

# Reporter Training Guide



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## Our Motivation to create a Reporter Training Guide:

In modern media, people with disabilities are usually still not designers, but at best users, readers or viewers.

This fact severely impacted the co-determination and the possibilities to contribute to the design of media such as newspapers, magazines, radio, television and Internet.

This restriction of participation possibilities for people with disabilities also effectuates their very inadequate attendance in cultural life and the formation of their opinion.

Due to the lack of consideration of their limited opportunities people with disabilities also are disadvantaged by the media itself, for example by missing reports in easier language. Still as a user, reader, audience they are impeded to get information or prevented from understanding this. To counteract these disabilities, barriers and restrictions and to expand the participation of people with disabilities on the active design of media products encouraged us to concept the training.

One goal is to strengthen the media competence of persons with disabilities.

From this motivation, we developed a REPORTER TRAINING for people with disabilities.

## The Reporter Training Guide

Methods, contents, objectives and practical examples from our training experienced in practice will be represented in this guide.

This guide should be a **guide for trainers** in the work with people with disabilities from the practice for the practice.

The guide is not developed on a background of scientific research but is based solely on our experiences as we have involved people with disabilities in working with media.

The method: “Learning by doing” was always at the heart of the development of a reporter training.

The guide should stimulate to create similar projects and lives of to be supplemented, changed or tried out in practical work.

**Please try it out and share your experience with us**

## **The history of the participation of people with disabilities in the development of our newspaper “mittendrin”**

### **bdks Baunataler Diakonie Kassel – reporter as experts on own affairs**

Our house magazine called “mittendrin” which means “right in the middle” does exist since the year 2010. Before 2010 we already had a newspaper called “Information” but there were plans to create a new magazine with new ideas, new layout and new reporters.

In our magazine we report about developments and events in our organization. But also other subjects as inclusion, barrier free access for everyone, cinema reviews and tips for events and more are in the agenda of our magazine.

Many articles refer to subjects from or about people with disabilities.

Up to the year 2010 only professional staff of the public relation unit of our organization reported and created the magazine.

But who are the best experts to report about live with a handicap? Of course people with learning difficulties or other disabilities themselves.

For this reason a small group of interested employees with disabilities came together and wanted to work for our magazine as reporters.

And they were the new reporters as experts on their own account:

***Manuel Gesang, Inga Lowitzki, Chris Stein, Reinhard Kaatz,***

***Christin Stobel and Stephan Liebkrantz***

(Report of the Media Group April 2013 translated from German)

To make this group of people fit to work with media we developed at that time already a training plan which we have refined for this guide.

## Our first rough draft for a training plan

The training plan has no claim to be on the same training level as a training in the field of professional journalism, but it is created for the practical use for people with disabilities to play an active role in design of media products.

The training plan was developed on the background of practical experience in the inclusion of a small group of adult people with learning difficulties in the design of the internal magazine "mittendrin" of our organization bdk's and *also practically performed for a big part – what does this mean?*

In this project we are working with people with learning disabilities easier to medium expression at the age of 23-50 years.

We do not have practical experience yet with activities in step 6 and 7 up to the present status of the guide.

### **Description of the project "Reporter Training"**

"Reporter Training" project aims to empower people with disabilities to be able to participate in active design of media.

In the first phase of the training, „start up workshops“ should be conducted to find interested employees in our workshops who are interested in media work.

In the second phase skills can be generated in special workshops, which allow people with disabilities to be a "Reporter in their own right" in magazines, newspapers or other media and report about own concerns.

In the training we generally want to expand the communication capabilities of people with disabilities and allow participation in public discussions and public opinion. Necessary skills to be able to report on topics such as (for example) 'Inclusion', or "Accessibility" from their own concerns and their own point of view should be acquired in workshops.

Workshops and learning concepts in easier language, photography courses, interview techniques, creating reports, computer work and research should not only be accessible for people with learning difficulties, but didactic methods must be developed precisely for these trainees.

## **Schedule of training:**

The training is applied in 7 steps:

- 1. Development of methods, didactics and the necessary educational content for the participation of people with disabilities in the active design of media products.**
- 2. Start up –Workshops for finding a group of people with disabilities who are interested in media work**
- 3. Conducting workshops to increase the communication skills**
  - Workshop 1 „Easy language“
  - Workshop 2 „Working with the PC and Internet", text processing
  - Workshop 3 „Photo course“ work with the camera, image processing
  - Workshop 4 „How do I do an interview"–"How I research"
  - Workshop 5 „How do I create a report“
  - Workshop 6 „Introduction to working with modern press and communication media“
- 4. Practical translation of difficult-to-understand texts in "Easy language" by an inclusive media team**
- 5. Raising public awareness in the own social space for the use of "Easy language" and other simple methods of communication.**

Concerns of people with disabilities should be kept in the focus of the public in the own social space by „reporters working in their own account".

methods: Interviews and reports in the press media , special events, visit at local press media
- 6. Self – directed work and emancipation -**

Independent editors of media: for example in internet blogs, Facebook, own newspapers or magazines
- 7. Participation of people with disabilities in public media such as Newspaper, radio, television as experts in their own right**

## **Training STEP 1**

### **Development of methods, didactics and the necessary educational content for the realization of the participation of people with disabilities in the active design of media products**

The development of methods, didactics and learning objectives had to be adapted very individually to students.

