts. Sexuality, for example, is a very sensitive issue, said Arif Farahmand. Emmy Chirchir said sex is not openly discussed in an African context either. Topics like that lend themselves to being conveyed through entertaining formats, such as *Learning by Ear*, said Faruk Dalhatu, managing director of Freedom Radio, DW's partner station in Nigeria. He said that the *Learning by Ear* programs are well-loved by its listeners.



INTERCULTURAL DIALOGUE ON THE CHALLENGES OF GLOBAL GOVERNANCE

HOSTED BY GERMAN DEVELOPMENT INSTITUTE / DEUTSCHES INSTITUT FÜR ENTWICKLUNGSPOLITIK (DIE) AND DEUTSCHE GESELLSCHAFT FÜR INTERNATIONALE ZUSAMMENARBEIT (GIZ)

PANEL

Astrid Skala-Kuhmann, Director, Global Partnerships, Emerging Economies Unit, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Bonn, Germany

Shafiah Muhibat, PhD Student, Institute for Peace Research and Security Policy (IFSH) at the University of Hamburg, Hamburg, Germany

Wang Qiang, Assistant Research Fellow, China Institute of International Studies (CIIS), Beijing, China

Philani Mthembu, PhD Student, GSGP-Graduate School of Global Politics at the University of Berlin (FU), Berlin, Germany

MODERATION

Dr. Imme Scholz, Deputy Director, German Development Institute / Deutsches Institut für Entwicklungspolitik (DIE), Bonn, Germany

Global governance has often been perceived as a Western concept of uniform international cooperation dominated by Western norms and values. Yet the economic and geopolitical shifts of our times force us to reassess our understanding of world politics. The 21st century features a more complex and decentralized world, a fact new forms of international cooperation will have to consider.

The panel sought to discuss the problems of contemporary international cooperation. Imme Scholz stressed the growing global influence of emerging economies. “The financial crisis of 2008 exacerbated both the economic and the political impact of these growth processes,” said Scholz. The growth in emerging countries is increasingly “changing the way we are coming to grips with global challenges”.

Three international graduates of the Managing Global Governance (MGG) program took part. The MGG is an initiative of the German Ministry for Economic Co-operation and Development (BMZ), implemented jointly by DIE and GIZ. Every year young professionals from the fields of academia and public administration participate in this advanced training and networking. The aim “is to build stable strategic partnerships on equal terms between participants from emerging economies, Germany and Europe,” said Skala-Kuhmann. MGG has partners in Brazil, China, Egypt, India, Indonesia, Mexico, Pakistan and South Africa.

The five panelists explored problems facing contemporary global governance. The three international graduates stated that instead of a ‘one-size-fits-all’ solution, there ought to be more regional cooperation to take into account local political and economic circumstances.

Shafiah Muhiba said global governance should not only proceed from a global to a local level, but also vice versa. Muhiba, an expert for security cooperation from the Center for Strategic and International Studies in Jakarta, expressed her belief that “global governance is not always about concrete actions”, but rather about creating an ongoing dialogue that provides a basis for cooperation.

The view that regional governance should rank higher than global governance was a recurring theme. “As emerging economies play an increasingly important role, they provide new ideas of problem-solving and experience to international governance,” stated Philani Mthembu, a South African MGG graduate. He said that to improve global governance “success stories can be shared among countries in similar situations”.

The panel also made clear that there is no real substitute to comprehensive governance when facing global challenges. Climate change, for example, is a “typical global commerce issue,” said Wan Qiang of the China Institute of International Studies. “For developing countries their overriding priority is developing their economy and reducing poverty,” said Qiang. The aim of modern global governance should therefore not be to one-sidedly punish, but to create global incentives for sustainable growth in developing countries.

Towards the end, the conversation explored the problem always at the core of international cooperation: how to attain long-term benefits for the global community, rather than short-term advantages for individual countries. The panelists stressed the importance of confronting common challenges while maintaining diversity. An involved and influential civil society that can engage in a transnational dialogue on a regional and global scale, will become ever more essential to regional and global governance, said the panelists



THE RIGHTS TO EDUCATION AND SEXUAL SELF-DETERMINATION

HOSTED BY THE GERMAN INSTITUTE FOR HUMAN RIGHTS

PANEL

John Fisher, Co-Director, ARC International, Geneva, Switzerland

Beate Rudolf, Director, German Institute for Human Rights, Berlin, Germany

Karmen Špiljak, Freelance Author/Trainer, PhD Student, Institutum Studiorum Humanitatis, Ljubljana, Slovenia

GUEST SPEAKERS (VIA SKYPE)

Kerstin Kilanowski, Journalist and Media Trainer for Diversity, Morsbach, Germany

Wairimu Michengi, Journalist, "The Star", Nairobi, Kenya

MODERATION

Claudia Lohrenscheit, Head of Human Rights Education, German Institute for Human Rights, Berlin, Germany

This was the second time the German Institute for Human Rights hosted a workshop at the Global Media Forum. Focusing on the human rights to education and sexual self-determination, the institute aimed at highlighting a seriously conflicted area: Whereas numerous organizations and institutions in past decades have developed innovative approaches to integrate a human rights-based approach to gender and sexual self-determination, there is still much controversy and opposition. This is especially true for the

integration of the rights of LGBTI (lesbian, gay, bisexual, trans- and intersexual people) into education. Many states and stakeholders oppose the idea of empowering especially children and youth for sexual self-determination.

Against this background, John Fisher explained at the beginning of the workshop how in past decades the human rights concerns of LGBTI people have gained more and more recognition within the human rights systems of the UN, the EU and the Council of Europe. This process cumulated e.g. in the declaration of Yogyakarta Principles on the Application of International Human Rights Law in relation to Sexual Orientation and Gender Identity (2006).

Despite these positive developments, Beate Rudolf clarified that in many states the human rights concerns of LGBTI people often are still met with ignorance and denial. She quoted a recent judgment of a German court that rejected the request for asylum of an Iranian lesbian on the ground that she could hide her homosexuality in Iran to avoid criminal penalties (see: <http://bit.ly/RIwSsi>). Rudolf stressed that sexual identity is part and parcel of the human identity just like, for instance, religious convictions or cultural concepts and must therefore be respected and protected.

Karmen Špiljak gave practical advice on how to deal with reservations and discriminatory attitudes and actions against LGBTI persons on the framework of educational programs. She promoted, amongst others, the Compass Manual on Human Rights Education and the Compass Companion on Sexuality and Gender (Rainbow Resources).

Participating via Skype, Wairimu Michengi gave an impressive first-hand testimonial on how to report on LGBTI issues and deal with challenges. She emphasized the role of journalists as watchdogs who should not let their own moral or religious convictions get in the way of their duty to inform the public about human rights claims by minorities.

Concluding, all speakers agreed that journalists and the media are vital to accessing relevant information on and promoting critical reflections on the implementation of the rights to education and sexual self-determination.



NOT JUST ANOTHER SCHOOL IN AFRICA: EDUCATION EXCHANGE BETWEEN ZAMBIA AND GERMANY

HOSTED BY CARE DEUTSCHLAND-LUXEMBURG E.V.

PANEL

Thomas Knoll, Manager for Volunteers and School Campaigns, CARE, Germany

Sabine Kreutzer, Head of Marie-Kahle Comprehensive School, Bonn, Germany

Marlon Phiri, Executive Director, Reformed Open Community Schools, Zambia

Dejan von Roman, Project Manager, Africa, CARE Deutschland-Luxemburg, Bonn, Germany

MODERATION

Valeska Homburg, German Sports Journalist and TV Anchorwoman, Germany

Through the "We CARE for Zambia" program, CARE has fostered the development and expansion of 30 community schools in rural eastern Zambia since 2010. The project is operated jointly with the non-governmental Reformed Open Community Schools (ROCS) organization, which is in direct contact with the relevant communities and schools. Various schools in Germany, such as the Marie-Kahle comprehensive school in Bonn, lend support. But the cooperation extends beyond "classical" school partnerships. Donations collected by the German schools support an entire region, an important contribution to developing eastern Zambia.

The lively discussion with experts in this workshop focused primarily on the benefits of the project and the difficulties it encounters. In his introductory statement, Marlon Phiri described the hardships of community schools in Zambia, which were started by parents. The few public schools are usually far away and most households cannot afford the tuition fees. Many of the community schools lack equipment and buildings. There is also a serious shortage of trained teachers. These difficulties spurred parent groups in some communities to try to solve them. ROCS supports them by providing training, for instance on resource mobilization and school management. ROCS also runs seminars on gender and health issues. CARE provides funding for the activities with the help of the European Union and the German schools. Thomas Knoll said that the "direct connection between education and development" made this project special and motivated CARE's involvement. Supporting several schools simultaneously benefits an entire region with better educational opportunities and can prevent social envy and tension. Success is evident. Phiri reported that the quality of lessons has greatly improved. Students from these schools frequently scored higher in national tests than their public-school peers. ROCS also campaigns for improved education and lobbies the Zambian government. Since the organization was founded national expenditure for education rose from 8% to 21%.

The ROCS training programs have also impacted the community structures. Better education opportunities for girls and sensitizing parents have reduced early marriages. But unlike in the classrooms, there is clearly a higher proportion of men in the parent groups. Phiri said ROCS is mobilizing mothers with workshops. He said women in rural Zambia have even less education than men, and the resulting lower self-esteem often leads to a weaker involvement of women in community work. Phiri said that improving women's education opportunities would raise their participation in the future.

Efforts to raise the quantity and quality of education in Zambia also benefit German students, Sabine Kreutzer explained. The kids learn teamwork, she said, and gain a glimpse beyond their own horizons. Most are quite surprised to learn that school life in Zambia is not all that different from that in Germany.

The project's sustainability was also discussed with the audience. Dejan von Roman explained that its sole goal is to teach qualifications. Knowledge doesn't go to waste, he said. It gets passed on and develops the community from within. Apart from that, each community school has the clear aim of ultimately being taken over and funded by the government.

Education is the centerpiece of the "We CARE for Zambia" project. It backs German and Zambian students, parents and teachers, and strengthens women's and children's rights. With a good education, Zambian children have a greater chance of a better future.



THROUGH A CHILD'S EYES: CREATING IMAGES WITH THE NEXT GENERATION

HOSTED BY WORLD CATHOLIC ASSOCIATION FOR COMMUNICATION (SIGNIS)

PANEL

Augustine Anthuvan, TV Editor International Desk, Channel NewsAsia, Singapore

Lawrence John Sinniah, President of SIGNIS Asia and Coordinator of the SIGNIS Global Media Education Project, Kuala Lumpur, Malaysia

William Bird, Director, Media Monitoring Africa, Johannesburg, South Africa

Gustavo Andujar, Vice President OCIC/ SIGNIS, Havana, Cuba

MODERATION

Jim McDonnell, Director of Development, World Catholic Association for Communication, London, United Kingdom

The aim of this workshop was to indicate the richness and variety of non-formal methods and experiences of media awareness and education. Drawing upon experiences from Latin America, Asia and South Africa, the workshop showed how media awareness and media education outside the classroom can be successful and influential.

Augustine Anthuvan challenged the participants to change their usual perspective and look through the eyes of a child. He went on to indicate a variety of ways in which children could be stimulated to start expressing their vision, drawing on workshops he had done with

primary school children aged 8-12. He stressed that media educators must help equip children and teenagers with the skills and the art of asking good questions. Children begin a journey of discovery and understanding. And often with the guidance of enlightened teachers, they can move from awareness, analysis and reflection to action.

Gustavo Andujar highlighted the long-running DENI Plan in Latin America and other methods of teaching audiovisual storytelling to children. Children learn the basics of cinema by building optical toys and playing with them, then move on to learn how to tell stories audiovisually, first as shadow or marionette plays, later as video stories: scripting, recording and basic editing. The method has never been phased out and now children are able to publish their videos on YouTube. In Cuba there are workshops for young filmmakers where their works are screened and debated with seasoned, well-known directors. These workshops are well established, growing strong after nine editions. He also spoke about the Spiritual Cinema Week (which shows popular “multiplex” films), which began in Barcelona for high school children, has been extended to all of Spain and is being introduced in Latin America in collaboration with SIGNIS.

Lawrence John Sinniah highlighted the global SIGNIS Handkerchief project which took place around the SIGNIS World Congress in Thailand in 2009. Children from 12 years upwards from all over the world sent in large “Handkerchiefs” decorated with their handprints and first names and expressing their desire for peace. After the Congress the handkerchiefs were taken to Lebanon and presented to its parliament and government. Sinniah stressed that as the project evolved, the children took the creative lead; for example, asking to work in groups rather than individually. The project was empowering, expressing the demand of children that their rights and voices be heard and stimulated both critical awareness and creative expression.

From a South African perspective, William Bird launched an impassioned plea to take children and media seriously and why children are so important not just to media but democracy. He argued that, given the power of the media, one of the most effective means of ensuring active and meaningful children’s participation is through media monitoring. In South Africa, MMA has run its monitoring program since 2003 and apart from monitoring with children and adults is involved in advocacy, policy with children and adults, a university course on reporting children and production of guidelines. It has also started a Children’s News Agency where children report in mainstream media.

Perhaps the strongest common theme to emerge from the workshop was that ‘children continually surprise us’, and that the aim of media education and awareness must be to help release their creativity and imagination. The workshop showed how children and young people can be inspired and encouraged to make their voices heard and contribute to holding the media to account.



KIDS ONLINE WORLDWIDE? THE DIGITAL DIVIDE OF CHILDREN'S ACCESS TO MEDIA IN DEVELOPING AND DEVELOPED COUNTRIES

HOSTED BY DEUTSCHE WELLE

PANEL

Florian Weigand, Regional Coordinator for Afghanistan and Pakistan, DW Akademie, Bonn, Germany

Jonathan Marks, Director, Critical Distance, Huizen, Netherlands

Geraldine de Bastion, Project Manager, newthinking communications, Berlin, Germany

Vladimir Bratic, Associate Professor, Media and Communication, Hollins University, USA

MODERATION

Mathis Winkler, Head of Europe and Central Asia Division, DW Akademie, Berlin, Germany

In Germany 90% of 12-year-old children own a mobile phone. TV is available in nearly all households in developed countries; Internet is available for 36 out of 100 children in Germany from six years upwards. Half of the world's population is under 25. 85% of them live in developing countries. Internet access and especially access to mobile phones is growing fast in developing countries, while access to media still remains weak for most of these populations - apart from radio.

The panel discussion brought up questions such as: How does a fast-changing media landscape affect children's lives in developing countries? What media will children in developing countries use in the future?

Recalling a recent trip to Ethiopia, Geraldine de Bastion pointed out that kids there had proudly shared their e-mail addresses with her as a status symbol to connect to the world: "They might not have shoes, but they have an e-mail address and hope to get contacts in Europe that way."

She was critical of the "one laptop per child" concept as it goes against the learning habits of children in many cultures. Instead, projects like "Hole in the wall", where children are given a chance to explore computers by themselves, seem much more useful to de Bastion, who added that open educational resources were also key.

As smart phones are increasingly used there to connect to the Internet, most of the panelists saw a huge potential in the new technology and called for new concepts in dealing with the new media, including the question of ethical standards that need to be resolved urgently - especially when it comes to children, who now can have easy and often uncontrolled access to the Internet.

The debate turned to Pakistan as an example of children's online access in developing countries. Florian Weigand stressed that the impact of the new technology on children there is still limited. Smart phones as prestigious symbols are mainly used by adults. Furthermore, the growing markets are still limited to the big cities, where adequate Internet access is available. The situation in rural areas is quite different, where power shortages are an everyday occurrence and reliable Internet is still the exception.

As a member of the audience from Pakistan pointed out, it is foreseeable, though, that the situation will change rapidly soon, with access to the Internet growing in rural areas, too. The media development activities in such countries have to be designed to match the new challenges. The panelists agreed that new media should be perceived as an opportunity, for example to deliver education for children, rather than a threat.

Vladimir Bratic remarked that the new digital native is still an unexplored and undetermined phenomenon. The new technology can make them both more and less political. But the hope is that, regardless of how political they may be, the modern person is better connected, more aware and shares universal (digital?) values with digital peers. At least theoretically this should make them less likely to engage in conflict.

Taking a closer look at education, Jonathan Marks pointed out that most schools in Europe seem to be well behind their U.S. counterparts in putting all of their classes online. There is no copyright issue. But of course people who do not pay to go on the courses cannot get the qualification through home study. Why are European organizations so slow in realizing this?

Many distance learning institutions in Africa use the wrong technology, Marks added, citing the case of an educational organization in Ethiopia that has been advised to link up its network of schools by hiring broadcast satellites and then relaying programs to schools at a specific time. This is a broadcast solution when the schools really want a system that shares a database of videos which are stored locally on a hard-drive and updated either via the web or satellite in cheap time (overnight). So the infrastructure of how we connect educational institutions needs to be a mix of both content and ICT studies. If it is all technology-driven it ends up being a very expensive disaster.

In conclusion, Marks said that educational organizations can learn a lot from certain broadcasters and production houses in putting important issues into interesting contexts.



HUMAN RIGHTS EDUCATION - THE SCIENTIFIC AND CULTURAL POTENTIAL FOR TRANSFORMING THE MIDDLE EAST

HOSTED BY GOETHE-INSTITUT E.V.

PANEL

Mohammed Néjib Abdelmoula, Expert Consultant for Human Rights and Education, Sfax, Tunisia

Nagla Abed, Expert for Women's Rights in Human Rights Debate, Germany

Ala Al-Hamarnah, Centre for Research on the Arab World, University of Mainz, Germany

Sarhan Dhoub, Research Associate, Institute for Philosophy, University of Kassel, Germany

Amal Ramsis, Filmmaker, Cairo, Egypt

MODERATION

Golineh Atai, TV Journalist, WDR/ARD, Cologne, Germany

In the well-attended event of the science and current affairs section, the panel of Arab social researchers, philosophers, politicians and a filmmaker controversially discussed the potentials of the arts and sciences in the transformation process in the Arab countries. They looked at the ambivalences in transferring norms rooted in European traditions and the significance to political participation of civil society awareness.

“There Are Enough Misunderstandings”

Awarded the Goethe Institute’s 2011 Young Scholar prize, Sarhan Dhouib said asking how democracy and Islam can be combined is the wrong question. Since the Islamic faith was no political ideology, the question inevitably led up a blind alley. But if in this controversy a right to political participation for all citizens were prioritized, constructive dialogue could start. “There are enough misunderstandings already.”

One of them was that Islam and women’s rights ruled each other out, said Nagla Abed. Secular and non-secular women’s organizations were equally indispensable to positive development of society in the transformation process, she argued.

Changing the Political System Instead of Noble Words

Ala Al-Hamarnah argued that people can’t be taught human rights, they have to be fought for and prove workable. Even though at its core human rights education was important, only transformation of the political system promised real change guaranteeing simple democratic human rights and the rule of law, while noble words did not, he said. Moreover, as well as the right to expression of opinion and artistic freedom, “the West” should demand social rights such as those to work, education, citizenship and the rights of minorities.

Human Rights Education in the Shadow of Authoritarian Systems

The Institute for Human Rights established in Tunis in 1989 demonstrates that human rights education can take place even in the shadow of authoritarian systems. Mayor of the town of Sfax, Mohammed Néjib Abdelmoula maintains close contact with the institute. Especially young people interact there and learn in seminars, discussions or in artistically creative ways to develop political causes and achieve practical outcomes. Abdelmoula said the revolution had torn down the wall of fear that used to deter people from stirring for political rights.

Cairo-based Amal Ramsis agrees, but sees the revolutions in the Maghreb countries still at the start of a long process. But a lot had changed, she said. Many people greatly appreciated the courageous articulation of the culture and art scene in Cairo. And the practical experience of political participation had shown many Arabs that they live in communities that can be changed, Ramsis said.



LEARNING IS A TWO-WAY STREET: PARTICIPATION IN COMMUNICATION AND EDUCATION

HOSTED BY COMMONWEALTH OF LEARNING

PANEL

Kanchan K. Malik, Associate Professor, Department of Communication, University of Hyderabad, India

Kevin Perkins, Executive Director, Farm Radio International, Ottawa, Canada

Charles Simbi, Head of Programs, Story Workshop Educational Trust, Blantyre, Malawi

Mónica Valdés, Trainer Director, World Association of Community Broadcasters Latin America and the Caribbean, Colombia

MODERATION

Ian Pringle, Specialist in Participatory Communication and Community Media, Commonwealth of Learning, Vancouver, Canada

Introduction

Genuine learner/audience/citizen participation makes educational media more effective in achieving outcomes and impact, i.e. learning, educational achievement, livelihoods, social and behavior change, community development, etc. In contrast to traditional approaches to development communication, the participatory model aims to ensure that social programming is relevant, appropriate and effective by involving target learners and social

actors in all stages of educational programming, e.g. design, delivery and evaluation. Participatory education using media requires special considerations and tools.