Especially the nature and severity of the restrictions made it necessary to provide special methods and assistance services.

It was very important to have enough resources for assistance services.

For us it was primarily important to look at existing skills of the people who were interested in media work and to use these skills, support and expand them.

These special skills will also be used in the practical "reporter work". A person who can take pictures as well will take over the part of the photographer when reports have to be done.

Example:

"Chris" had a special interest and some knowledge in photography. For this reason, we will put a focus on this topic in his training.

"Manuel" had some basic knowledge of the English language and some experience in the use of "Easy language". His training is specialized in this area.

"Inga" is interested particularly in current issues, likes going to people and is very happy to communicate with them.

For Inga the training has a focus on learning interview techniques and design of reports.

„Freddy“ had good experience on the Computer. He will be mainly trained with PC. He is trained especially for text editing and his abilities will be used later in this segment of the reporters work.

The development of educational content, objectives and practical exercises are geared to the question:

**What basic knowledge and what ability you need to make a report or to create a report for a newspaper or other press media?**

For the determination of the necessary basic knowledge we used the method of brainstorming with a mixed group of employees with and without disabilities.

Here are some results of brainstorming:

A Reporter

- must have abilities in reading or be assisted at
- must have abilities in writing or be assisted at
- must have abilities in working with PC / text and photo editing
- must have abilities in photography
- must have abilities in how to lead interviews with people
- must have abilities how to write reports
- must have abilities how to research on different items
- must be able to work in a team
- must be also able to work alone
- 

**(Please add your ideas)**

For the development of training sessions it was very important that not all skills have to be developed at or to be mastered the same time from one person.

The idea was that many specialists form an editorial team complete each other and form a multitalented reporter working unit.

As a principle in the development of methods, didactics and educational content, we tried to minimize the theoretical part of the knowledge transfer. Mainly we carried out practical exercises or provided practical experience in internships and individual projects.

Often we use the principle of „trial“ and „error.“

It was very important that early success became visible soon after the start. A very important item to hold up motivation.

## **Training STEP 2**

### **Start up –Workshops to find a group of people with disabilities interested in media work**

Target of the „Start up- Workshops“ was stirring up interest in working with media and news. With these first workshops we also wanted to find a group of people within our organization interested in working with media.

We have first addressed individual persons directly and informed them in a personal conversation about the possibility to work on our magazine.

Then we planned to set up first so called „**newspaper groups**“ in different departments in our organization.

Here, the local newspaper should be read first to develop interest in the events in the community and the newspaper.

**Practical exercises** such as cutting out individual articles or images according to individual concerns were methods.

Another idea was that individual persons bring their favorite newspaper or favorite magazine and introduce it to their colleagues.

Even **communities of interest** such as animal lovers, sports enthusiasts or cinema enthusiasts are suitable to find interested persons for media work.

The interest in these topics could motivate these people to tell others about events or experiences around the theme.

Also **information** about the **practical work of a reporter** should be on the agenda of the starter workshops.

Very helpful and motivating is a working visit in real news agencies, radio and TV stations.

The contact with professional reporters makes it possible to get to know the content of the working fields of a reporter.

**Concerns** of individuals were also **identified** by community Internet surfing.

Practical options for performing **first surveys or interviews** in the circle of colleagues created further motivation. Also a catalogue of questions of the



## **Training STEP 3**

### **Conducting workshops to increase the communication skills**

On the basis of the necessary skills for the job of a reporter, we developed a series of workshops to teach skills or deepen the knowledge on the following subjects:

- Workshop 1 Easy language**
- Workshop 2 Working with the PC and Internet, text processing, Facebook**
- Workshop 3 Photo course / work with the camera / image processing with PC**
- Workshop 4 How do I do an interview?  
How do I do a research?**
- Workshop 5 How do I create a report?**
- Workshop 6 Introduction to working with modern press and communication media**

The methods, didactics and content are developed separately for each workshop taking into account the special requirements of people with learning difficulties.

During the courses we have always customized learning content and the speed of the knowledge transfer to the needs of the students.

The most practical work was always in focus and it was important to often use the principle of trial and error.