The key aims of the session were to

1. Outline the theory of participatory communication
2. Profile practices of participatory communication with a view to success factors
3. Share practical tools used in participatory communication
4. Present evidence of successful participatory communication programs

Summary

Relevance

The session provided important insights and examples that addressed key questions raised in the larger context of the GMF 2012, e.g.

- Who decides the content for educational programs?
- How to balance achieving educational results with audience/market size?
- How can cultural norms be given sufficient consideration to make educational programs relevant and effective?

Risks

- Failure to recognize the special nature and requirements of educational media – formal, nonformal or informal – is common, e.g. one-way, top-down approaches, and media
- Concept of *participation*, both in development and communication processes, has become distorted and tokenized, resulting in pseudo participation
- There is rich experience of participatory communication and community media in Latin America, which has not always been accessed

Needs

- Participatory communication must be “transactional” – derived of a process of sharing of needs and solutions between producer and audience, sender and receiver, “technical expert and rural people” in which meaning is created (constructed) together with learners *in the lead*
- If practitioners want to use community media for nonformal learning and community development they must be committed to maintaining and nourishing the participatory ethos of the medium, including that of a learner-centered approach
- Meaningful involvement/ownership in/of decision-making is the key to participatory communication; from this all other forms of participation flow (or not); without genuine involvement in making decisions about communication programs, participation becomes *pseudo*

Strategies

- Genuine participation is difficult to achieve, particularly for local-level groups, e.g. community media outlets, local health and development authorities, that may have very limited capacities
- *You do not go down the same path that your friend stumbled on* (Malawian proverb): Stories and the sharing of real life experiences as a pedagogical strategy is an important form of communication which informs relevance, identification, learning and change outcomes
- Radio remains the most accessible educational communication medium for many citizens, especially in developing areas of the world, rural residents, women, youth, etc.

Evidence

- Evidence of participatory communication as an effective tool for development education/communication is available, including references to the number of people that listen to programming/content, audiences that demonstrate clear learning and knowledge gains, and the application or take-up of practices promoted

Conclusion

- Participatory communication, including the use of community media, is a proven approach to increasing knowledge and promoting social and behavioral change in fields such as farming livelihoods, health, etc.
- Well-done, participatory education/communication contributes to the sustainability of media and education by effectively addressing the needs of citizens/audiences and related demand

26 JUNE





2012





PLENARY SESSION 2 GLOBALIZATION - FRIEND OR FOE OF CULTURAL DIVERSITY AND INTERCULTURAL DIALOGUE?

HOSTED BY DEUTSCHE WELLE

PANEL

Jusuf Habibie, Former President of Indonesia, Jakarta, Indonesia

Heinrich Kreft, Ambassador and Special Representative for Dialogue among Civilizations, Federal Foreign Office, Berlin, Germany

Christine Merkel, Head, Division of Culture, Memory of the World of the German Commission for UNESCO, Bonn, Germany

Heidi Storsberg Montes, Director General, Educational Television System of Mexico

MODERATION

Ute Schaeffer, Editor in Chief, Deutsche Welle, Bonn, Germany

In her opening remarks, Ute Schaeffer stressed that globalization must be regarded as a double-edged sword. On the one hand it can help to promote cultural diversity through tourism, migration and increased exchange of information; on the other hand, globalization can evoke stereotypes and cause xenophobia. Many societies are struggling to cope with cultural diversity and cultural differences, she added.

After briefly introducing the panelists, Schaeffer started the discussion with the initial question, “Why is cultural diversity an issue which is often perceived as frightening?” Heidi Storsberg Montes stressed that the fear of losing identity must be regarded as the main reason. Heinrich Kreft argued that growing exposure to different cultures causes fear and that the emergence of patchwork identities also worries many people. According to the former president of Indonesia, globalization implies that the values of other cultures come into the living rooms of families who don’t know these values. However, culture and religion must be compatible, he stressed. Globalization and the flow of information influence the existing values and this is sometimes frightening, Mr. Habibie said. He noted that one should not forget that diversity of cultures creates productivity and innovation. Christine Merkel underlined that cultural diversity has always been a fact of life but should be handled intelligently. If we don’t understand the languages and cultures of other people we become uneasy and this uneasiness can be exploited politically, she warned.

Asked whether societies could be more productive if they accepted cultural diversity, Kreft stated: “Cultural diversity is definitely an asset. It has the potential to enrich a society.” Open, inclusive societies are more stable and economically more successful, he added. According to Montes, Mexico is a success story in fostering cultural diversity. She underlined the important role of TV with regard to the preservation of cultural diversity. Mexico invested heavily in education and new technology because education is not only a prerequisite for cultural diversity but also leads to social mobility, she said. In this context, Jusuf Habibie made it quite clear that the media should not be controlled by one group.

Some participants denied that globalization would lead to a dominance of Western culture. The cultural independence of Indonesian provinces, for instance, increased the resilience of indigenous cultures. However, Merkel emphasized that 130 countries do not have the capacity to produce their own feature films and therefore one could not be satisfied with the current situation. She stressed the importance of the mother tongue: “For a certain level of learning capacity you need to have access to your own cultural resources.” Kreft underlined that human development is an essential part of German foreign policy. “Education is key for development, education is key for the future of all countries,” he said. It is the key to tolerance and respect, he added. Commenting on this part of the discussion, Schaeffer remarked, “We need to reshape cultural diversity to cope with globalization”.

In her closing remarks, Schaffer stated that respect for cultural diversity should be regarded as an aspect of respect for human rights. In times of growing cultural diversity this is of utmost importance. Kreft described the respect of human rights as a trademark of German foreign policy. Habibie admitted that the fight for human rights in Indonesia is difficult but at the same time he emphasized that there are no rights without responsibility. This relationship must be balanced, he insisted. The discussion is always on human rights but never on human responsibility, he postulated.



KEYNOTE SPEECH

DR. GUIDO WESTERWELLE, FOREIGN MINISTER OF GERMANY

WORKING TOGETHER TO SHAPE GLOBALIZATION: ENHANCING DIALOGUE, EXPANDING PARTNERSHIPS

EXCERPTS FROM SPEECH – CHECK AGAINST DELIVERY

Education is the main driver of globalization. Access to good education is key to personal advancement. Many of you here have had the opportunity to experience this yourselves. The quality of its education system can make or break a society. What we call globalization is a real and dramatic shift in power.

Globalization promotes a level playing field, because a nation's wellbeing is no longer determined by natural resources or climate, but rather by the competition of ideas. Countries with natural resources recognize that they must diversify more. They know that the most important natural resource is no longer to be found under our feet, but in our heads. Creativity and knowledge are our most important resources, and these come from education and training. Which nations and societies will lead in the future and which will fall behind will be determined by their systems of education.

Education is also the key to a tolerant, pluralistic society. It breaks down prejudices and is a strong force against discrimination. Education promotes equality. Education promotes respect. Education imparts values.

From a German standpoint, freedom, democracy and the rule of law are the most important values. That is why German foreign policy is not just interest-driven, but also value-based. Values are also spreading with globalization.

It is superficial and foolish to assume that globalization is a merely economic process. Globalization can be seen in competition and trade, imports and exports, in the exchange of goods and services – but also in values.

We have seen the power of freedom and also how great the desire for liberty is. Freedom of the press is sometimes mocked as the freedom of a privileged few. In truth, freedom of the press and freedom of opinion are two sides of the same coin.

When we talk about values like freedom, the rule of law, good governance, religious pluralism and tolerance, we do so without a moralizing undertone. We first had to go through the darkest chapter in our history before we were able to create a constitution based on the principles of liberty and to establish such a sound state structure.

Ladies and Gentlemen, openness and international ties are essential to us today. For us this is not only a question of good relations between governments, it is also a question of exchange between societies. Not only politicians and diplomats should work well together. Societies should also interact and network with one another.

The global balance of power is shifting. New centers of power are emerging in Asia, Latin America and elsewhere. There is much talk now about the BRICS: Brazil, Russia, India, China and South Africa. When I went to school here in Bonn in the 1970s and 1980s, all but one of them were considered developing nations. It can now be said that growth in the BRICS is crucial to the global economy. They are also members of the G20 and sit with us at the negotiating table. They are shaping the world, and not just economically.

Globalization offers great opportunities, especially in the field of knowledge transfer. Thinking in terms of the clichés of knowledge flowing from North to South and West to East is not helpful. Right now Africa is showing us how mobile technologies can be used. Whenever I travel to other countries, I try to visit schools and to talk to young people. Over the past two years, I have gone to nearly 100 countries, most recently India and Bangladesh. Talking to the school kids there, I saw great interest in Germany – in learning German, for example. The school kids are seeking new opportunities for themselves. That is an interest they share with us. That is why student, youth and educational exchange programs are important. Making connections is key to promoting our interests and values. In the age of globalization, vocational training is also important and we are working to see progress in this area around the world. There is great interest in the German approach to vocational training. We cannot limit the culture of education to academia, no matter how much that may have

shaped your own lives. We must have a broad conception of education. Because overcoming youth unemployment is such an important issue, vocational training is probably even more critical for the success of societies.

We Germans know that Europe is not only the right answer to the darkest period of our history. It is also the right response to the new challenges of globalization. No European country is large enough to thrive on its own, but together we are strong and can also assert ourselves as a cultural community. We Europeans have a shared destiny. This is something that we have learned well, and although it has taken time to sink in, we have also learned that the European model of cooperation is superior to any form of confrontation. Cooperation, not confrontation, is the way forward.

WORKSHOP SESSIONS

TUESDAY, 26 JUNE 2012



SUSTAINABLE CAPACITY DEVELOPMENT IN AFRICA: SELECTED CASE STUDIES FROM THE UNITED NATIONS

HOSTED BY UNITED NATIONS UNIVERSITY (UNU)

PANEL

Elias Ayuk, Director, United Nations University Institute for Natural Resources in Africa (UNU-INRA), Accra, Ghana

Erick Gankam Tambo, Associate Academic Officer, United Nations University Institute for Environment and Human Security (UNU-EHS), Bonn, Germany

Yukie Hori, Coordinator, Awareness Raising, Communication and Education Unit, United Nations Convention to Combat Desertification (UNCCD), Bonn, Germany

Robert Toe, Portfolio Manager Central and West Africa, United Nations Volunteers (UNV), Bonn, Germany

MODERATION

Jörg Szarzynski, Head of Section, Enhancing Graduate Educational Capacities for Human Security, United Nations University Institute for Environment and Human Security (UNU-EHS), Bonn, Germany

Summary

Addressing the needs of developing countries - in particular Africa - is a cross-cutting issue throughout the work of the United Nations. The workshop, facilitated by the United Nations University (UNU), United Nations Convention to Combat Desertification (UNCCD) and the

United Nations Volunteers (UNV), aimed to provide practical insights into some activities of United Nations System organizations working in education and culture in Africa.

United Nations University (UNU)

UNU-EHS and UNU-INRA presented UNU's capacity development activities in context of formal and informal education, such as the Icelandic Post-Graduate Training Programmes in fisheries, geothermal energy and land restoration, which together impact 24 African countries. The PhD block courses were presented as a flexible model applicable to academics and practitioners. The Graduate Research Programmes in West Africa within the scope of the WASCAL (West African Science Service Center on Climate Change and Adapted Land Use) research project illustrate another approach of UNU to support sustainable capacity development at regional level. At institutional level, the "Twin Institutes concept" (linking UNU institutes located in more developed regions to UNU institutes or other research institutions in developing regions) intensifies research and teaching interaction. The role and the use of information and communication technology (ICT) to support individual and institutional capacity development in Africa were highlighted through the presentation of UNU-EHS's ICT-based activities in Africa. Ongoing initiatives aiming to link scientists with practitioners and diaspora communities to experts in their countries of origin through innovative ICT approaches were also introduced. All activities undertaken by UNU in Africa are incorporated into the Priority Africa Initiative that works to raise awareness, increase visibility and streamline UNU's efforts to support African development. The overall message of UNU with regard to capacity-building is the necessity to develop activities within the framework of already existing continental organizations, programs and frameworks and inter-governmental organizations. Moreover, through building strong policy bridges with these networks and governments UNU is supporting the achievement of the Millennium Development Goals (MDGs).

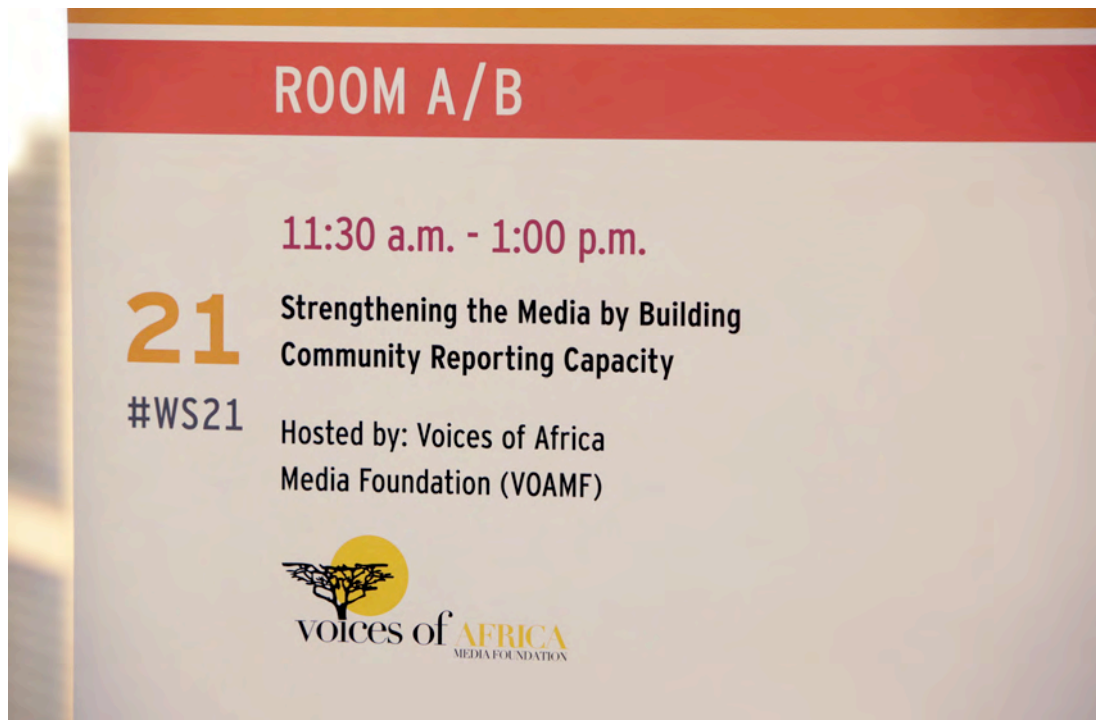
United Nations Volunteers (UNV)

Capacity development activities of UNV in Africa were presented in the second part of the panel. UNV promotes volunteerism to support peace and development worldwide; contributing to peace and development by advocating for volunteerism globally, encouraging partners to integrate volunteerism into development programming, and mobilizing volunteers. As part of its capacity development activities, UNV has supported the establishment of regional and national volunteer schemes, e.g. with the African Union (AU) and the Economic Community of West African States (ECOWAS) as well as national programs in Africa. The panelist then illustrated the contribution of volunteers to capacity development with three examples. The UNV Doctor Project in Malawi, through the fielding of UN Volunteers who trained students, young health professionals, surgeons, increased the patient to doctor ratio from 1:62,000 (2004) to 1: 32,000 in 2010. Another example is in South Sudan where as part of the Models of Rapid Capacity Enhancement/capacity surge initiatives, 107 out of 150 international UN volunteers are embedded within ministries and

commissions across Southern Sudan's 10 states and are providing on-site mentoring and coaching to their Sudanese counterparts. Finally, another example was the support provided by online volunteers to an NGO in Cameroon to create a free Internet access and training IT center for disadvantaged students that will allow them access to online universities and funding schemes. The overall message laid out by UNV is that the strategic placement of volunteers can support capacity development in Africa and volunteerism is often an overlooked valuable renewable resource that should be utilized more.

United Nations Convention to Combat Desertification (UNCCD)

Capacity development activities of UNCCD were presented in the third part of the panel. Although UNCCD was established to combat desertification and mitigate the effects of drought in countries particularly in Africa, its activities go beyond these countries. In this sense, UNCCD's awareness-raising and education activities entail two different approaches. One is to target the population living in drylands who are affected directly by the consequences of desertification. The other is to target those in developed countries who are affected indirectly by the consequences of desertification. To reach the above targets, various education and awareness-raising activities have been undertaken. For one, teacher's kits on desertification were developed in cooperation with UNESCO for primary and secondary schools. The ongoing UNCCD fellowship program aims to increase skills for developing interdisciplinary approaches for sustainable land management, assessing impact of desertification as well as increasing capacity to report on the progress of the implementation of the Convention at the national level. Recently, UNCCD has endeavored to reach out to targeted populations through new media, including social media networks (SMN), online games and webinars. As part of its awareness-raising activities, it launched the Land for Life Award in 2011 to recognize excellence and innovation in sustainable land management. One 2012 winner is the Conservation Efforts for Community Development (CECOD) in Uganda, which promotes community sustainable land management through primary schools.



STRENGTHENING THE MEDIA BY BUILDING COMMUNITY REPORTING CAPACITY

HOSTED BY VOICES OF AFRICA MEDIA FOUNDATION (VOAM)

PANEL

Pim de Wit, Director of Voices of Africa Media Foundation, Haarlem, The Netherlands

Olivier Nyirubugara, Senior Trainer and Coach for Voices of Africa Media Foundation, Haarlem, The Netherlands

Mélanie Gouby, Independent Journalist, Goma, Democratic Republic of Congo

Media and communications are crucial to fieldwork and projects by development organizations, charities and other initiatives targeting the poor and the less privileged. In recent decades, much emphasis has been put on mainstream media as the sole way to both have feedback from the beneficiaries and to give more visibility to the work being done. Given that mainstream media are dominated by elites, mostly based in major cities far from the rural people, on the one hand, and that the journalistic approach has so far been elite-oriented, on the other hand, Voices of Africa Media Foundation (VOAMF) has designed and developed a new approach that places rural communities at the heart of the entire communication and reporting process. The Foundation's aim during the workshop was to present that alternative approach consisting of empowering local young talents, but also to

show the various ways in which poor-targeting international organizations can access it for their routine activities.

As Pim de Wit explained in his introduction, VOAMF aims to ‘facilitate community-based reporting to bring out African community issues to the attention of a broader audience and to influence corresponding policies and actions’. To achieve that, communities need to be empowered to bring those issues out, not necessarily following the rules dictated by mainstream media, but rather from their own local perspectives.

To better understand and conceptualize this new approach, one needs to consider it side by side with the existing, mainstream approach. During the workshop, Olivier Nyirubugara compared a BBC TV report made about food insecurity in Niger in 2010 with one by a mobile community reporter in 2011 about food insecurity in eastern DR Congo. It appeared clearly that the BBC report, while technically superior, focused on the UN and government officials, and rarely left room for the victims of famine. Moreover, the reporter in the village appeared like a stranger, a tourist, who neither spoke the local language nor used tools familiar to the villagers. Unlike that mainstream report, the one about banana plantations ravaged by an epidemic in eastern Congo presented clues that the villagers’ reactions were spontaneous, and deep-going. The conclusion drawn was that the two approaches are not mutually exclusive, but rather complementary, hence the need to encourage the missing part of enabling locals to voice their views and opinions.

In practice, this approach requires a period of training so that the reporters can produce items that are really locally-focused. Mélanie Gouby supervised in 2011–2012 a project that VOAMF conducted jointly with The Hague-based Institute for War and Peace Reporting (IWPR) in eastern Congo. From her presentation it appeared that the community-oriented approach, supported by mobile phones rather than the conventional reporting equipment, was compatible with mainstream journalists. Eleven Congolese female journalists engaged in mobile community reporting while doing mainstream radio reporting for their respective radio stations.

In short, the emergence and ubiquity of mobile technology in rural areas are calling for a redefinition of ways development organizations communicate about their fieldwork. Mobile community reporting presents huge potential for the pre-project exploratory phase, for monitoring and evaluation by the beneficiaries themselves, for public relations, and for fund raising purposes. With little training, current technologies make it easy and profitable.



VOCATIONAL EDUCATION AND TRAINING - GERMANY'S DUAL SYSTEM AS A ROLE MODEL?

**HOSTED BY CONFEDERATION OF GERMAN EMPLOYERS' ASSOCIATIONS AND
ASSOCIATION OF GERMAN CHAMBERS OF INDUSTRY AND COMMERCE**

PANEL

Birgit Thomann, Head of Department "Internationalisation of VET / Knowledge Management" at the Federal Institute for Vocational Education and Training (BIBB), Germany

Bernd Weissschuh, Corporate Policy on Vocational Training and Development, Daimler AG, Stuttgart, Germany

Mónica Cuevas, Attaché for Scientific and Academic Cooperation at the Chilean Embassy to Germany, Berlin

Hans-Joachim Böhmer, Executive Director, German-Portuguese Chamber of Industry and Commerce, Lisbon, Portugal

MODERATION

Conny Czymoch, Moderator, Journalist, TV Host, Germany

Germany's dual vocational education and training (VET) system combines education in vocational schools and practical work experience in companies. It is the central source of skilled labor and a very important location factor. It is a major factor in Germany's comparatively low rate of youth unemployment. Many countries look closely at Germany's

dual education system when reforming their own VET systems. This workshop aimed to inform participants about the German system and to discuss its merits with representatives of the practical training scheme. The workshop dealt with questions such as: What are the merits and advantages of the dual VET system? What has been the experience of German companies when trying to implement dual elements in foreign locations? What role do associations such as the worldwide Network of German Chambers of Commerce (AHK) play? What are the system's limits?

Birgit Thomann explained the major core elements of the German vocational training system: the cooperation between government and companies, hands-on training on the job and in school given by qualified personnel as well as national standards, secured by chambers of industry and commerce close to employers' needs in areas such as industry, commerce and services.

Bernd Weisschuh added the perspective of a large company with many locations abroad. He stressed that the German dual VET system is highly esteemed because of its close combination of learning and practical work experience. It gives young people the skills really needed in the workplace. In other countries' VET systems this is often missing. Daimler tries to implement similar patterns of "dual VET" at its foreign locations. This includes, for example, close cooperation with local vocational schools, colleges or similar institutions.

Governments of some foreign countries are also convinced by the merits of the German model. Mónica Cuevas emphasized that there is great government interest in it in Chile. It is recognized that there is a close connection between economic efficiency on the one hand and employment and social peace on the other hand.

Hans-Joachim Böhmer outlined the services a German chamber abroad can deliver around vocational training. The AHK Portugal has operated training centers in Lisbon and Porto since 1983. After German companies trading in the area failed to find qualified staff, they set up a training system modeled on the German dual one jointly with the AHK. The centers and training programs are now known throughout Portugal under the label "Dual". Some of the close-to-practice courses offered are mechatronic technicians, industrial clerks and hotel staff. A special attraction of this training is that graduates receive not only the AHK certification recognized in Germany but also the qualification for tertiary study in Portugal. AHK Portugal organizes, coordinates and secures the quality of the training according to German standards. Böhmer emphasized that the various vocational programs are keenly sought after by government agencies and enterprises.

In summary, vocational training "made in Germany" is a highly successful export and seen as a role model. Even though German methodologies can't be transferred in total, core elements of the dual system can be implemented in other countries. In taking that up, it is helpful to make use of the know-how and infrastructure of the chamber organizations, IHK, AHK and DIHK.



SCHOOL IS OUT, FACEBOOK IS IN: HOW DO MEDIA IMPACT THE EDUCATION AND CAREER PATHS OF YOUNGSTERS IN DEVELOPING COUNTRIES?

HOSTED BY DEUTSCHE WELLE

PANEL

Keval J. Kumar, Adjunct Professor, Department of Communication and Journalism, University of Pune, India

Khusal Asefi, General Manager, Ariana Radio & Television Network (ATN), Kabul, Afghanistan

Ronald Meinardus, Regional Director Middle East and North Africa, Friedrich-Naumann-Stiftung für die Freiheit, Cairo, Egypt

Christine Bukania, Student, International Media Studies, DW Akademie, Bonn, Germany

MODERATION

Simon Didszuweit, Freelance Consultant, DW Akademie, Bonn, Germany

More than 1.3 billion people are aged 10 to 19, according to the United Nations Population Fund. About 85% of them live in developing countries. For most of these countries, young people represent an enormous potential resource. Their educational achievements are key to their countries' development. Yet investment in education is still low there.

"Facebook is definitely in, but school is not out." - Christine Bukania introduced the audience to how she and her fellow students almost naturally use social media, including Facebook, for social and professional sharing. This is also increasingly so in so-called developing countries. Especially on secondary and tertiary levels, digital social media are on the rise. But the use of these technologies requires access and education. The scope of education needed (not only) in developing countries is not limited to 'digital literacy'. Teaching computer skills needs to be connected with basic education and addressing general communicative skills, Bukania stressed.

Khusal Asefi explained that the role of the media in educating the young population is potentially "very key, integral and influential in Afghanistan". But some Afghan media had failed to impact on education by simply failing to meet the audience's expectations. Asefi gave examples from his own work at Ariana Radio & TV Network, where he reports to be very successful with combining entertainment and education. "The time is gone now, that you go to school, read a book, get homework. This is classic learning. It is very boring. (The media) have to involve the audience, they have to activate them."

To involve the audience, to include action, games and challenges, to dramatize and to entertain - these were key future tasks for the media in education, he concluded. Education needs to be innovative and entertaining to hold the kids' attention.

Keval Kumar provided an overview of the education sector in India, where very few use the Internet or digital media in the classroom. He identified as the biggest hurdle that "both students and teachers seem to be more interested in production (of media contents) rather than wanting to look at and discussing representations in a critical manner". Introducing his personal attempt to bring media into formal education, which led to a new "mass media studies" class as optional subject on higher secondary level in 2011, he led to his most urgent concern: support teachers to provide knowledge and skills to use media, while also raising awareness and a healthy critical distance. Mentioning examples like hate speech, cyber bullying or plagiarism, Kumar concluded that teachers today still had to find ways and means to deal with these issues.

"The way a society educates its young provides a window on the society as a whole." This was the essence of Ronald Meinardus' presentation. Some argument arose from his analysis, that the MENA-region was "structurally not competitive, there is no development because there is no creativity and all this has an educational context". This lack of creativity, he argued more precisely, was due to structural societal reasons:

- The population has little knowledge,
- No empowerment of women,
- Lack of freedom.

Traditionally closed societies like Saudi Arabia or the Gulf monarchies struggled with these issues in a more cultural context, he suggested. "A knowledge-based society is essentially an un-authoritarian society which is open to ideas. This is for me the main selling point for liberalism." The following discussion led to the conclusion that the use of modern communication is based on the overall conditions for social dialogue, which itself persists within societies through education. The participants agreed that finding ways and means to use social media has to include self-reflection on how to interact and communicate as a free and open society.

Facing a broad range of important inputs from panelists and audience, panel members had no chance to exhaust the topic but managed to collect an overview of key challenges and how they interrelate:

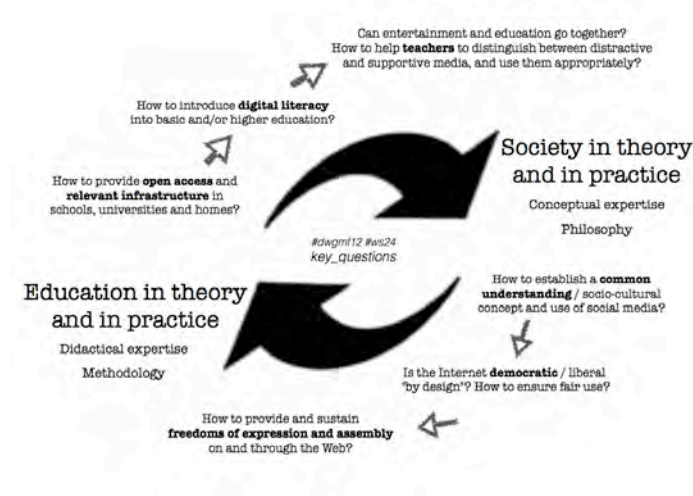
A. Society in theory and in practice

- How to establish a common understanding / socio-cultural concept and use of social media?
- Is the Internet democratic / liberal "by design"? How to ensure fair use?
- How to provide and sustain freedoms of expression and assembly on and through the Web?

B. Education in theory and practice

- How to provide open access and relevant infrastructure in schools, universities and homes?
- How to introduce digital literacy into basic and/or higher education?
- Can entertainment and education go together?

How to help teachers to distinguish between distractive and supportive media, and use them appropriately?





CULTURAL DIVERSITY AS DRIVING FORCE FOR SUSTAINABLE DEVELOPMENT - PERSPECTIVES FROM THE ARAB REGION

HOSTED BY GERMAN COMMISSION FOR UNESCO

PANEL

Roland Bernecker, Secretary General, German Commission for UNESCO, Bonn, Germany

Ammar Kessab, Expert on Cultural Policy, Algiers, Algeria

Chokri Latif, Director, Maison de la culture Ibn Rachiq, Tunis, Tunisia

Fatma Riahi, President of ATB, Tunisian Blogger Association, Tunis, Tunisia

Hatem Hassan Salama, Project Manager, Centre Rézodanse Egypt, Alexandria

MODERATION

Christine M. Merkel, Head, Division of Culture, Memory of the World, German Commission for UNESCO, Bonn, Germany

“Culture is the Food of the Mind”

Cultural diversity and increased cultural participation strengthen democracy, tolerance and social cohesion. Cultural diversity is an investment in the future and a driving force of sustainable development. Enhancing people’s choices and responsibilities is key to human

development. The UNESCO Convention for the Protection and Promotion of the Diversity of Cultural Expressions (2005) is based on these values. Cooperative cultural policies can enhance development opportunities. In this process, an active, competent and organized civil society plays a crucial role.

With four experts from Northern Africa and German experts in cultural policy and international cooperation, the workshop explored concrete approaches and possibilities of increasing cultural participation, specifically in transition countries in the Arab region like Tunisia and Egypt. The workshop also aimed to highlight opportunities offered through the 2005 UNESCO Convention for developing cultural policy for cultural diversity. The panelists gave examples of cooperative, sustainable cultural policies and creative industries from their local and regional experiences and outlined prospects on how to use the UNESCO Convention.

Chokri Latif described the situation of cultural institutions and the involvement of civil society in his country. Both are not as free as they should be. The so-called “revolution” only changes the head of the pyramid, leaving the pyramid intact. He placed special emphasis on the need to integrate cultural human rights into the new Tunisian constitution. Culture managers in Northern Africa have to counter two ever-growing tendencies: neo-liberalism and religious fanaticism.

According to Hatem Hassan Salama, culture is seen as a luxury good by today’s Egyptian authorities while it is a human right and “food of the mind”. Against the background of his work in organizing cultural street festivals, creative days in schools and creative summer camps for children, he advocated building strong regional and international networks, decentralizing activities, mapping and identifying cultural needs and creating open spaces which would be operated by cultural activists. It is crucial to involve children and young people as creative sources and future society builders and to develop future audiences.

Fatma Riahi reminded the participants that the notion of “Arab Spring” is inappropriate and a euphemism for a very violent fight. The current situation and prospects with continuing repressions of human (especially women’s and cultural) rights do not give rise to much optimism. The current regime is still repressing – this time in the name of god, according to Fatma Riahi. The fight for cultural freedoms (and against the illusion to already possess them) has to continue.

Not all Arab countries have been transforming since 2011, noted Ammar Kessab. Algeria still has an authoritarian regime. For establishing cultural policies in Northern Africa he recommended not to wait for ministries to get active but to start formulating cultural policies from the bottom up. “Small groups can be initiators of cultural policies and of change. We think that the future is ours.”

Concluding the workshop, Roland Bernecker highlighted the importance given to culture in all the statements. He reaffirmed that culture drives sustainable development towards peace

and individual empowerment. Cultures need strong cultural policy. He underlined that culture has to be incorporated in the public space, not only in the Arab countries. With the 2005 Convention UNESCO developed a contemporary instrument to foster cultural policies. It protects cultural spaces. Cultural policies and concepts to include NGOs and civil society in the transition processes as promoted and developed by UNESCO and its 2005 Convention are important means. No doubt implementation will be difficult under the given regional circumstances. Bernecker encouraged transregional networking to work together towards a sustainable democratization process, especially in the Arab region.

During the final plenary debate, participants from Iraq, Burkina Faso, Germany, Egypt and Tunisia discussed current practice of implementing the Convention as well as challenges of international cooperation in the Arab region.



ONE STORY, MANY MEDIA: TRANSMEDIA STORYTELLING

HOSTED BY DEUTSCHE WELLE

PRESENTER

Shirin Kasraeian Moghaddam, Project Coordinator, Language Courses Department, Deutsche Welle, Bonn, Germany

Social media networks have become integral to corporate culture. Whether for company presentations or campaigns, they are considered indispensable to spreading content and opinion. But a simple presence on platforms such as Facebook and Twitter isn't enough. The social components of such networks demand deeper, more involved interaction with recipients, the consumers and Internet users. Shirin Kasraeian outlined opportunities social media provide in storytelling, especially for educational formats. The workshop began with a historical overview of media, starting from printing and progressing to contemporary forms of transmedia storytelling, in which the same story reaches audiences through different channels. Kasraeian also spoke on a DW format which uses this kind of transmedia storytelling.

Kasraeian has worked for many years in DW's language courses department, coordinating e-learning formats for learners of German around the world. The use of social media is not just a given in her line of work, it is indispensable. She has to ask herself daily: How can these channels be used to make learning programs attractive and motivating?

Kasraeian related how Charles Dickens used an early form of transmedia storytelling by incorporating ideas sent by readers into the monthly publication of ongoing stories. She said The Matrix trilogy was another example which, apart from feature films, included other media, such as anime and computer games, to reveal new dimensions of the story. But at that stage there was no user involvement yet.

It wasn't until the dawn of the Internet and the growing popularity of community forums and discussion boards that companies began to reach out to their hordes of fans and use their input to more widely distribute content. Kasraeian named a current and particularly successful example, "Berlin - Tag & Nacht" - a documentary-style reality show on German TV. Its simple yet relatively strong concept very quickly drew in more than a million Facebook fans. The Berlin housemates post daily updates on the Facebook page, revealing details of their turbulent day-to-day lives above and beyond what airs on TV. This added level gives a sense of authenticity and bonds viewers emotionally. It's an additional factor driving the success of the series.

DW's radio drama series "Jojo sucht das Glück" (Jojo seeks happiness), online since 2010, is based on a similar concept and was developed especially for learners of German. The series tells the story of Jojo, a young Brazilian woman who goes to Germany to attend university and meet a mysterious online friend. Aside from a captivating story of love and friendship, the format incorporates educational material for studying German. Jojo has a Facebook page, where she updates her daily life and interacts with fans. All the conversations are in German. The fan page doesn't just serve to entertain fans of the series, says Kasraeian. It also transports cultural information about life in Germany and the German language in an entertaining way. The Facebook posts also keep the story moving between seasonal installments. Users' reactions and comments also give the format's producers unique insight into the popularity of specific characters which informed the second season.

Kasraeian suggested that any use of social media, especially for educational purposes, must provide best possible value to users. If the aim is exclusively to promote a product, they will quickly notice and be turned off. If on the other hand users can gain something from the additional input, they will remain interested. According to Kasraeian, there are ultimately four aspects to keep in mind: choosing a medium that suits the product, conveying additional information on other channels, playing with reality and staying authentic.

Many participants in the workshop were interested in the possibilities of using social media to meaningfully convey important content - be it news or educational - to the general public. In countries with constrained media freedom, such open platforms face many problems. Another question was how to convey a sense of proper use of such media outlets. Kasraeian said that the responsibility of journalists has grown in the digital age. It is key to moving with the times and learning from one another.



AN INEVITABLE “CLASH OF CIVILIZATIONS”? – THREE APPROACHES TO CULTURAL DIVERSITY

HOSTED BY EUROPEAN INSTITUTE FOR COMPARATIVE CULTURAL RESEARCH (ERICARTS)

PANEL

Elka Tschernokoshewa, Head, Department of Empirical Cultural Studies and Anthropology, Sorbian Institute, Bautzen, Germany

Fabian Jacobs, Research Fellow, Department of Empirical Cultural Studies and Anthropology, Sorbian Institute, Bautzen, Germany

The workshop explored the topic of cultural diversity and ways of dealing with it in the media, cultural research, policy and education. Questions addressed were: How are cultural diversity and “otherness” thought of in a time of globalization? How do the media talk about these topics? What images are used and what is their effect?

As an introduction, the panelists presented three ways of coping with cultural diversity. First there is the concept of separate cultures, implying clear social and spatial divisions between communities often considered culturally homogenous. Secondly, the panel spoke about cultural convergence, leaning towards assimilation or “melting pot” concepts. Finally the concept of cohesive diversity was introduced, which is able to deal productively with intercultural crossovers or “hybrid” lifestyles. The three approaches were examined in

reference to the concrete example of biculturalism at schools in the Lusatia (Lausitz) region, the main settlement area of the Sorbian minority in Germany. The presentation concluded with the two statements that the "clash of civilizations" is evitable and cohesive diversity is possible.

The next part of the session involved discussion with the audience. With additional cases and experiences brought forth by the participants, the group highlighted the creative potential of media, politics and research, following a diversity awareness concept. They also expressed the aim to increase the sense of responsibility among the participants and their ability to recognize the structures which confine different experiences, sensitivities, and competencies or, in contrast, support efforts leading to open intercultural dialogue. Among the topics addressed were equality as a key to intercultural dialogue when tourists interact with local communities; the strategies of the sole intercultural TV program in Macedonia; and a neighborhood in the northern part of Bonn, where cultural demographics are changing quickly, which poses challenges especially to older people. Discussion also revolved around the organization of youth minorities in Europe. There is a network to raise awareness of minority issues in their countries.

The discussion delivered agreement that there is no one-fits-all big solution for all intercultural conflicts, but many cases of good practice of togetherness and cultural diversity, which media should promote much more. Concluding suggestions were formulated for minority-majority relations worldwide, that minority issues should be mandated for media, education and politics, and that boosting interest in minority language and culture is good strategy for every majority population to lead to intercultural dialogue.



SUSTAINABLE LIFESTYLES: COMMUNICATION AND JOURNALISM SKILLS FOR THE FUTURE

**HOSTED BY UNEP / WUPPERTAL INSTITUTE COLLABORATING CENTRE ON
SUSTAINABLE CONSUMPTION AND PRODUCTION GMBH (CSCP)**

PANEL

Sue Mizera, Managing Director, Young & Rubicam Business Consultants, Geneva, Switzerland
Gabriëlle Rossing, Consultant, Collaborating Centre on Sustainable Consumption and Production,
Wuppertal, Germany

How will future cities and rural communities be designed and how will our behaviors differ from today's? How will media and communication influence our everyday life, which skills will we need? And how can communication and journalism support a shift towards more sustainable lifestyles? The basis for exploring these questions and the identification of challenges were Scenarios for Future Sustainable Lifestyles (<http://bit.ly/SN1wSQ>), developed for the SPREAD Sustainable Lifestyles 2050 project, and the findings of a survey conducted by the Young & Rubicam Group - the first of its kind - on the role of media and communications in this context.

Results of the SPREAD project show that for achieving a sustainable situation, where people's material needs are served by only one planet (as we have only one!), a huge shift in lifestyles is needed. "Lifestyles with a current European average material footprint of 27-40

tons, for which 3-4 planets are needed if we all live with such a footprint, ideally have to shift to the situation of a sustainable lifestyle accounting for a material footprint of eight tons in 2050. But, depending on the characteristics of a society, people can significantly reduce their impacts in one or a few lifestyle areas in that particular society,” Gabriëlle Rossing explains. And she continues: “Scenarios that have been created for the CSCPs’ SPREAD project emphasize that change and reduction of impacts depends on technological and societal constellations.” Nearly all of the more than 900 respondents in the Y&R survey agreed that media and communications are critical to achieving successful, global sustainability by 2050, by mobilizing people and changing attitudes and behaviors, especially through universal education and by tackling environmental sustainability. Sue Mizera projected, “A world of greater inter-connectivity is foreseen, that can serve the world as a system, for instance shared experiences in cities that are fully wifi-ed, where passwords and newspapers are not needed anymore. Everything is more personalized and immediately accessible. Digitalization, information and transparency are key aspects of freedom, where media and communications ideally will be a ‘caring mother’ and not a ‘big brother’”.

Based on the results of the survey and the lifestyle scenarios, Rossing invited the media and communication experts in the audience to share their solutions to changing people’s daily behaviors in order to reduce their impact on the environment and on society. “There is so much potential amongst people. The users’ self-perception should be encouraged to be a ‘sleeping giant’, which could be awakened by the media.” “Both individuals and institutions should lead by example, since what we need are light house projects and role models. We need to promote new values like cooperation and empathy, caring for people and nature,” the experts agreed. Also, now it is time for internalizing sustainability: “Media has to change from describing to educating.” Media should promote transparent and reliable information, since “honesty is the best policy in business as in life”. The media and communication experts expect that their efforts in the long run will contribute to sustainability becoming a business goal and sustainable lifestyles becoming the norm.

Key outcomes from this workshop are the expectations that sharing the success stories of sustainability champions and light house projects, and increasing transparency will be key means of journalists, media and communication experts to advance global sustainability.



INTERCULTURAL EXCHANGE AND DISABILITIES - HOW DO THEY FIT TOGETHER?

HOSTED BY ENGAGEMENT GLOBAL

PANEL

Rabaa Ouerimi, Vice president of UTAIM, Organization for Mentally Disabled People in Djerba, Tunisia

Faycal Rojbi, Financial Director, UTAIM, Djerba, Tunisian Organization for Mentally Disabled People in Djerba, Tunisia

Mongi Ben Hammouda, President of UTAIM El May, Tunisian Organization for Mentally Disabled People, Djerba, Tunisia

Isabelle van der Valk, Student, Christophorus School, Bonn, Germany

Hendrik Rosler, Student, Christophorus School, Bonn, Germany

Claudia Schilling, Project Coordinator ENSA Program, ENGAGEMENT GLOBAL, Germany

MODERATION

Jürgen Hammerschlag-Mäsgen, Special Needs Teacher and Vice Principal, LVR Christophorus School, Bonn, Germany

Are relations between East and West possible? How to build a bridge between Europe and the Arab world? The panelists discussed these challenging questions.

Starting with a presentation about the outcomes of a ten-year school partnership, Jürgen Hammerschlag-Mäsgen focused on the different steps of the partnership: How did it all begin? What has been achieved? What were the means and methods to meet the partnership's goals? One of the main resources to strengthen and enlarge the scope of the school partnership were the professional pedagogical exchanges, the learning projects, that took place in Tunisia and Germany, as well as constant supervision of the partnership with preparatory and evaluation seminars. Hendrik Rosler and Isabelle van der Valk, who have been actively engaged in the partnership for several years, reported on their learning experiences, how they were impressed by discovering their own language- and communication skills and the friendships they built with Tunisian students.

Rabiaa Ouerimi explained how they successfully overcame language and cultural differences in the partnership. This was helped by a communication book created by both schools in Tunisian and German and with pictures helping students to show what they want. She also explained that the relationship is not vertical but lateral. This means practically speaking, that the exchange is not dominated or ruled by either side. Both schools benefit from this partnership. For instance, Tunisian students learned much in circus workshops while the Germans developed pottery skills and learned how to make do with limited resources.

Hammerschlag-Mäsgen introduced the four-year project supported by ENSA. The first project aimed to discover both schools, the second one was entitled "discover my capital and I discover yours". Claudia Schilling presented the ENSA Program that funded the school exchange projects.



NEW APPROACHES TO EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

HOSTED BY GERMAN COMMISSION FOR UNESCO, UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

PANEL

Jutta Franzen, Member of Academic Staff, KMGNE, Berlin, Germany

Dr. Harald Gapski, Project Manager DeTALES, Grimme Institute, Marl, Germany

Guido Kowalski, Webmaster, Grimme Institute, Marl, Germany

MODERATION

Monica Hoegen, Director, Communication for Development, Cologne, Germany

WORKSHOP COORDINATION

Saskia Eversloh, Public Relations, Secretariat UN Decade of Education for Sustainable Development, German Commission for UNESCO, Bonn, Germany

Different styles and use of new media can be important in education for sustainable development (ESD). "Social media offers the possibility to start with an everyday experience," said Jutta Franzen, Member of Academic Staff of the KMGNE, an institute for interdisciplinary research and education on sustainable development. The diversity of social media applications allows people to address a broad audience, ranging from interested members of the public to active consumers and academic experts. User-friendly tools lay the

groundwork for alternative pathways bringing sustainability issues into peoples' everyday lives and actions.

International Summer University

Franzen presented the 5th International Summer University for Audio-Visual Communication, Renewable Energy, Energy Efficiency and the Impact of Global Warming, which takes place annually in Santiago de Chile, Sao Paulo and Berlin. The project uses journalistic and educational techniques as well as traditional mass media and digital communication. These multiple entry points to educational landscapes merge into a single 'story universe' of sustainable development. The main teaching methods are future scenarios, narrations, collaborative storytelling and laboratories of ideas. "The project helps to transform content readers into publishers," stated Franzen after showing powerful exemplary 'best of climate clips' from the previous Summer University.

Digital Storytelling

"People do not understand the word 'climate'. They think of weather," acknowledged Guido Kowalski. Together with his colleague, Harald Gapski, Kowalski presented the project "Digital Storytelling and DeTALES – Digital Education Through Adult Learners EU-Enlargement Stories". It aims to introduce the theory of digital storytelling and exemplify how even beginners can easily use its methods, strategies and practical tools in sustainability projects. DeTALES brings together adult learners from old and new EU member states to create and share personal digital stories by using low-cost digital devices. "Digital storytelling offers the opportunity to break down a complicated topic, such as ESD, into a personal approach." The Grimme Institute also presented its project "NRW denkt nach(haltig)" (North Rhine-Westphalia Thinks Sustainably) – an example of how digital stories can promote sustainability and life-long learning.

A Lively Discussion

The very well-attended workshop proved that the subject is of high interest. The audience seemed convinced of the potential of social media for ESD. Gapski believes firmly in the potential of digital storytelling because "it can reach out to community building and changing policies". Kowalski thinks that due to the high credibility of digital storytelling, it has a better impact on society and Franzen explained that through social media, more and more people are able to participate in the process. New media applications enable everybody to do what used to be a privilege for journalists. This also underlines the grassroots democratic alignment of ESD. The workshop was a great opportunity for exchanging experiences and receiving suggestions and stimulating ideas from all over the world.



NEW PROFESSIONS FOR NEW MEDIA? THE CHALLENGE OF DIGITAL MEDIA FOR PROFESSIONAL JOURNALISM EDUCATION

HOSTED BY DEUTSCHE WELLE

PANEL

Darrel D. Colson, President, Wartburg College, Iowa, USA

Michael Tecklenburg, Deputy Head Africa Division and Coordinator North Africa, DW Akademie, Bonn, Germany

Danh-Quy Nguyen, Digital Managing Editor and Deputy Editor-In-Chief of ELLE Vietnam, Ho Chi Minh City, Vietnam

Tom Tykwer, One Fine Day Films, Director of Film, Berlin, Germany

Lindsey Merrison, Director of Film, Yangon Film School e.V., Germany / Myanmar

MODERATION

Almuth Schellpeper, Senior Lecturer, International Media Studies, DW Akademie, Bonn, Germany

Digitalization and the growing number of online platforms and mobile media have created new technical options as well as new formats and types of content. New professions have also been created, and software experts, video journalists, social media strategists, search engine specialists and application developers are now integral to the media landscape. The

development of digital media also impacts organizational structures, for instance new workflows in newsrooms have been created to adapt to the new media environment. Amongst others, the following questions were discussed: What qualifications do media workers need in the digital age? What kind of training is available and what is taught in developing countries? What professions are needed most, and what hinders media in developing countries?

Digital technology allows users to participate in news production. Traditionally, editors were the gatekeepers and news production was the job of journalists. According to Axel Bruns, Associate Professor at Queensland University of Technology, this classical role of journalists has changed; users of digital technology can now participate in news production. For this new phenomenon Bruns has coined the term “produser”, combining producer and consumer. Lindsey Merrison, who runs a film school in Myanmar and plans to export the study program to Cambodia and Vietnam, sees “a huge appetite for documentaries”, despite the development and popularity of new web formats. She asserts that “local stories are the best” and points out that there is no better time than now to produce films in Myanmar. Social media platforms have not been an option in Myanmar; for instance Facebook only became available since the recent political change, but it might add to the existing film practices in future. Film director Tykwer, who teaches young disadvantaged filmmakers in East Africa, points out that new media makes it finally easier to work with narrative media. But Tykwer claims that he has no Facebook account and does not rely on new media for his productions. It is evident to Danh-Quy Nguyen that “Internet and social media have brought changes to fashion”. He sees the biggest challenges in gaining new advertisers and training online staff appropriately. Content is significant and basic journalistic skills are still needed to put together a quality fashion magazine. Darrel Colson, president of Wartburg College in the United States, shares the view that core journalistic practices do not change with the digitization of the media: “We still need a solid liberal education by which to understand the context of the stories we tell. We need to understand history and political science to make sense of what is happening around us.” In order to educate students in media, literacy curricula have to be adapted and changed on a regular basis. Michael Tecklenburg has extensive experience running TV and film workshops in transformation countries like Afghanistan, Libya and Tunisia. Besides online competence, civil rights issues have been part of the training, especially in Tunisia, he explains. Since new media are cheap and fast, communication between trainers and course participants is relatively easy, which helps to meet participants’ expectations.

Overall there might have been an inflation of media professions when considering the variety of new professions identified. Yet staying on top of fast technological changes remains a challenge. Ideas for possible solutions include revising curricula of universities and training institutions, taking into account online competence and cross media productions as well as enhancing innovation via e-learning. Cooperation and networking between different learning institutions might also be appropriate to the educational demands of the digital media environment.



TOURISM IN THE NEWS: MIRRORING GLOBALIZATION AND GOING BEYOND THE EVIDENT

HOSTED BY THE WORLD TOURISM ORGANIZATION (UNWTO)

PRESENTER

Marcelo Risi, Principal Media Officer, United Nations World Tourism Organization, Madrid, Spain

Introduction

Tourism was singled out at the Rio+20 Summit as key to shaping a responsible world. Also in 2012, the G20 for the first time underscored the relevance of the sector to dealing with economic challenges, particularly employment. With one billion tourists crossing international borders in 2012, this huge number not only creates a huge responsibility, but above all important opportunities, especially when seized by the developing world, where international tourism is growing fastest.

Tourism Means More Than Tourism

One of the true manifestations of globalization, tourism's impact is not just economic. Diversity is one of the driving forces of the motivation to travel and can allow all nations to share the many benefits created by strengthening ties between countries. Tourism is an

efficient soft diplomacy tool, an undisputed catalyst for building understanding, fostering social inclusion and promoting higher standards of living.

Against this backdrop, responsible tourism can and must be a key player in the fight for an economically and environmentally more sustainable future, especially in poorer countries.

The Media Challenge

Contrasting with this proven socio-economic impact and its growing political recognition, the whole truth about tourism is not mirrored by the journalistic coverage. In terms of the perceived importance of the sector, tourism still faces resistance on the level of editorial decision making, mainly due to lack of knowledge.

It is crucial for the media to fully grasp the structural elements which build tourism, going beyond its evident manifestations. Tourism will only and truly unfold its potential if it is perceived as a shared national asset (culture, heritage, etc.) and acknowledged as key to a country's external image.

Conclusion

Increasing media coverage of tourism, and enhancing its accuracy, will result in greater awareness and support for the sector among the public, decision makers and businesses. This support translates into the political recognition and public policies that can fully harness tourism's potential to deliver economic growth, job creation and sustainable development.

A strong working partnership is required between the tourism community and the media, to understand, support and strengthen the sector and maximize its contribution to global prosperity and well-being, while minimizing its negative effects.

Raising the awareness regarding the whole story around tourism will undoubtedly contribute to a better understanding by the wider public of its relevance. This is where the media has an important role to play.



MILITARY AND THE MEDIA – HOW INFORMATION WORKS IN CONFLICT ENVIRONMENTS

**HOSTED BY ACADEMY FOR INFORMATION AND COMMUNICATION OF THE GERMAN
ARMED FORCES**

PANEL

Martin Löffelholz, Director, International Research Group on Crisis Communication / Rector, Swiss-German University, Jakarta, Indonesia

Erich Mosblech, Lieutenant Colonel, Psychological Operations Center, Mayen, Germany

Valeria Diefenbach, Captain, Academy for Information and Communication of the German Armed Forces, Strausberg, Germany

Zana Cimili, Journalist and TV-Correspondent, Pristina, Kosovo

MODERATION

Michael A. Volta, Research Associate, Academy for Information and Communication of the German Armed Forces, Strausberg, Germany

When we are talking about conflict, we are talking about one of the most concerning matters in human interaction. The escalated conflict, war, is humanity's greatest scourge. Hence interrelation between civilians and the military in any conflict is of utmost importance.

In the history of armed conflict civilians were mostly disregarded. But this is changing. Over the past decades, awareness has increased. Civilians are no longer passive objects in conflict environments but are vital to determining the outcome. Their needs and orientations could quite possibly be the most important factor in finding a solution. Their perceptions, opinions and loyalties have a noticeable influence upon the success of a mission. Hence military action and its civilian recognition are inseparable. Information is key to increasingly shaping the dynamics of a conflict. Prompt and truthful information about the actions of involved stakeholders – like the military – is crucial to their credibility, which is the precursor of mission success. This applies not only to the theatre but also at home. Truthful and transparent information is indispensable to sustaining democratic core values.

Hosting this workshop, the Academy for Information and Communication of the German armed forces (AIK) focused on civil-military interfacing of information activities in conflict environments. Following Michael Volta's opening remarks, the panel looked at the academic background, operational framework and practical experiences of military personnel and the civilian perspective.

Speaking about "Military Organizations Addressing Civilian Stakeholders in Conflict Environments" Martin Löffelholz identified five major challenges:

- The global and instant character of communication,
- the heterogeneous and contradictory perceptions of reality,
- the extent of professionalization of military communication,
- the incongruities of political and cultural norms and values,
- the need for continuous and coordinated communication.

He discussed normative and structural frames of media-military relations in pluralistic societies as well as their societal, organizational and individual constraints. Referring to recently published studies, he pointed out the correlation between media attention and media relations planning processes in crises.

Erich Mosblech talked about "The Interrelation of the Information Environment and Military Operations". He stated that the nature of information is global, overarching and multifaceted in a sense that it cannot be controlled by anyone. Information is so important because it creates perception – and perception creates reality. Today's military faces asymmetric warfare even in the information environment. Hence, the center of gravity for all information efforts in an asymmetric scenario is the population. Getting the population on side means to

be perceived as a credible and reliable partner. Information activities therefore play a key role in “winning” the population in a conflict environment.

Valeria Diefenbach spoke to her practical experiences as head of a local radio station broadcasting for the civil population in Afghanistan. To support mission goals, 24/7 radio programs, TV spots and print campaigns were set up. Topics ranged from entertaining news like the New Year’s festivities to serious issues like counter-narcotics, good governance, the security situation, corresponding behavioral advice and promotion of the Afghan National Security Forces. She concluded that measuring the effectiveness of such activities remains a challenge.

Zana Cimili contributed a civilian view on military information efforts in Kosovo. She particularly stressed the difficulties arising when media transitions in a post-conflict environment. While old regional conflict lines remain – hindering the free circulation of information – democratically controlled military can be supportive in promoting the freedom of information. But that strongly depends on the personnel and the different levels of transparency. An approach is more valuable when it is perceived as transparent. NATO’s efforts in capacity building, e.g. by taking part in training, which is designed to increase proficiency, were highly appreciated by Kosovar journalists.



EDUCATION IS LIFE - THE OECD SKILLS STRATEGY FOR THE DEVELOPING WORLD

HOSTED BY ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)

PANEL

Barbara Ischinger, Director, OECD Directorate for Education, Paris, France

Helén Ängmo, Deputy Director General, Skolverket/Swedish National Agency for Education, Stockholm, Sweden

Shobha Mishra Ghosh, Director, Federation of Indian Chambers of Commerce and Industry (FICCI), New Delhi, India

MODERATION

Heino von Meyer, Head of Centre, OECD, Berlin, Germany

Skills have become the global currency of 21st century economies. Without sufficient investment in skills, people languish on the margins of society, technological progress does not raise productivity, and countries can no longer compete in an increasingly knowledge-based global economy. And at a time when growing economic and social inequalities are a major challenge, effective skills policies must be part of any response to address it. But this 'currency' depreciates as skill requirements of labor markets evolve and people lose skills they do not use. For skills to stay valuable they must be continuously maintained and

upgraded throughout life so that people can collaborate, compete and connect in ways that drive economies forward.

This was the focal point of the OECD workshop, which outlined the OECD Skills Strategy, launched in May 2012. The workshop opened a discussion on the relevance of the Strategy for OECD members, emerging economies, and developing countries. It was underpinned by national experiences with skills development from India and Sweden.

Barbara Ischinger stressed the significance of good partnerships between education and business as well as the paramount role of teachers in making education better and more relevant. She also highlighted the need to provide incentives and support for lifelong learning. She reminded us of the crucial role media can and should play in keeping education and training visible in the public domain and high on the policy agenda.

Helen Ängmo described the OECD Skills Strategy as “a useful toolbox for countries that develop national policies in this area”. She agreed that a life-long perspective in education was of utmost importance. She believes more emphasis should be placed on career guidance, since labor markets change rapidly and educational choices for young people are plentiful.

Shobra Mishra Gosh added the view and analysis of one of the world’s most dynamic emerging countries: In India, she stated, the labor market underwent several transitions in a comparatively short time: From farm to non-farm, rural to urban, unorganized to organized, and last but not least from self-employment to salaried employment. She also noted that unemployability is a bigger hurdle in India than unemployment. She said more than 60% of employers were not satisfied by the quality of graduates from India’s engineering colleges.

All participants agreed that modern societies need efficient skills management to prosper and make full use of their talents’ potential.



PRESERVING CULTURAL DIVERSITY BY PROTECTING THE WORLD'S ENDANGERED LANGUAGES

HOSTED BY SOCIETY FOR ENDANGERED LANGUAGES

PANEL

Neville Alexander, Educator and Language Activist, University of Cape Town, South Africa

Nikolaus Himmelmann, Chair, Gesellschaft für bedrohte Sprachen, University of Cologne, Germany

Patrick McConell, Linguistic Researcher, Centre for Research on Language Change, Australian National University, Canberra, Australia

Sonja Gipper, Linguistic Researcher and Lecturer, Department of Linguistics, University of Cologne, Germany

MODERATION

Dagmar Jung, Linguistic Researcher, Department of Linguistics, University of Cologne, Germany

The workshop was concerned with the on-going drastic reduction in the world's linguistic diversity. It has been estimated that up to 90% of languages still spoken may become extinct within the next two or three generations due to a massive shift to national and transnational languages. These estimates are based primarily on the fact that 90% of the world's languages are spoken in small communities with less than 100,000 speakers, often not numbering more than a few hundred or thousand speakers.

Discussions of this issue usually focus on the function of languages for communication. In this regard it would seem that less diversity may lead to better intergroup communication. This, however, is a mistaken view because use of the same code (English, for example) does not guarantee that no misunderstandings happen in communication. English now exists in many varieties and it is not clear that speakers of, say, Nigerian English communicate more easily and successfully with New Zealanders than speakers of one of the many small languages of Nigeria (Goemai, for example).

The workshop focused on the two other functions of language usually ignored in public discussions of language shift, i.e.

- Their function as knowledge stores and cultural treasures,
- their function as a resource for cultural identity and self-esteem on social and individual levels.

Key issues in this regard are

- The right of minority speakers and communities to preserve their linguistic and cultural heritage, i.e. their right to make informed choices,
- an appreciation of the benefits of multilingualism.

Presentations were concerned with general issues (Himmelmann), the need for a political agenda advocating multilingualism as part of the still incomplete decolonisation processes in Africa and the core role played by mother tongue education in this regard (Alexander, read by Himmelmann), a case study from Bolivia emphasizing the right to self-determination (Gipper), and a brief overview of developments in Australia focusing on issues of multilingual education and the important role of cultural productions in the native language as a means of preserving cultural identity and building self-esteem within marginalised groups (McConvell).

Key points:

- The small indigenous languages are marginalized despite their official status
- Discrepancy between language policy and implementation
- Language shift and loss is not a linguistic but a social problem
- The right to choices is also a right to decide against the use of the endangered language

Myths influencing the debate on multilingualism, especially in education (all points are wrong from a scientific point of view)

Myth 1: Learning in two languages is detrimental to education (the monolingualist position)

Myth 2: Maintaining an Aboriginal culture and language is holding back progress (the neo-assimilationist position)

Myth 3: Bilingual education is only about maintaining language and culture

Myth 4: Maintaining language and culture should only be done outside school

Myth 5: That there is evidence that English-only works in remote indigenous communities

Important role of media in communicating what is actually at stake in this regard: Massive language loss constitutes an enormous loss in culturally accumulated knowledge and a major threat to the cultural identity and self-esteem of the groups concerned. Fewer languages does not mean better communication. Cultural identity may be preserved and communication enhanced by fostering multilingualism, which was the rule rather than the exception in the history of mankind.



INNOVATIVE METHODS OF POLITICAL EDUCATION IN TRANSFORMATION COUNTRIES

HOSTED BY FRIEDRICH-NAUMANN-STIFTUNG FÜR DIE FREIHEIT

PANEL

Numair Abbas, Founder and CEO, Numairical Studios, Pakistan

Toni Richard Crisolli, Trainer and Consultant for Online Communication, Friedrich-Naumann-Stiftung für die Freiheit, Serbia

Lindiwe Mazibuko, Parliamentary Leader of the Democratic Alliance, National Assembly, South Africa

Angelico "Gelix" Mercader, General Manager, Virtual Campus, Philippines

Mohamad Najem, Co-Founder and Lead Trainer, Social Media Exchange, Beirut, Lebanon

MODERATION

Ronald Meinardus, Regional Director Middle East and North Africa, Friedrich-Naumann-Stiftung für die Freiheit, Cairo, Egypt

For more than 50 years the Friedrich-Naumann-Stiftung für die Freiheit (FNS) has offered political education to many countries to enable their people to participate in politics and drive democratization. To attract young people, the foundation and partner organizations employ many methods suited to local socio-cultural contexts. The use of digital media and social platforms was discussed and demonstrated with reference to Lebanon, the Philippines, Serbia, Pakistan and South Africa.

The panelists discussed political education in their countries in general and specifically the use of innovative methods in political communication. They presented a wide range of instruments used to make political processes understandable and enable opinion-forming and participation. Numair Abbas presented a series of his animated short films he uses to entertainingly and understandably criticize societal grievances in Pakistan. The series is soon to be broadcast on TV and conveys a clearly educative, emancipatory message. Popular education was also Angelico Mercader's theme, whose company, Virtual Campus, offers online courses targeted especially at groups who miss out in the traditional education system of the Philippines. Mohamad Najem focuses primarily on media competence, especially in the use of the new social media like Facebook, Twitter and YouTube. Particularly for civic society in the Arab world this theme is writ large. "The social media are like a language with an alphabet, vocabulary, grammar," Najem said. To use these media correctly one has to learn their language. Najem's firm, Social Media Exchange, helps with workshops and publications. Social media are also important in Toni Crisolli's activities. The foundation's and its partners' decentralized online services are designed and dispatched from its location in Belgrade throughout the Balkans. South Africa was represented by the politician Lindiwe Mazibuko who increasingly uses online social platforms and telecommunication to interact with South African voters, inform up to the minute, respond promptly to news and to remain accessible to the politically interested.

A shared recognition and message of the panelists was that political education and communication can no longer be imagined without the new social media platforms. They agreed that this applies equally to developed and developing countries. "We should end the discussion about the 'digital divide'," said Mazibuko, citing South African numbers that 95% of people there own a mobile phone and more than two out of three can access the Internet with it. For a political party that is an outstanding starting point for communicating with the masses, she said.

The other main thread of the discussion was that in the euphoria about the new digital media, the traditional media, including television, should not be neglected. "It always comes down to the right mix and synergies and they vary from country to country," said Ronald Meinardus, FNS Regional Director for the Middle East and North Africa, summing up this aspect.



CLICKING FACTS — HOW TO GET RELIABLE DATA ON WAR AND PEACE FOR MEDIA, CIVIC EDUCATION, AND PEACE AND CONFLICT RESEARCH

**HOSTED BY BONN INTERNATIONAL CENTRE FOR CONVERSION (BICC) / FEDERAL
AGENCY FOR CIVIC EDUCATION (BPB)**

PANEL

Stefan Lampe, Online-Editor, Section Multimedia, Federal Agency for Civic Education, Berlin, Germany

Raimar Heber, Art Director, dpa-Infografik GmbH, Berlin, Germany

Corinna Hauswedell, Co-Editor of the German peace report "Friedensgutachten", Bonn International Center for Conversion, Germany

Philippe Rekacewicz, Geographer, Cartographer and Journalist, Le Monde Diplomatique, Paris, France

MODERATION

Lars Wirkus, Head of Section Data & Geographic Information Systems, Bonn International Center for Conversion, Germany

Introduction

Conflict and peace are omnipresent. To understand the dynamics, hold political discussions and influence policy-making, accessible and reliable data is needed. However, the use of data in journalism, civic education, and research is a major challenge. Is it reliable, accessible, and can it be trusted? In the opinion of Lars Wirkus, though it creates awareness “data should be treated with a measure of skepticism” as its meaning depends on how it is interpreted and presented. With the perceived gap between knowledge and information, the workshop sought to bridge it with insights from the panelists.

Summary

Civic Education

Stephan Lampe introduced the work of Germany’s Federal Agency for Civic Education which uses interactive formats. He cited <http://sicherheitspolitik.bpb.de/>, a portal which covers military capacities; conflicts; peace and reconstruction; natural resources and conflict; and conventional weapons. It includes a graphical information system, relational databases, cartographical processing and mapping. It allows for comparison, and encourages development of opinions and political action. The information, shared under license, can be freely accessed and used with attribution.

The Creation of Infographics

Raimar Heber illustrated the daily task of creating infographics. From an incident, information is filtered, maps or interesting text blocks created from hand sketches with technical aspects - sound, video, photo, graphics. Quality control is carried out to ensure precision, and the finished product stored and sold. Customers are at liberty to change colors or typefaces - to perhaps conform to corporate identity - as long as basic information and facts remain the same. The major problems faced are the presentation of information to suit differing viewpoints and the time constraints during production.

Peace and Conflict Research

Corinna Hauswedell described the publication of the Yearbook of Peace and Conflict Studies – “Friedensgutachten”. Highlighting two brief points, she stated that “it is easier to retrieve data on war than on peace”, due to the public attention and visibility. The difficult, protracted processes of making peace do not appear to be as spectacular. It is hard to develop a data set that portrays images of peace, as some contexts are too complex to be illustrated by existing methods.

Journalism

“Data [when] more appropriately handled can reveal some hidden trends.” Philippe Rekacewicz explained, however, the existing manipulation of data cannot be taken for granted as human processing is prone to error. For journalists, data – vague and mediocre –

cannot be trusted. It is often plagued with anachronism – data issued in 2012 relies on information and statistics from 2010 or 2008. This affects quality and is a major problem for intervention. In situations of violent political actions there is need for creation, monitoring and collation of primary data. In order to contribute to data-driven journalism, the crowd-sourcing approach gathers primary data from mobile phone users into a portal. Investment in data collection makes data accessible in this regard.

Conclusion

Data is used to show the invisible and infographics are a powerful tool for this. The presentation of data relies on method and reasoning, though biased and subjective. In essence, though *there is no such thing as a neutral map or graphic*, the discourse needs to evolve from mistrust of data, to one that “accepts the normative, as well as the factual aspects of data presentation”. It is imperative to cooperate and develop criteria for data collection methods and use more illustrative methods of presentation.



MEETING CHALLENGES AND PROVIDING OPPORTUNITIES TOWARDS INCLUSIVE EDUCATION

HOSTED BY GERMAN COMMISSION FOR UNESCO

PANEL

Florence Migeon, Programme Specialist, Section for Basic Education, UNESCO, Paris, France

Judith Hollenweger, Professor for Inclusive Education, Zurich University of Teacher Education, Switzerland

Ute Erdsiek-Rave, Chairwoman of the Expert Committee “Inclusive Education”, German Commission for UNESCO, Bonn, Germany

MODERATION

Dieter Offenhäusser, Deputy Secretary-General, German Commission for UNESCO, Germany

Inclusive education is based on the right of all to quality education. Focusing particularly on vulnerable and marginalized groups, it seeks to develop every individual’s full potential. The ultimate goal of inclusive quality education is to end all forms of discrimination. According to UNESCO, in an inclusive educational system everybody – regardless of sex, ethnicity, disability, special learning needs and social or economic background – is guaranteed equal access to high-quality education and thus can develop their abilities. However, the realization of inclusive education is progressing at different speeds in different countries.

This drove the workshop's aim to communicate international, European and German facets of the implementation of inclusive education.

The Work of UNESCO

Florence Migeon outlined the work of UNESCO towards educational justice and inclusion. Although the worldwide number of out-of-school children has dropped, enormous challenges remain, especially for marginalized groups. To attain inclusive education, politics, teacher training and communities must interact. Non-governmental organizations and civil society also play important parts. "Inclusive education is a condition for the development of inclusive societies," Migeon argued.

Inclusive Education in Europe

Judith Hollenweger, board member of the European Agency for the Development in Special Needs Education, surveyed European implementation of inclusive education. Inclusive education is important to effecting the goals of the European Commission entitled "Education and Training 2020". Even though all European countries must meet different challenges, it has become clear – mainly through the results of the PISA studies – that there is a close connection between social inclusion and inclusive education.

According to Hollenweger, the school systems of many European countries still do not welcome independent thinking, creativity and innovation. "The 21st century clearly needs new approaches to education," Hollenweger said.

Towards Inclusive Education in Germany

Ute Erdsiek-Rave elaborated on the implementation of inclusive education in Germany. She outlined the understanding of the Expert Committee: Inclusion is a human right, a central pillar of the education system and a fundamental principle of German society.

A former regional education minister, Erdsiek-Rave underlined that on its way towards inclusive education, Germany needs to implement the UN Convention on the Rights of Persons with Disabilities. The school laws of the 16 federal states and the three-tier school system need to be revised. Equal opportunities for socially disadvantaged groups need to be created. Erdsiek-Rave also saw some positive outcomes from the radical changes the German educational system will need to undergo: "Finally, the German school system is moving as a whole," she concluded.

In the ensuing discussion, the international participants related their personal experiences regarding the low permeability of the German school system.



NEW TRAINERS FOR NEW MEDIA? CHALLENGES FOR HUMAN RESOURCES DEVELOPMENT IN MEDIA SUPPORT IN A FAST-CHANGING MEDIA LANDSCAPE

HOSTED BY DEUTSCHE WELLE

MODERATION

Jochen Walter, Project Manager and Senior Management Consultant, DW Akademie, Bonn, Germany

INTRODUCTION / KEYNOTE ADDRESS

Petra Berner, Head of the Latin America Team, DW Akademie Bonn, Germany

WORKING GROUP MODERATORS

Christine Harjes, Project Manager, Team Africa, DW Akademie Bonn, Germany

Daniel Hirschler, Project Manager, DW Akademie, Bonn, Germany

David Olmos, Project Manager, DW Akademie, Bonn, Germany

The importance of social media for journalism – underestimated or overrated?

As an outcome the group formulated that on the one hand many media organizations did not yet realize the professional relevance and potential of social media and on the other hand when social media are used, their application isn't always very professional.

One example of a participant from Latin America was discussed, where social media were used by journalists to ‘creatively’ expand the borders of freedom of opinion.

How important will strategic competencies be for media trainers in the future and why?

This group firstly discussed issues of data security when using social media. Many questions remain open and users often underestimate the dangers – tagging was used as an example.

The group also concluded that all future trainers of media strategy development have to be up to date with the use and development of the social media sector. Future efficient and effective media outlets will not be able to operate without integrating social media into their strategies.

New Media = New Content & New Stories?

The group discussed issues about the life cycles of blogs used today and that the whole genre already seems to be outdated and that most possibly mobile reporting will be the future.

The stories will still be the same, but presenting will be different – so also trainers will need new tools.

Plan B

Self-moderation by participants for related subjects not covered by groups 1-3

This group discussed that any classical training for TV, radio or print is no longer relevant if aspects of social media are not integrated. Also this group saw new target groups for media trainers – the active users and actors in social media.

Summary

With the fast-growing importance of social media, underdeveloped academic education and new professional skills needed for digitalized media, many challenges lie ahead for media practitioners and trainers. The rapidly changing media landscapes and markets in developing and emerging countries more than ever need media professionals who can strategically plan, develop and implement new media approaches – considering all relevant products, services and distribution channels.

In future, no relevant media outlet will be successful within the target group up to 45 years without professionally using new media – but it won’t be easy. As one participant stated, "It’s the wild wild west out there!" Especially in countries with censorship social media are important tools to get and publish news.

On the negative side of social media there still are two main issues: Reliability of news and the enormous amount of time needed and sometimes wasted to stay up to date with Facebook, Twitter, blogs, etc.



INFORMATION, COMMUNICATION AND CULTURE OF PEACE - KEYS TO SUSTAINABILITY EDUCATION

HOSTED BY GLOBAL COOPERATION COUNCIL (GCC)

PANEL

Imtiaz Ahmed, Professor of International Relations, University of Dhaka, Bangladesh

Pía Figueroa, Director, Pressenza International Press Agency, Chile

Baher Kamal, Publisher and Director, Human Wrongs Watch, Spain

Kalinga Seneviratne, Head of Research at the Asian Media Information and Communication Centre (AMIC), Singapore

MODERATION

Ramesh Jaura, Executive President, Global Cooperation Council, Germany

Introduction

Information flows and communication trajectories are the lifelines of a culture of peace, which in turn holds the key to sustainability education, also commonly referred to as education for sustainability and education for sustainable development. Moderator Ramesh Jaura asked the panel to examine ways and means of promoting sustainability education by recalibrating information flows and communication.

Summary of the Key Results, Remarks and Quotes

Pía Figueroa pointed out that an entire generation of young people has grown up since the Earth Summit. This generation has been educated and informed with environmental values and today nobody can plead for development that does not consider the environmental dimension. Too many people are cut off from the benefits of development, she added. There is also tremendous concentration of financial power, which is a very evident form of violence that debars a majority of people from participating in real democracy and enjoying the right to education, health, housing and security in their retirement and leaves 99% of this planet's inhabitants marginalized. Social injustice seems to be creating a favorable terrain for violence, Figueroa said. She was referring to economic violence by way of exploitation, political violence when there is no access to participation, religious violence when beliefs are imposed and there is fanaticism, institutional violence when there are abuse of power and unjust laws. There is also cultural violence when other cultures are excluded.

Baher Kamal pointed out that the Arab countries have been suffering from the absence of all kinds of democratic governance, which in turn has led to poor, distorted educational systems on the one hand and the lack of freedom of expression on the other, with no independent media and, only in few cases, with controlled "opposition" information tools. The region – particularly the countries involved in the so-called Arab Spring – is now undergoing a chaotic but rapid process of building up both independent media and civil society based on culture of peace and development models anchored in sustainability.

Kalinga Seneviratne recalled that at the height of the Asian economic crisis in the late 1990s, the Thai king proposed the Sufficiency Economics model based on the Buddhist principles of the 'middle path' where modest economic growth of about 3 to 4 percent is encouraged, based not on unfettered consumption but a closed cycle of economic self-sufficiency. However, as Chandra Nair, founder of the Hong Kong based Global Institute for Tomorrow, said in an interview with him, "the Thai elites will not listen because their understanding of economics comes from the Harvard business schools". Nair said Asia needed some 100 business schools looking at sufficiency economics that will also define social justice, which is the backbone of sustainable education.

Imtiaz Ahmed referred to the discourse by Lord Krishna in Bhagavad Gita, a Hindu scripture that is part of the ancient Sanskrit epic Mahabharata. In that discourse, Lord Krishna puts the focus on righteousness which may at times involve a departure from culture of peace. In any case there was no alternative to the right to education.

Conclusion

Information and communication activities by media and related organizations can promote the culture of peace, which involves changing the prevailing mindsets that view force in all its repressive and violent manifestations as a tool of change.



ACADEMIC TEACHING FOR SUSTAINABILITY - COOPERATIVE STUDIES FOR INDUSTRY AND DEVELOPMENT AT BONN-RHEIN-SIEG UNIVERSITY

HOSTED BY INTERNATIONAL CENTER FOR SUSTAINABLE DEVELOPMENT BONN-RHEIN-SIEG UNIVERSITY (IZNE)

PANEL

Wiltrud Terlau, Head of Department Internationalisation of VET / Knowledge Management at the Federal Institute for Vocational Education and Training (BIBB), Germany

Vinod Pavaral, UNESCO Chair on Community Media, Department of Communication, University of Hyderabad, India

Axel Haasis, General Manager, Menschen für Menschen (People for People) Foundation, Munich, Germany

Elvira Jankowski, Professor of Mechanical Engineering and Technical Journalism, Bonn-Rhein-Sieg University of Applied Sciences, Sankt Augustin, Germany

Manfred Bretz, Head of TV and Radio Studios at the Bonn-Rhein-Sieg University of Applied Sciences, Sankt Augustin, Germany

Iris Gross, Teacher and Researcher, Bonn-Rhein-Sieg University of Applied Sciences, Sankt Augustin, Germany

Katharina Seuser, Professor for Journalism and Media Production, Bonn-Rhein-Sieg University of Applied Sciences, Sankt Augustin, Germany

Gottfried Rügenberg, Manager for Learning and Development, Ford, Cologne, Germany

MODERATION

Michael Krzeminski, Professor of Communication Research, Bonn-Rhein-Sieg University of Applied Sciences, Sankt Augustin, Germany

This workshop was to showcase the multiple initiatives of Bonn-Rhein-Sieg University in supporting sustainable development by fully integrating this topic both in its institutional structures and in its various academic programs. It comprised three aspects.

First the International Centre for Sustainable Development (IZNE) at the Bonn-Rhein-Sieg University was presented by its director. The center conducts interdisciplinary research on prominent sustainability issues like renewable energy, health, green economy and responsible business (CSR). It also coordinates teaching for development courses at several departments of the university. One of its international partners, the holder of UNESCO Chair of Community Media at Hyderabad University, gave ample insight into the scope and nature of international networking e.g. in the field of health communication.

Then the university's 'Teaching for Development – T4D' program was very vividly illustrated by the protagonists of a cooperation between Bonn-Rhein-Sieg University and a non-government agency for development aid in Ethiopia founded by the famous former film actor, Karlheinz Böhm. The program aims to upgrade educational methods of engineering education in Ethiopia, but as could be easily seen from a short multimedia show as well as from German students' reports, it may teach us a lot return about regarding appropriate technologies and sustainable educational structures.

Finally it was shown how the idea of sustainable academic teaching has been introduced into the curricula of the faculty of electrical/mechanical engineering and technical journalism resulting in a significant "blue track" of the engineering programs and a specialization for journalists in environmental journalism. In addition, the close cooperation between the faculty and Ford Motor Company in Cologne in so-called cooperative studies (combining traditional vocational training and academic study programs) shed light on the fact that sustainability and the economical orientation of industry are not necessarily antagonistic counterparts but can be a starting point of interesting cooperations and mutual benefits.

All three panels generated engaged questions and remarks from the audience which gave the participants additional food for thought. The key issue – how can individual examples of good practice be transferred into continuous programs and hence become more sustainable – was not ultimately resolved but was certainly moved significant steps ahead.



EDUCATION – CIVIL RIGHTS – PARTICIPATION: PRECONDITIONS FOR HUMAN RIGHTS AND SELF- DETERMINATION?

HOSTED BY INTERNATIONAL SOCIETY FOR HUMAN RIGHTS (ISHR)

PANEL

Sylvia Iriondo, President, Mothers and Women against Repression in Cuba (MAR por Cuba), Havana, Cuba

Kim Joo-ill, Human Rights Activist from North Korea, London, United Kingdom

Elena Larrinaga de Luis, President, Observatorio Cubano de Derechos Humanos, Havana, Cuba

Man Yan Ng, Human Rights Activist, Member of the Board, International Society for Human Rights, Frankfurt, Germany

Emmanuel Franklyne Ogbunwezeh, Head, Africa Department, International Society for Human Rights, Frankfurt, Germany

Haakon Spriewald, Student, Political Science and Cultural Studies, University of Bremen, Germany

MODERATION

Martin Lessenthin, Spokesman of the Board, International Society for Human Rights, Frankfurt, Germany

Human rights defenders, independent journalists, victims and witnesses of human rights violations from various countries and regions reported to the professional audience.

Silvia Iriondo, president of the Cuban-American non-governmental organization “Mothers and Women against Repression in Cuba” (M.A.R por Cuba), explained to the audience about the abuse and refusal of education in Cuba. Kim Joo-ill as a former captain in the Korean People’s Army and now human rights activist reported about his experiences in the totalitarian Juche ideology. He mentioned strategic “brain washing” and censorship as daily parts of the education system in North Korea. Dr. Emmanuel Franklyne Ogbunwezeh, head of the African section of ISHR, spoke about the educational situation in Nigeria. He related a report about financial problems of female students and also the relation between education and women’s rights. Man Yan Ng as China expert of ISHR mentioned disinformation in the Chinese education system. Elena Larrinaga, human rights activist from Cuba and Haakon Spriewald, Turkey expert and cultural studies student, also reported. A short impressive film about “Ladies in white” in Cuba was shown and letters from a former Cuban prisoner were read. Haakon Spriewald quoted references of the current education reform and the problem of child labor. He also reported censorship against students and professors and their imprisonment. Martin Lessenthin analyzed the misuse of education as a dictatorship tool by totalitarian states. Numerous people from all over the world actively took part in the ISHR workshop.

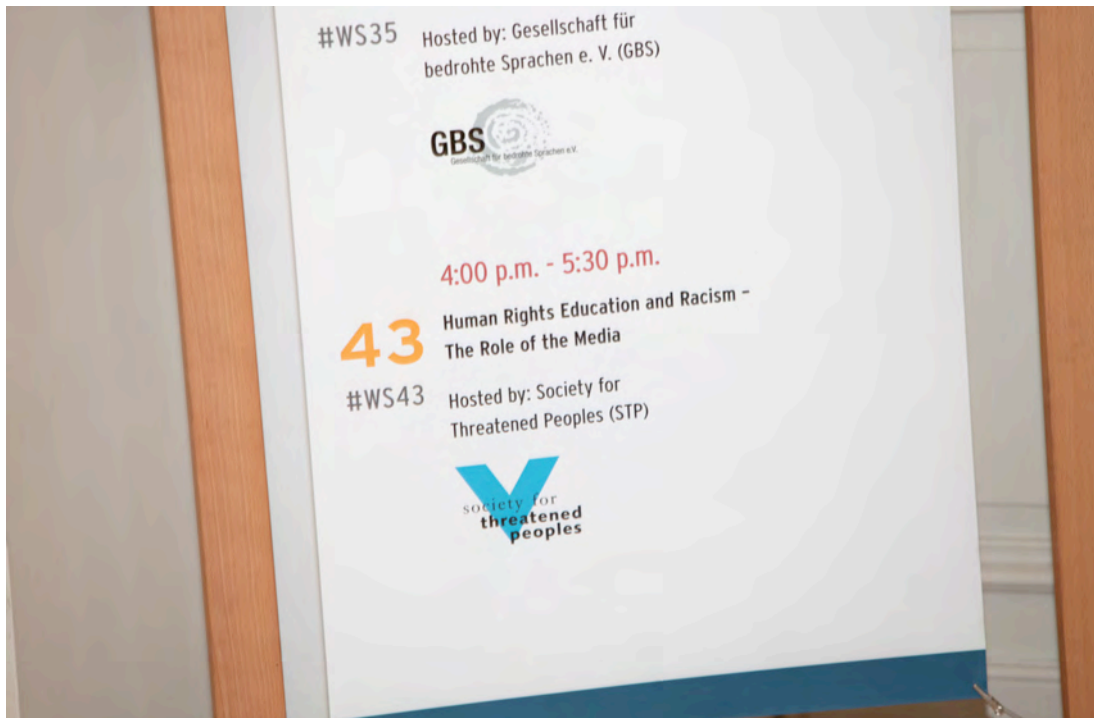
The audience found the information and experiences presented very interesting and enlightening. They participated in discussion.

The IGFM succeeded to raise worldwide attention to human rights violation by reports and emphasized the importance of education.

Press Conference

Before the workshop the ISHR ran a press conference under the same motto with involvement of human rights activists, some of whom also participated in the workshop. The news was highlighted that Dr. Kristina Schröder, German Minister for Family, Women, Seniors and Youths and a member of the IGFM political sponsorship program, took a sponsorship for a Cuban Lady in White, Niurka Luque Álvarez. Many international journalists participated and spread the announcement, especially to Spanish-speaking regions of the world.

Within the press conference and workshop, ISHR called on activists and sympathizers of human rights to have a chance at improving the human rights situation worldwide.



HUMAN RIGHTS EDUCATION AND RACISM – THE ROLE OF THE MEDIA

HOSTED BY SOCIETY FOR THREATENED PEOPLES

PANEL

Brahim Bilal Ebeid, Vice President, Initiative for the Resurgence of the Abolitionist Movement, Nouakchott, Mauritania

Fouad Ibrahim, Professor Emeritus, Institute of Geography, University of Bayreuth, Germany

MODERATION

Hanno Schedler, Deputy Head, Africa/Asia Desk, Society for Threatened Peoples, Göttingen, Germany

What happens when a government is complicit in holding people down or uses the media to misinform the public about human rights and violations? What happens when there is no human rights education in school or where people are even prevented from going to school? The seminar focused on minorities' lack of a voice in the media and the things that go unreported or are distorted by those who control the media.

Fouad Ibrahim cited the plight of the Copts in Egypt and the distortion of facts by the media. A religious minority, the Copts are often subject to discrimination in Egypt, targeted with attacks by Islamic extremist groups. Recently a peaceful protest by Coptic Egyptians was met with brute force by Egyptian authorities, resulting in multiple deaths and injuries. Reports count between 24 and 27 deaths, mostly Coptic civilians, and more than 300 injured.

In a statement released by the army this force was used in resistance to the violence started by the protesters, claiming 3 soldiers were killed in the incident. This was later clarified when the Department of Health released a statement indicating that there were no military deaths. To the wider audience it was portrayed as the authorities wanted it to be; untruths and falsification of events stating that the authorities were not to blame, and that it was the Copts who created such terror. Presented as true news reports on major media channels covering the issue, the Copts were left further discriminated against and victimized. Ibrahim a major media personality who initially read the prescribed news quit in protest over the misinformation propagated.

Brahim Bilal Ebeid was invited from Mauritania to speak on the continuing atrocity of slavery there. After a brief introduction of Mauritania, Ebeid told of the situation of an estimated 500,000 people in the country. He explained that 10 to 20% of the population are enslaved to 'masters' and are required to work endlessly without remuneration. Ebeid told of his childhood as a slave and of his mother's entire life spent as a slave, a major reason for his endless efforts to raise awareness and abolish the practice.

The Initiative for the Resurgence of the Abolitionist Movement (IRA) regularly conducts peaceful protests against ongoing slavery and the inaction of the government. They regularly assist in the freeing of slaves and finding ways to provide a life to those they rescue. Several times, the President of IRA, Biram Dah Abeid and other members were wrongfully arrested and imprisoned.

Many questions were asked after the examples were presented. The initial statement was that the recent violence targeted at the Copts was part of the larger violence in relation to the recent revolution in Egypt. Ibrahim refuted this. Other questions focused on slavery. The idea that slavery still exists was not easily identifiable or easy to swallow. Questions on what is slavery and where or if it still really exists were asked. The first comment on slavery was given by someone working with Mauritanian media stating it was eye-opening information and of how unaware she was of the issue. One participant had reservations that the depiction of the situation and definition were true and that such things still exist, saying that if such atrocities still do exist it cannot be solely in Mauritania that they do. Mrs. Ibrahim, speaking from the floor, explained a similar situation in South Sudan, detailing the existence of a girl who belongs to a family that do not support her like they do their children and who hold her as a slave.

Ebeid also responded, explaining that he often hears such comments and that it is often difficult for those outside and in the West to understand. He said that the slavery that exists is also a belief of those enslaved, that tradition and religion mentally hold them there and prevent them from speaking out. Further questions came for definitions, details and categories of slavery. None denied it was happening, but it appeared a difficult concept to swallow. If information about these matters is not presented in the media, persecuted minorities will continue to suffer.

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PLENARY SESSION 3 EDUCATION AND SUSTAINABLE DEVELOPMENT – TWO SIDES OF THE SAME COIN?

HOSTED BY DEUTSCHE WELLE

PANEL

Ursula Müller, Director-General, Policy Issues and Political, Governance of Bilateral Development Cooperation; Sectoral Affairs, Federal Ministry for Economic Cooperation and Development, Bonn, Germany

Jürgen Boos, CEO, Frankfurt Book Fair, Germany

Cristiana Falcone, Senior Advisor to the Founder and Executive Chairman of the World Economic Forum, USA

Denis Goldberg, Social Activist, Founding Director and President, Community H.E.A.R.T., Cape Town, South Africa

Thomas Pogge, Professor of Philosophy and International Affairs, Yale University, New Haven, CT, USA

MODERATION

Conny Czymoch, Moderator, Journalist, TV Host, Germany

Thomas Pogge, fresh from the environment summit in Rio de Janeiro, said he saw no advances there. The development of the human species poses very substantial dangers, he

said. They come from new technologies, most obviously weapons of mass destruction, and from environmental change, most obviously from global warming and the depletion of natural resources.

“Climate change and resource depletion can bring devastation within a century or two and major wars could bring irreversible destruction even within just the next decade. In the face of these dangers humanity needs concerted action with intelligent leadership and Rio has shown quite clearly that we have neither.

“Most human beings have a very poor understanding of the issues that are facing us. The immediate reason for this poor understanding is that the political and economic elites governing this world have much at stake in a continuation of the status quo.” These elites control the media and education systems so that the basic message heard all around is that everything is under control.

Pogge said half the world’s people have less than 10 dollars a week and the inequality is worsening in countries and the world at large.

Ursula Müller explained that the German development cooperation ministry has made education a key area of German development policy. A strategy launched last year takes a holistic approach, addressing all areas of education from early childhood to basic and secondary education, to vocational training, to higher and other education. The strategy supports all forms of formal, non-formal and informal education.

Learning to Live Together

“I don’t want to sustain this world,” said Denis Goldberg, “I’ve been an active revolutionary all my life to help bring about change to make a world fit for human beings.” One of the things lacking in the statement of the German position, he said, is that it doesn’t address how people should live together.

“If we’re going to change the world, then our education has to be different.” It has to be non-racist, non-sexist, for him socialist, meaning equality. Education in his sense has to be non-formal, non-curricular and all the rich countries need to be taught that. Formal education for him is not just maths and physics for the economy, it’s about living together as human beings.

He took media to task for their priorities. Babies born joined together get more attention than thousands of people dying in conflicts who get a fleeting mention. “It’s great to have a vision about what society must be, but we must change it, we must do it. It’s not enough to come here and listen to us, you’ve got to go and do it.”

Positive Impetus

The World Economic Forum has a Global Agenda Council on Education, which looks at where systemic transformation of the educational system should take place either through

technology or a new set of values in which trust and collaboration are more important than they have been. Cristiana Falcone explained that their global fellowship program trains leaders to tackle problems in interconnected ways. A council of global university leaders informs them how to accompany and be partners in transformation.

Educational literature accounts for the largest sector of the book publishing industry, noted Jürgen Boos, CEO of the Frankfurt Book Fair. He said his commercially organized organization fights for freedom of speech and ideas, and for literacy, needed for being able to speak up about what's happening in the world. He noted that up to four million people in Germany are functionally illiterate.

The Book Fair company runs fellowship programs, a program to promote literacy between people of foreign countries and they try to subsidize translations especially from small countries. "For some time I really did believe that access to electronic media would really help education, but first we have to work on literacy. All of you have been saying, 'we have to reach the people first before technology can step in and make access to education easier'."

Misleading Statistics

Pogge argued that statistics on the amount of education delivered are misleading, noting that in India teachers mind pupils in regular hours without teaching them, charging fees to do so after hours, which many families cannot afford. What matters is whether pupils actually learn, and there are no statistics about that. Müller, who worked for many years in Africa, recounted how in one country there government-employed teachers were just not turning up to work. So local people put up a list of those who were supposed to be there to keep tabs on them.

The shortage of books in poor countries because they are too expensive was raised at length. Goldberg reported how his organization, Community H.E.A.R.T., has shipped nearly three million books to South Africa, where 20,000 of its 30,000 schools had no libraries. Motivation to learn comes from a community that believes in education, from committed teachers able to pass on their passion for learning. "No country in the world so far has had an equal education system."

"Poverty has grown as monopoly capital called globalization has become ever more dominant. More and more people are poor, more and more people die in a world that could feed everybody."

Boos reported on a program to encourage young people to read which rewards them with a fun activity, like playing with a sports star. Müller reported on her ministry bringing together experts and practitioners from India, Mexico, South Africa and Germany to develop a global education for sustainable development program to address the specific needs of those countries.

“It’s local ownership that involves partners, people and the different levels of the societies which should take part – decision makers, NGOs, civil society, education institutions and local teaching staff. This program that connects experts and professionals of the five countries is a great success.”

Improving the Effects of Education

Pogge expressed the view that the United Nations Decade of Education for Sustainable Development, which ends in 2014, had no great effect. More or less the same things that happened would have happened without it, anyway, he suggested. “Education is needed in order to combat the often wrong and misleading information and education that is orchestrated often by the rich countries on behest of their corporations, banks, industry associations and so on.” Boos was one of several participants who argued that education content should no longer come from Europe but be created in the countries themselves.

A young South African TV journalist appealed for the world to put pressure on the national and Limpopo province governments to provide text books to the schools, many of which in that province had none. Goldberg responded: “The question I ask of my people in South Africa is you’re now free, you are managing the education system, why aren’t you providing the textbooks? It’s not up to the president, it’s up to the people. Why are they so neglectful?”

A Sri Lankan living in Singapore argued that the issue of greed was missing in the discussion. Although all the major religions abhor greed, not even religious leaders were talking about how to curb it in their societies. “It’s about people trying to live beyond their means. So why are we not talking about greed when we are talking about sustainable development?”

A South African participant asked how should the unsustainability of the destructive Western development system be taught. Pogge replied: “While there are many, many people who pretend to speak for the poor, very few of them are actually among the poorer half.” He recounted how he had done field research among the poor in six countries to try to get their description of the deprivations they think are the most important, what would improve the situation the most, what it’s really like to live in these situations.

“That doesn’t give people input into actual decision-making mechanisms, but at the very least it gives them a bit of a voice to the extent that we can publicize that and gives us who are pretending to speak on their behalf a little bit more to go on.”

WORKSHOP SESSIONS

WEDNESDAY, 27 JUNE 2012

OVERTURNING CULTURAL IMPERIALISM - THE ASIAN WAVE

HOSTED BY ASIAN MEDIA INFORMATION AND COMMUNICATION CENTRE (AMIC)

PANEL

Daya K. Thussu, Professor of International Communication and Co-Director of India Media Centre, United Kingdom

Sung-woo Park, Freelance Journalist and Researcher, South Korea

Katelijin Verstraete, Deputy Director, Cultural Exchange Department, Asia-Europe Foundation (ASEF), Belgium

MODERATION

Kalinga Seneviratne, Head of Research and Capacity Building, Asian Media Information and Communication Centre (AMIC), Singapore

The cultural imperialism theory developed in the 1970s argued that Western powers extend their grip over the world not only politically and economically, but also culturally, by flooding other societies with Western cultural products. However, Asia is now the world's largest regional market, and no longer just a consumer of Western culture but also a significant exporter of its own brands of indigenous and hybrid musical and dance forms. The workshop explored whether globalization is still imperialistically imposing Western culture.

Summary

The workshop was well attended with more than 100 participants. It first explored how Nasyid musicians in Malaysia are using the MTV video clip formatting formula and Western musical marketing techniques to brand a traditional Islamic poetry tradition into a popular Islamic pop music genre attracting young audiences. Kalinga Seneviratne also spoke about how dangdut music in Indonesia, which is very popular as a dance music genre, was rebranded into a TV-driven pop music phenomenon. Seneviratne argued that these examples have turned the cultural imperialism theory upside down in both countries.

Daya Thussu focused on Indian Bhangra and Bollywood music. He argued that the discourse on cultural imperialism is still valid because the first decade of globalization saw a massive expansion of the U.S. media into Asia. But, the second wave of globalization in the 2000s has seen an increasing visibility, value and velocity of non-Western media. He then went on to explain how the Indian media has transformed dramatically in the past decade, leading to the globalization of its cultural products and how Bollywood in recent years has developed an annual awards ceremony, which is held in various countries.

Sung-woo Park's presentation focused on the Korean Wave. He showed a number of K-pop clips to illustrate how Korean pop music has penetrated markets in France and Latin America, especially via YouTube. He said his research in Europe found that K-pop fans like the music because it has familiarity with the Internet culture. He noted that K-pop seems to have an identity problem in Europe – that is, it is neither Korean nor global.

Katelijin Verstraete said that Asia and Europe have a joint agenda in responding to cultural imperialism (from the U.S.). She thinks that K-pop in Europe and the Bollywood productions with Spain (like clips shown by Thussu) could change the way Asian and European cultures communicate. She argued that the media and pop culture could come together to better link the two regions. She noted that K-pop has penetrated Asian markets because of its Western formats. Verstraete believes that by pouring money into spreading Korean Wave in Asia, the Korean government is in fact setting up a sort of cultural imperialism in Asia.

Conclusions

A lot of hybridization is going on. A key question we should be asking is who is hybridizing with whom and with what results? Is hybridization refiguring hegemony? If you want a global product you really have to have your own and treasure it as yours. Globalization may be travelling a very dangerous path because it is going in the way of products and what you can sell, and not about what it means to you. Thus, cultural ministries will have to start thinking about these issues rather than leaving the discussion of creative industries to the trade ministries.



FAIR TRADE FASHION: EDUCATION FOR SUSTAINABLE CONSUMPTION

HOSTED BY DEUTSCHE GESELLSCHAFT FÜR INTERNATIONALE ZUSAMMENARBEIT (GIZ)

PANEL

Reykia Fick, Media Relations Manager, Fairtrade International, Bonn, Germany

Raphaëlle Gasse, Brand Manager, TUDO BOM? Fairtrade fashion made in Brasil, Paris, France

Andrea Kolb, Founder and CEO, ABURY Collection GmbH, Berlin, Germany

Kim Poldner, Co-Founder, Eco Fashion World, Switzerland

MODERATION

Eva-Maria Verfürth, Freelance Journalist and PR Consultant, Frankfurt, Germany

Elegantly Fashionable With a Clean Conscience – It Can Be Done!

Who is responsible for providing education for sustainable consumption? The media should offer information about why some lifestyles are neither sustainable nor responsible. Civil society organizations and political representatives also often assume this role. But there is one actor we tend to forget: business.

Yet an entire industry has evolved whose survival relies on creating awareness for sustainable production. That includes enterprises that market fair-trade and organic products. They have to inform potential customers about common environmental damages and human

rights violations in the production chain and convince them of the benefits of buying sustainably produced goods.

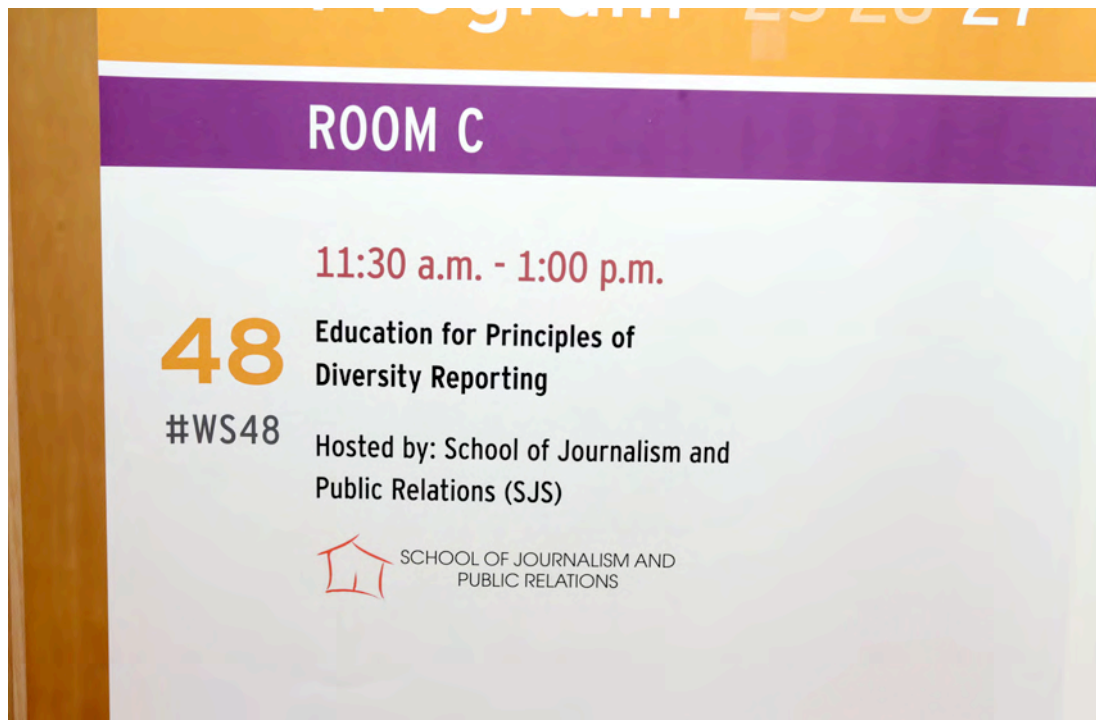
One sector facing particular challenges is the fashion industry. Their fair-trade items are by no means confined to bulky, uncomfortable cotton sweaters anymore, they've reached the catwalks of high-profile fashion centers. But businesses have to convince clients that the items are worth the higher price. This is a complex topic – and who wants to read through long, ethical reports while shopping at the store?

Digital Development Debates of the GIZ's Development Policy Forum invited four representatives of the fair trade fashion industry to discuss viable information strategies. Kim Poldner, founder of the ecofashionworld.com online guide, provided an overview of this rapidly growing sector. Reykia Fick from Fairtrade International informed about ethical cotton production and certification. Andrea Kolb, founder of the young brand Abury that is reviving traditional Moroccan stitchery talked about her marketing plans. So did Raphaele Gasse, who works for the French-Brazilian brand Tudo Bom?, producing colorful textiles in Brazil.

One issue was crucial to all of them: how do you sell ethical fashion without constantly beating people over the head with a moral cudgel? The Abury and Tudo Bom? representatives agreed that they want to avoid customers feeling guilty – they want to focus on the enjoyment that fair shopping can bring. They try to tell their product's story: The consumer should see what is behind the product, without having their nose rubbed in it. Attention should be drawn to the smaller details.

The vision of ecofashionworld.com is similar: The portal is set up to provide customers with the latest information on ethical fashion in a pleasant manner, rather than shocking with negative examples. Customers can visit the attractively designed page to find out about ecological criteria, fair fashion and certification, get an overview of labels that design fair fashion and online shops that sell it.

This links education to the shopping experience and everyone profits in the end: the customer, who now owns a beautiful, fashionable and fair product; the company, which earns money; the producers, who enjoy good working conditions and of course the environment, since the use of ecological materials does not place undue stress on it.



EDUCATION FOR PRINCIPLES OF DIVERSITY REPORTING

HOSTED BY SCHOOL OF JOURNALISM AND PUBLIC RELATIONS, SKOPJE, MACEDONIA

PANEL

Marina Tuneva, Lecturer, School of Journalism and Public Relations, Skopje, Macedonia
Igor Micevski, Producer, Journalist, BBC World Service, London, United Kingdom

MODERATION

Besim Nebiu, Executive Director, Association of Journalists of the Republic of Macedonia, Skopje, Macedonia

The workshop focused on the basic principles of professional, inclusive, sensitive and responsible journalistic reporting as a contribution to mutual tolerance, dialogue and a better understanding of diversity.

Its aims were:

- To realize what happens in the communication process among different parties and how they get their perceptions of different groups (in this case, the fact-finding mission, the mediators, the Board of Martians). It is possible that certain information will be distorted during this communication process and everyone needs to be aware of this.

- To deconstruct the media reality and realize what their role is in defining the different cultures, groups, their conflicts, beliefs, values, etc.
- To notice whether it is simple or complicated to build perceptions about the others.

The whole idea was to look at the relations among people from a completely different angle, i.e. as a stranger who has no preconceptions.

After the individual work of the three groups of participants (fact-finding mission, the mediators, the Board of Martians), the following outcomes were discussed:

- The information changes in the process of communication under influence of the variety of individuals involved (due to their perceptions, beliefs, different values, expectations, etc.).
- Our efforts to explain/interpret something can sometimes result in overstating or undermining the importance or the meaning of the information.
- The overall “framing” of the communication influences the news production, beginning from the information gathering until the “final report”.
- Our own religious/cultural views and prejudices influence the way we perceive the spirituality and customs of others.
- One always risks being biased in selecting information.
- Being insensitive to diversity often leads to over-simplification in which different groups of diversity are put into only one or few categories.
- The outcomes can vary even though the sources of information are the same.
- One is judging about issues based on selection of facts that are attractive or unique in one’s perception.
- Phenomena should be observed over a longer period to avoid drawing on ad hoc perceptions of situations.
- We sometimes base our perceptions on the knowledge and expertise of others, not on our own judgment.
- We often label the unknown in categories of good or bad.

The workshop made the following conclusions:

- The exclusion of the diversity perspective “creates” individuals who are not ready to accept the ways in which modern society works.
- It is not sufficient to learn about diversity in specific courses or through education sessions focused on this topic exclusively.
- The ethnocentric perspective has negative consequences to the students and the society they live in.

- Students need to be encouraged to become familiar with the concept of diversity in the wider context.
- Students should be encouraged to become aware of their role in the creation of an inclusive surrounding.

Some of the perceived barriers or wrong interpretations in the education for principles of diversity reporting are the assumptions that only some courses “allow” the infusion of diversity, which partially comes from the limited understanding of the need for integration of such contents in the education process.

Participants who were actively involved in the exercise concluded that this is an authentic way of exploring and discussing the topic of diversity reporting, suggesting that it could be easily integrated in the curricula of the courses focused on this issue.



GENDER IN JOURNALISM EDUCATION AND TRAINING

HOSTED BY THE GERMAN FEDERAL MINISTRY FOR ECONOMIC COOPERATION AND DEVELOPMENT (BMZ)

PANEL

Billene Seyoum Woldeyes, Feminist Blogger, Ethiopia

Prue Clarke, Executive Director New Narratives, Media Development Organization, Liberia

Nancy Taggart, Deputy Director EQUIP3 Project, Education Development Center, USA

Jörg Sadrozinski, Director, German School of Journalism, Munich, Germany

MODERATION

Ahlin Byll-Cataria, Executive Secretary, Association for the Development of Education in Africa (ADEA), Tunisia

Topic and Aim of the Panel

Although female journalists are increasing, media around the world continue to neglect women's rights and women's issues. Newspapers, cable television, network news and the online world prefer male to female sources. Many topics relevant from a female perspective are not covered or do not reach the relevant target groups. Predominantly simplified stories either on sexual abuse and domestic violence or on family life and fashion shows are reported, which are far from providing a comprehensive picture of women's role in society.

To reduce this gender gap journalists need to be familiarized with gender-sensitive reporting from the outset. Training must focus more on raising awareness for gender issues as a most relevant aspect of political, socio-economic and environmental life in society. This is of particular importance for developing countries, in which women are often the driving change agents on the ground. But it also holds true for the industrialized world. Gender-sensitive reporting has been a minor part of journalism education. Unlike economic reporting or even sports, gender sensitivity is not compulsory in the curricula in most journalism schools around the world. Hence gender-biased media coverage is common also among young and up-coming journalists.

The aim of the panel was to discuss how gender issues could and should be integrated into journalism education, especially in developing countries. It also aimed at identifying ways to increase women's access to the media and especially to media management, in order to include their points of view in agenda-setting. Examples of best practice in training were provided to demonstrate how the growing media industry in developing countries could benefit from addressing the gender gap.

Summary of the Key Results

Gabriele Geier from the Federal Ministry for Economic Cooperation and Development (BMZ) highlighted the importance of freedom of expression and access to information for everyone – especially for those who have been neglected so far – and emphasized that Germany's development policy aims to enhance opportunities and support empowerment especially of discriminated population groups. Media could play a key role in this process.

The moderator opened the discussion showing that in many countries – industrialized and developing – women's concerns are still neglected in the media and gender issues not sufficiently integrated into journalism education and training. The panelists agreed that gender issues concern both women and men and that there are countries in which men and women are stigmatized. In some countries a conservative environment enforces people not to speak in public even though the acknowledgement of their own point of view is a crucial aspect to promote men's and women's concerns.

Prue Clarke pointed out that in Liberia the media do not refer to discrimination or the abuse of women and do not use their potential to inform about gender related issues like birth control. Women's and men's experiences should be taken into account and be spread by the media. Local media coverage of gender issues could in some cases also pressure local governments to act on gender related topics. Nancy Taggart emphasized the role of the media not only to inform and educate but also to advocate and influence people's opinions. Billene Seyoum Woldeyes added that long term trainings for journalists are necessary to change media patterns and to have an impact on social constructs. Positive role models of women working in media are important, both in order to increase stories told from women about women and for young women to identify with. Jörg Sadrozinski explained that in European countries women's and men's access to journalism education is almost equal, yet

the number of women in management positions in the media is very low. This phenomenon should be addressed because executives are responsible for the (gender) agenda-setting and women are key to achieving sustainable development.

In the following discussion with the participants of the workshop, the importance of audience research was mentioned to comply with the preferences of male and female audiences. Besides, the media should move away from victim based reporting on women and the focus should be on their potential to achieve positive change. Concerning educational issues transferred via the media, schools, communities and families should strongly cooperate, for example concerning sexual education which should be addressed on all of these levels. Some examples from gender in journalism training from the participants' countries of origin were given.

Conclusion

Concluding, the panelists pointed out that creating positive role models can be a very effective tool to promote gender issues – for women and men – and they can be used to support specific target groups. Awareness-raising is highly necessary and should start at the family level. Education plays a key role to achieve gender equity and the media can sensitize the public to gender issues as well as transfer knowledge and influence value orientations.



READING AND LEARNING ROOMS - EASY ACCESS TO EDUCATION

HOSTED BY FRANKFURT BOOK FAIR LITERACY CAMPAIGN (LITCAM)

PANEL

Verashni Pillay, Online Deputy Editor, Mail & Guardian, South Africa

Yoliswa Dwane, Head of Communications, Policy and Research – Equal Education, South Africa

Karin Plötz, Director LitCam, Germany

Manasi Gopalakrishnan, Women Talk Online, Deutsche Welle, India

MODERATION

Debarati Guha, Deputy Head, South Asia Service, Deutsche Welle, Bonn, Germany

In our globalized world basic education is vital to leading an independent and self-reliant life. It is also necessary to be informed.

Debarati Guha began with a short story showing how important accessibility to education is and what it means to young people. She referred to the LitCam program “Reading and Learning Rooms” in Mfuleni and Khayelitsha, two townships in Cape Town in South Africa.

Karin Plötz, Director of LitCam, explained that while LitCam organized some readings in the townships at the Cape Town Book Fair in 2010, the idea arose to give the people there easy access to reading and learning material. LitCam started “Reading and Learning Rooms” (RaL) and cooperates with the Women of Peace Community Center in Mfuleni. They

equipped a room and this “RaL”-Room allows informal access to books and educational material on an ongoing basis for more than 100 children and youth of the neighborhood. A teacher gives extra lessons to the children in the afternoon to develop their skills. LitCam also organizes readings and workshops on topics such as security, hygiene and nutrition. In the RaL Room in Khayelitsha, LitCam cooperates with Equal Education.

Yoliwa Dwane explained the work of Equal Education. The situation of education in South Africa has not improved in the past 10 years. A big part of South Africa’s GDP, 21%, goes to education. But there is a lack of capacity on all levels of government. There is a lack of effective planning and there is no willingness to improve the situation especially in schools. Equal Education lobbies for improvements in schools, especially in the townships. They organize young people, mainly high school students, to support the pressure on the government. They use pamphlets, fact sheets, social media and print media to advance the public pressure on the ministry of education. One of the biggest problems is the teachers’ lack of training and education. There is a huge gap of knowledge amongst teachers, who are not well trained even in comparison to teachers in other African countries.

The moderator switched to the situation in South Asia, where two Deutsche Welle projects are located.

Manasi Gopalakirshnan, an Indian talked about the project “Learning by Ear” in Pakistan and Afghanistan. This project organizes a radio program targeting students aged 12 to 25. It produces audio stories about situations in the neighborhood of the students. Some of them could join them as speakers. The program is very popular and stimulated students to think about some situations. Gopalakirshnan also supervises another project by the DW South and Southeast Asia service, “Women talk online”. She presents the blog, which is an attempt to lend a voice to women in South Asia and foster discussion on women’s issues around the world.

Verashni Pillay drew together a few strands of her own experience on the topic of township education, the scale of the problem and the government’s failures. She also spoke of how the work of equal education has impacted journalists in South Africa. Education has represented the largest segment of state spending for years, but there has been little to show for all the money, with the country ranking near the bottom in global surveys of school quality.

Frightening is that research has shown that early education is of critical importance. For many South African students, the opposite is true. The early disadvantage dogs them for the rest of their lives, lowering their confidence, and severely impairing their ability to acquire new knowledge.

Organizations like LitCam and Equal Education are stepping into this void. LitCam’s work is extremely important. In South African townships preschool children often run free and neglected at a time in their lives where they should be working on developing key motor, numeracy and language skills.

Dwane's organization has, in its short life, changed the way the media talks about education in the country – and has made the media, and the government, sit up and pay attention.

Journalists rely on activists and NGOs like these to create the spark and yes, a little bit of drama, that will get our audiences interested enough in a topic to care about it, learn about it and demand change.

Easy access to education is an incredible thing to have. Pillay finalized her presentation with her intention to examine the ANC policy document on education on its deficiencies.

The final discussion with the audience focused on the question of how important parents are in education – an answer was difficult to find.

The conclusion of the panel was: Education is one of the pillars of democracy and easy access to education is the prerequisite.



DIGITAL LITERACY AND SOCIAL ACTIVISM

HOSTED BY DEUTSCHE WELLE

PANEL

Boukary Konate, Teacher and Blogger, Mali. Winner of the 2012 BOBs "Special Topic Award Education and Culture"

Shahidul Alam, Photographer, Teacher and Social Activist, Bangladesh. Jury Member of The BOBs in 2012

Claire Ulrich, Editor of Global Voices en Francais, Member of Global Voices Board of Directors, France. Jury Member of The BOBs in 2012

Arash Abadpour, Blogger and Activist from Iran, currently living in Canada. Jury Member of The BOBs in 2012

MODERATION

Kristin Zeier, Head, English Department, Deutsche Welle, Bonn, Germany

Digital literacy begins with the basics: the ability to read and write on the Internet in the local language (really important in places like Mali where the local language of Bambara is not widely used on the Web).

Even electricity is essential to overcoming the digital divide. How do you power a computer or where do you get connection to the Internet, how do you get hardware to remote villages - really basic but essential questions, we in the middle of Europe have a hard time relating to.

But these physical hurdles are just the start. Even in more developed regions there is a lack of knowledge on how to spread information, how to get the message to the people and raise social and political awareness for a cause. In other words, how do you find and connect and then mobilize people with similar concerns who are striving for social and political improvements?

And finally, the hurdle of overcoming state blockage, getting around filters, censors or other monitoring devices to access and distribute information.

Bourkary Konate explained in depth with pictures how he brings the Internet (computer and solar panel strapped to his back on a motorcycle) to remote villages. He shows schoolchildren and village residents what the Internet can do. The first thing he confronted was the lack of information in the indigenous language, Bambara. Konate translated hundreds of documents on how to teach children and made them available over the Internet to village teachers to use in the classroom. He has since moved beyond just education materials and is now translating content necessary for all the villages in his home region. He says the Internet brings the world to the villages, connects the villages with one another and aids them in gaining important information on farming, irrigation and health. He related how villagers were fascinated to locate their village on Google maps and find content about their region and their country. The Internet, Konate says, helps people understand the outside world, but also their own place in the world.

Shahidul Alam recollected the beginnings of Internet access in Bangladesh. Many of the scenes Konate illustrates he saw in his own country. Alam says many challenges face him every day, beyond the issues of the early days like electricity and e-mail servers and cheap Internet connections. Large multinationals place high prices on connectivity. Western-influenced media and the state want to dictate what people can access and who has access by limiting the spread of connections to remote areas. One of the main challenges is cost. It is still too expensive for most people in his country to go online, and when they do, they get the Western view and not objective local reporting.

Claire Ulrich talked about the responsibility of Internet users in developed regions to highlight voices not ordinarily heard, to enable people to get the information, skills and tools required to speak in their own words to their own community. This is really important because it is authentic, because the people from regions like Mali and Bangladesh need their voice to be heard. Internet activists in the West have a moral obligation to promote the cause of free access to information and to help spread information into and out of the regions. Ulrich considers herself and Global Voices to be an amplifier in the campaign to mobilize communities to push for social improvements.

Arash Abadpour lives in Canada but writes in Persian. He sees it as his role to bridge the two worlds. But he struggles to remain authentically informed of what's happening in his own country because if he becomes too distant he cannot bridge the gap. And this bridge is

important because he sees his role as networking, alerting others to what is going on and offering an outside and unbiased view of the situation in Iran.

All four participants see the Internet as divided into two worlds, where the more developed has a responsibility to promote open access and to spread skills and tools. Because only when this happens can everyone profit from an exchange of information. The Internet is a bridge, whether between two villages (as in Mali), between regions like the developing world and the industrial one and between those with open access to information and those living in a repressive society.

How are these bridges best formed? Konate and Alam see direct interaction with the community as essential. The two of them serve as role models in their communities and it is important that people interact with them directly. Ulrich and Abadpour interact more online, but both feel it is very important not to lose contact or to become too distant. Ulrich says it is always important to keep the socio-economic background in mind when campaigning for more digital literacy. You can't argue for flat rates and high-speed connections in regions where teachers make only a few dollars a day.

The issue of language is important for all participants. Each said it is crucial that communities are able to surf the Web in their own language. This is where people feel most comfortable communicating. They may be able to read some French or English, but they won't engage and become active if the content is not in their own language. English and French, among other internationally spoken languages, are important for getting the local message out to a wider audience. This is where local activists can best team up with people outside their region. Sites like Global Voices or DW's BOBs Awards help draw attention to local projects and activists, which in turn help bring in much-needed money to support work at the local level.

What can others do, why is it important for people in Germany and digital natives elsewhere to be involved in promoting digital literacy? Essentially, all participants agree that the Internet is what it is because so many people participate in communicating in it. It is not enough to hold a conversation with only like-minded people from the same socio-economic and cultural backgrounds. To truly bridge gaps and bring people closer, people from all regions and all backgrounds must find their voice and raise it in the Internet.



CYBER-RELIGION: THE SPREAD OF EXTREMISM AND OF PEACE THROUGH THE INTERNET AND SOCIAL MEDIA

HOSTED BY INTERNATIONAL INSTITUTE FOR RELIGIOUS FREEDOM

PANEL

Rainer Rothfuss, Professor of Human Geography, University of Tübingen, Germany

Christine Schirmacher, Scholar of Islam, University of Bonn and International Institute for Islamic Studies, Bonn, Germany

Joseph Yakubu, Research Coordinator, International Institute for Religious Freedom, Jos, Nigeria

MODERATION

Thomas Schirmacher, Director, International Institute for Religious Freedom, Bonn, Germany

The Internet and social media play a central role in spreading religious and non-religious extremism globally. Both tools can also be used to cool down tensions and to develop peace among religious, ethnic and national groups. Individual people can make a difference by launching large social media campaigns.

The example of a former Christian pastor who had announced his plan to burn a copy of the Quran in May 2011, and the ensuing global media attention, was evaluated and contrasted with a discussion of how Christians and Muslims worldwide did better at the same time to calm down tensions between religious, ethnic and national groups, preventing any killing.

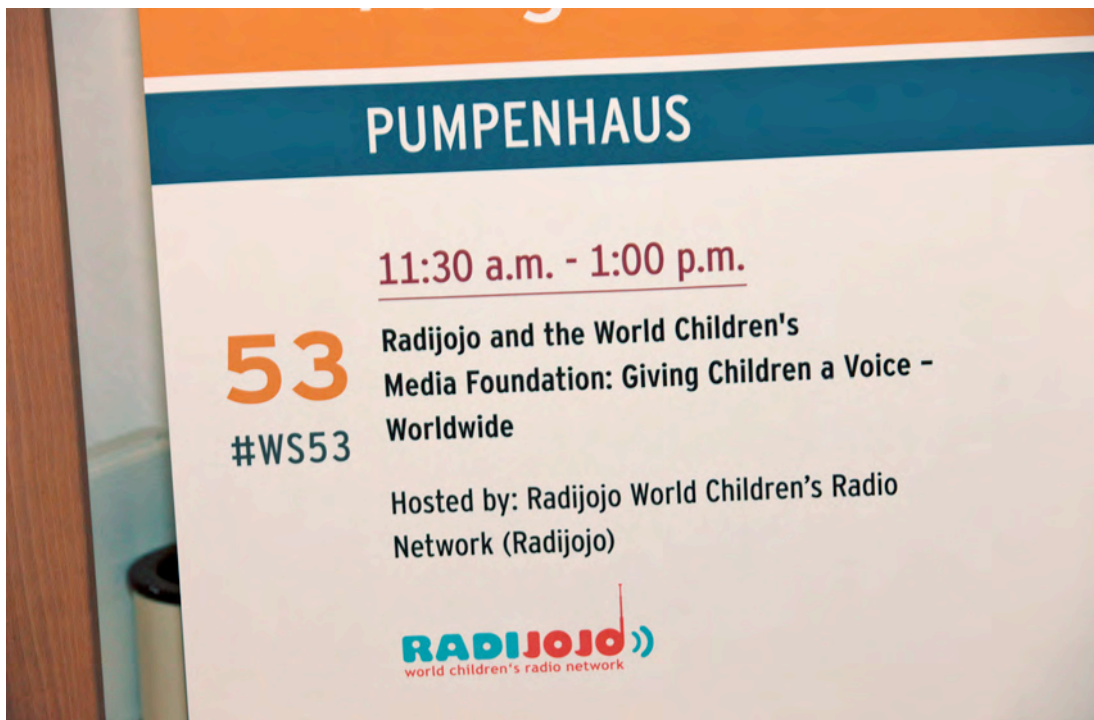
Hundreds of examples from the Internet and social media were screened by the experts, e.g. a campaign by Nigerians posting on a mass scale banners like “I like Christians” and “I like Muslims”. Most impressive was a campaign by Israelis, “I love Iranians”. Hundreds of thousands of Iranians posted back “I like Israelis”.

Christine Schirmacher focused on the spreading of world views, religious and political opinions through the Internet. She explained the impact of this tool on the Muslim community since the Internet for the first time in history creates a worldwide "ummah" (Muslim community) and connects its members all the way from the island of Java/Indonesia to the mosques in Canada and the Sufi groups in Mali. She showed how Muslim extremists manipulate their followers by the Internet and how they use new media technology on a global scale to radicalize their audience. Major theologians like Qaradawi often work out of nowhere and influence immigrants all over the globe. Schirmacher contrasted the influence of Qaradawi with the influence of Quran scholar Abdullah Saeed, who spoke at the 2011 workshop, propagating religious freedom in the name of Islam.

Joseph Yakubu introduced the participants into the world of Nigeria and its Internet use with calls to extremism as well as large campaigns promoting living together peacefully. Boko Haram was portrayed as an extremist group which recruits young people through the web and campaigns against the government. The Internet, social media and SMS are used to further “othering and stereotyping of enemies”. IT is used to spread rumors on allegedly planned attacks or secret goals of the enemy. At the same time, the Internet and social media are the greatest hope to overcoming conflicts, as millions of Nigerians fight for peacefully living together, e.g. the website MuslimsAgainstTerror.com.

Rainer Rothfuss argued that the world has entered the age of mass communication and modern media. Today, the world has 5,600,000,000 cell phone users, 2,267,233,742 Internet users and almost 1,000,000,000 Facebook users. He showed how powerful social media and the Internet are in religious and other conflicts. At the University of Vienna more than 6,000 Islamist hate-instigating web videos have been collected and analyzed within a “Jihadism online” project. Rothfuss stressed that the ongoing challenge to secure peaceful intercultural and interreligious coexistence on local and global levels calls for strict containment of cyber-extremism but also for transformation of intercultural communication to promote peace across “borders in minds”. Among the hard measures should be more effective monitoring to detect critical organizations and initiatives early enough to prevent later real terrorist attacks.

At the end, the moderator used the “Global Charter of Conscience” (charterofconscience.org), that had been launched in the European Parliament some days prior, and that gathered major signers from all over the world through the Internet, as a good example for religious and non-religious leaders to propagate peaceful engagement in the global civil public square.



RADIJOJO AND THE WORLD CHILDREN'S MEDIA FOUNDATION: GIVING CHILDREN A VOICE – WORLDWIDE

HOSTED BY RADIJOJO, WORLD CHILDREN'S RADIO NETWORK AND OTHER YOUTH RADIOS, BERLIN, GERMANY

PANEL

Wolfgang Fischer, Journalist, Radijojo, World Children's Radio Network and Other Youth Radios, Berlin, Germany

Mirco Reimer, Editor, Radijojo, World Children's Radio Network and Other Youth Radios, Berlin, Germany

MODERATION

Thomas Röhlinger, Founder and Editor-in-Chief, Radijojo, World Children's Radio Network and Other Youth Radios, Berlin, Germany

It was a highlight of the Global Media Forum: Children and youth in Marrakesh, Morocco directly connected with experts from around the world at the Bonn venue! Via Internet conference they shared views and experiences of the use of non-commercial, educative media for kids by kids. For some of the young participants in Morocco, it was their first direct contact with people abroad. In the Maghreb Radijojo runs “We are the future of Morocco!”, a project to empower young Moroccans to speak up, find peaceful conflict solutions and make friends across cultures, nations and religions (futur.edublogs.org).

Thomas Röhlinger explained live from a community center at the outskirts of the town of Marrakesh, why such grassroots children's media are of enormous importance for peace, intercultural dialogue and development.

He made clear that children's media initiatives worldwide have the right to receive regular funding, as they pursue essential UN-mandated children's rights that are neglected - anywhere and anytime: rights to education, participation, information, safety from exploitation by commercial, religious and political propaganda, the right to child-friendly media and to peer-to-peer exchange with children abroad.

Wolfgang Fischer and Mirco Reimer showed examples of Radijojo's transatlantic children's and youth media bridge “Across the Ocean” and the innovative North-South-Dialogue kids media project, “We discover the World” (www.radijojo.org).

Röhlinger introduced the audience to the mission of Radijojo for the second decade of its existence: Establishment of the World Children's Media Foundation to guarantee the organic growth and sustainability of Radijojo's global pioneering work.

In the first 10 years Radijojo connected children in more than 100 countries; from Kiribati in the Pacific to Greenland; from Colombia to Nepal; from Afghanistan to Canada. Kids from kindergarten to high school ages have created excellent media reports on essential global issues like the UN Millennium Development Goals and world peace, but also on everyday issues, traditional stories and self-written songs and poems.

The track records are excellent: UNICEF, UNESCO, UN Alliance of Civilizations, the EU, the German federal government and the World Summit Youth Award have honored Radijojo's work.

“And within the second decade of Radijojo's existence, the World Children's Media Foundation shall become the solid ground to serve dozens of millions of underprivileged children worldwide in decades to come,” Röhlinger projected. “Any support and cooperation for this common global mission is welcome at any time.”

The participants learned how to join the multi-award-winning Radijojo World Children's Media Network with their local civil society media, schools and NGOs. Some first letters of interest in cooperation were signed directly at the venue.



PLENARY SESSION 4 THE FIGHT FOR KNOWLEDGE - OPPORTUNITIES AND RISKS OF EDUCATIONAL WORK IN CONFLICT AND CRISIS ZONES

**HOSTED BY CENTER FOR DEVELOPMENT RESEARCH (ZEF), UNIVERSITY OF BONN,
AND DEUTSCHE WELLE**

PANEL

Darrel D. Colson, President, Wartburg College, Iowa, USA

Ashraf Ghani, Chairman, Institute for State Effectiveness, Kabul, Afghanistan

François Leclercq, Research Officer, Education for All Global Monitoring Report, UNESCO, Paris, France

Mihaylo Milovanovitch, Programme Analyst, OECD Directorate for Education, Paris, France

Conrad Schetter, Research Fellow, Center for Development Research, University of Bonn, Germany

Theary C. Seng, Attorney and Activist, Founding President, Center for Cambodian Civic Education, Phnom Penh, Cambodia

MODERATION

Amrita Cheema, Anchor and Journalist, DW, Berlin, Germany

Conrad Schetter argued that it was a misconception that education inherently leads to more peaceful post-conflict societies, although it is widely seen as key to preventing new cycles of violence. The Balkan wars and many other conflicts showed how highly educated people like professors, teachers, even engineers could both escalate and de-escalate conflicts. He sees an urgent need for fine-tuning to better understand the impact of education. His institute is scrutinizing the role of higher education in post-conflict societies. “Questions such as which ideology becomes dominant, what has to be taught in schoolbooks or who will get a university professorship are often highly contested in post-conflict societies.” Among questions needing to be asked are how to change minds, what to teach in schools and universities, how to overcome frictions in partisan politics within the teaching staff.

François Leclercq noted that UNESCO’s “Education for All Global Monitoring Report” last year found 47% of children out of primary school to be living in 30 low and middle-income countries affected by conflict. With most conflicts now civil wars, routinely schools are attacked, school buildings destroyed or used for military purposes, teachers and children killed, some children raped or enrolled in armed forces and millions of fleeing people finding it very difficult to access education for their children. Not enough account is taken of the impact of conflict on education. There are perils in distorted aid agendas of countries involved in the conflict. In the past decade countries like Afghanistan, Pakistan and Iraq received a very large share of official development aid including to education, causing other countries, mostly sub-Saharan, to be neglected. The UNESCO report finds that not enough, unequal and the wrong type of education can fuel conflict.

Rights With Responsibility

Theary Seng said Cambodia is not coping very well with providing neutral education. Noting that the prime, finance, foreign and defense ministers are former Khmer Rouge soldiers, she condemned the tribunals about the atrocities 35 years ago as “a sham”. But because they opened the space to address trauma, they could be a powerful catalyst for peace education and peace building. “A lot of education about civic rights is happening but what is missing is exercising those rights with responsibility. We Cambodians are trying to learn to be citizens. We’re very much in angst. To this day education is extremely politicized. You can imagine the vested interest of these politicians to rewrite history and to soon have information in the textbooks. They get to whitewash their own history and in practice be known by the world as the triers of the Khmer Rouge. And the government is getting away with this because the UN is legitimizing the process.”

Mihaylo Milovanovitch, a program analyst at the OECD Directorate for Education, sees education systems as very slow, very conservative, the guardians of traditions in most countries he can think of. This is why they fail to recognize the needs of society in countries like Kyrgyzstan or Egypt. Although the Kyrgyz constitution calls for a Kyrgyz curriculum, most textbooks considered to be good are Russian. And because the Russian minority schools are the best, there is a large divergence of the quality of education provided in

Kyrgyzstan. “Ultimately this is one of the reasons why the country was almost split in half during the recent crisis.” The situation is similar in Egypt, where the education system fails to provide increasing numbers of young people with the skills needed to find a job. “There is this toxic mix of employers that cannot find people they need and you have people that don’t have the skills needed by employers.” Many such countries slip into a vicious circle of depending on external intellectual support to design their reforms.

Teachers the Least Paid People

Ashraf Ghani sees the global aid system in total crisis. “The relevance of what they preach is really close to horrible.” He regards distance learning through modern communication as a means of “really bringing us together”. “We have to avoid false nationalism. Education is a universal issue. We need to join hands to rethink it. We need to think about new ways of connecting. What I would look for are consortia of universities, consortia of volunteers. Any high school student in OECD countries could be paired now.” Afghanistan’s 30 million people have 18 million phones. “Teachers are the least paid people in these places, so how do we entrust the teaching of the next generation to people who are mostly impoverished?” The term ‘post conflict’ is overdrawn, he said, because these societies remain in substantial conflict. Before he became chancellor of Kabul University, “students were literally killing each other in broad daylight”. He spent four months talking to the 10,000 students to have them identify five key issues. Within three months of this conversation security was restored. Ghani emphasized that in contrast to Europe, countries in Asia and Africa had no single identities, which made it harder to meet everyone’s needs. “If you start insisting on a single identity you are never going to resolve this.” The extent to which education becomes an instrument depends on how it is governed.

Darrel Colson explained how his Wartburg College, owned by the Evangelical Lutheran Church in America, offers a space for students from countries in crisis and conflict. The college agenda is to prepare young people for lives as citizens who can contribute to communities both through their work in the economy and through service in other ways, volunteerism and other techniques. “We bring international students from all over the world to spend time on our campus as matriculating students and we send our students as frequently as we can to other parts of the world. On our campus we have students from long-time conflict zones such as Palestine, recent conflict zones such as Bosnia and Kosovo and more recent conflict zones such as South Sudan, Congo and Myanmar.” The idea is for American and foreign students to learn from each other. “The intent is to break down barriers, to break down presuppositions and suspicions so that people can deal with one another as they really are.” When they send students out to projects abroad their focus is always on individuals, the student connecting with a family, the two students from different parts of the world addressing a problem together.

Engaging in Education

A lot of Twitter participants expressed frustration about how the UN is not working.

Schetter was asked for the key messages he had drawn from the discussion. He said he could listen for two or three hours more. "In addressing education in post-conflict or conflict societies you have to take all the different levels of education into consideration, starting from elementary school up to universities." He said the most important aspect he was taking away was that if teachers were not trained to educate in a better way, nothing would change.

Amrita Cheema asked the panelists about the role of the media in areas of conflict and crisis. Ghani said that "92% of men, 87% of women in Afghanistan listen to at least three radio stations. The media are important because learning must shift from a passive mode where the child is the recipient to an active mode of engaging in learning. "In that way media become part of the system instead of being apart from it." Leclercq said, "The crisis in education due to conflict is hidden. So the media has a very large part to play to bring it to the attention of the audiences."



CLOSING SPEECH

ERIK BETTERMANN, DIRECTOR GENERAL OF DEUTSCHE WELLE

Ladies and Gentlemen,

We have had three days of intense conversation. Education is a human right for everyone, as stated by Article 26 of the Universal Declaration of Human Rights. Enabling everyone to claim this right is one of the great challenges of globalization. And it's up to the media to help people to do that. History has taught us to respect the value and the rights of every human being. Regardless of age, gender, religious faith, culture or language. Unique individuals shape their societies. It's individuals who cause history to be written. The Universal Declaration of Human Rights explicitly postulates the importance of every individual. It gives every one of us rights and freedoms.

To me, freedom means being able to choose from different options without internal or external restraints. Individual freedom means being able to take advantage of opportunities, for example in education. Individual freedom also means, that you take over a specific responsibility for the society you live in. Many cultures are based on the premise that people want to educate themselves. And on their desire to progress and achieve the best for themselves and their surroundings. To make a contribution to society. That is also how I see the conference we have just shared. And I think we can really be honored that the former Indonesian President, Jusuf Habibie, has joined this conference. Because if you have a look

into the history of Indonesia you know that under his presidency the changes in human rights and the development of individuals have started. Hopefully, our plenary discussions, the 50 workshops and the countless conversations between sessions have given us all fresh insights and ideas.

One of the many great opportunities in this interdisciplinary event is that we can learn from one another. In one form or another, what we have heard and talked about concerns all of us in our daily work. Here we can look at these matters from new perspectives. As my colleague Ziphora Robina has just told us, key points of our discussions are already resounding around the globe – throughout old and new forms of media.

Allow me a personal remark concerning our Federal Foreign Minister and his diplomatic answer to the questions on his perspective on the United Nations Security Council. First of all I must tell you: That was a great speech of our Federal Foreign Minister. If you allow me: As a German I was really proud of him. But: He is involved in this discussion of reforming the United Nations. And I think everyone will understand that on such an occasion, with media representatives from all over the world he can't disclose his thoughts on how the United Nations should be reformed. This would disturb any efforts for a real change of this world institution. That's my only remark.

I am happy about all the twitterers who followed our discussion. Social media platforms have informed us of the topics that move you and your networks most. And I am certain that this will inspire especially the journalists among us to pick up the topics and stories that should be told. So that the media lives up to its responsibility.

The goal is to distribute education opportunities more equally around the world. We at the international broadcaster of Germany, the Deutsche Welle, will do just that. We have told you about projects in our programming and in the DW Akademie. More are being planned. And I am quite happy that this morning we signed a memorandum of understanding with the President of the Wartburg College in Iowa, Darrel Colson. We have agreed on going further in the cooperation with our DW Akademie and this respected university. And we have integrated the support of the Bonn-Rhein-Sieg University of Applied Sciences. I invite all broadcasters to join us in championing the global task of education, for instance through project partnerships and co-productions. It is our aim, and I think all of us have learned this during these days: The aim of journalists, of media is to give information and education. Information is a precondition for education, for giving people the chance to be educated and that they understand what it means to live together in a free voluntary society.

Ladies and Gentlemen,

This year we are celebrating a small anniversary. The fifth birthday of the Deutsche Welle Global Media Forum. Our idea has picked up much greater momentum than we could ever have imagined. Not only have we doubled our numbers since we started in 2008. More than

2,000 participants have joined the discussions during this meeting. What pleases me especially is that so many of you have joined us for all those years. Ideas have been developed here, joint projects have been launched and new friendships formed.

Next year we'll mark a bigger anniversary. The international broadcaster of Germany, the Deutsche Welle turns 60 in 2013. We look forward to celebrating this with you at the next Deutsche Welle Global Media Forum. Consider yourself warmly invited! The topic for next year's conference is "The Future of Growth – Economic Values and the Media". Please be our guest from June 17th to 19th 2013.

For now I would like to thank all of our partner organizations, the speakers and the team of organizers. I especially want to thank my colleagues from Deutsche Welle and Deutsche Welle Media Services who have prepared and organized this conference. And I thank the chairman of my Administrative Board. He has joined this conference for the fourth time. This shows that my controlling board is joining and developing this idea that we started five years ago. This conference wouldn't have been possible without your valuable engagement. A special thanks goes to the Federal Foreign Office, the Foundation for International Dialogue of the Savings Bank in Bonn, the Federal Ministry for Economic Cooperation and Development and Deutsche Post DHL.

I wish you all an enjoyable conclusion to the conference at the reception in DW's headquarters – and a pleasant and safe trip home. Let's stay in touch. See you here again next year.



The Future of Growth

Economic Values and the Media

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» It was such a pleasure to be part of the forum for this year. I found it very interesting and beneficial to exchange ideas and experiences with other media experts from around the world. I went back with a lot to tell my staff, media colleagues, and Iraqi people about the difference made in many places in the world because of committed media workers. Being the only participant from Iraq, I was very happy to have the responsibility of telling the world about my country and the role of media in the remaking of the Iraqi society. «

Bushra Al-Ameen, Executive Director, Al-Mahaba Radio Station, Iraq

» It has always been my position that in the absence of training opportunities for media practitioners in developing countries like the Philippines, international conferences such as the 2012 Global Media Forum truly serve as a very significant venue to reassess, relearn and learn new insights and better practices in journalism ... «

Iris Cecilia Gonzales, Journalist/Blogger, Philippines

» I wish to express my delight over the just concluded Global Media Forum. It was a wonderful experience to be a part of such international conference where I had the opportunity of meeting people from all over the world. I have learnt which I intend to put into practice and impact in my media organization in Nigeria. «

Lizzy Unekwuajo Agbaji, Journalist, The Nigerian Observer, Nigeria

» I've witnessed that the Global Media Forum is a must for not only journalists but also for the public, who is interested in developing civil societies. I've also witnessed the perfect arrangements for holding the forum. Everything was fine and we felt comfortable because of your hospitality and the well experienced, kind-hearted staff from DW. «

Win Kyi, Director, MRTV 3, Myanmar

» Thank you so much for the wonderful experience of the GMF. Brilliant knowledge, great network and fantastic emotions were to be brought back to Ukraine!!! «

Andriy Shevchenko, Member of Parliament of Ukraine, Journalist