In the workshops we tried to work together with educational institutions for adult education outside of our organization because this was a very important matter in the focus of „Inclusion“.

As an example for the development and implementation of a workshop, we would like to introduce the workshop No. 2:

## **Example for a Workshop:**

### **Workshop No.2 „Working with the PC and Internet“, Picture and text processing, Facebook**

At this workshop we did work together with the VHS (Volkshochschule) Kassel (Organization for adult education in the town of Kassel).

For us it was very important that the workshop not will take place inside our organization but outside in computer learning rooms of the VHS.

The participants should so get to know training opportunities outside our organization. This fact should motivate the participations to use these „normal“ opportunities fo adult education.

With the range of seminars we also wanted to win or motivate new people for the media group.

### **First, in collaboration with the VHS, we developed the following concept for the Workshop:**

The first workshop should be the start of a series of special workshops:  
Topic of this series of workshops was:

#### **„Introduction to the use of computers and the internet for people with disabilities“**

The Topic of the first workshop in the series should be:

#### **„Edit photos and bring to Facebook“**

*Simple familiarity with Windows based computers are prerequisite.*

With this announcement, we wanted to attract people who are working already with the smartphone or computer and are interested in improving their knowledge.

From our experience, many employees with disabilities in our workshops, residential homes and cared living situations had experience dealing with smartphone and computer but often are very unsure in dealing and unfamiliar with settings, and measures to ward off dangers associated with Facebook or other social networks.

In addition to the mediation of knowledge in dealing with the computer, this topic should be also learning content.

In an open announcement we have shown following learning objectives and content:

**- What can you learn in this seminar?**

- We learn even better to use Windows based computer and to use the various programs.
- We learn to have a better order for photos and texts on the computer.
- We learn how to pick up messages and information from the Internet and continue to use.
- We learn what can be dangerous on Facebook and what you have to be careful of.

**What are we doing in the seminar?**

- We copy photos from our cell phones or digital cameras on a computer.
- We set up our Google access and use it.
- We embellish our photos with the program Picasa.
- We take our photos to Facebook.
- We do not upload and take every photo to Facebook but carefully select the photos and talk about the dangers in setting up photos

The seminar was offered in two groups with 8 participants on 12 dates.

An appointment took about 1.5 hours.

The course took place from March 24, 2016 to June 7, 2016 in the city of Kassel . The organization is called VHS (Volkshochschule). VHS is an adult education school.

The following call for proposals was published in all parts of our institution and our intranet and was especially advertised also by mail.

16 adult employees with different disabilities participated in the seminar.

The original announcement for the seminar:



Fortbildungsreihe

"Einführung in die Nutzung von Computer und Internet"

Seminarthema:  
Fotos bearbeiten und nach Facebook bringen



Auftaktveranstaltung: Beginn 24. März 2016  
Ort: Haus der Begegnung  
Folgeveranstaltungen: bei der vhs Kassel  
Dauer: Einmal pro Woche 90 Minuten (12 Termine)  
Seminarleitung: Herr Brockmann (vhs Kassel)  
Teilnehmerbeitrag: 5,- Euro  
Anmeldeschluss: 26.02.2016  
Anmeldung: über den Sozialdienst der Einrichtung

*Teilnehmen können Menschen mit Handicap aus Einrichtungen der bdkS (nicht für Teilnehmer, die es anderen beibringen möchten)*

Voraussetzung sind einfache Kenntnisse im Umgang mit Windows-Computern

Ausschreibung für 2 Gruppen mit je 7 Teilnehmer

Weitere Informationen bei Anmeldung

Was kann man in diesem Seminar lernen?

- Wir lernen, Windows-Computer noch besser zu bedienen und verschiedene Programme zu benutzen.
- Wir lernen, auf dem Computer eine bessere Ordnung für Fotos und Texte zu haben.
- Wir lernen, Mitteilungen und Auskünfte aus dem Internet zu holen und weiter zu verwenden.
- Wir lernen, was auf Facebook gefährlich sein kann und womit man vorsichtig sein muss.

Was machen wir im Seminar?

- Wir kopieren Fotos von unseren Handys oder Digitalkameras auf einen Computer.
- Wir richten uns bei Google einen Zugang ein und benutzen ihn.
- Wir verschönern unsere Fotos mit dem Programm Picasa.
- Wir bringen unsere Fotos nach Facebook.
- Wir laden nicht alle Fotos nach Facebook hoch, sondern wählen die Fotos sorgsam aus und gehen mit Facebook vorsichtig um.

A trainer's Guide was developed for the entire seminar.  
Here follows an example of the 1st + 2nd meeting:

Times from - to	goal	Content	Method, Plan of action, media
1. meeting 09:00-09:30	Getting to know each other  What we know from each other? What you should know from each other?	Introduction of Docent Name Personal items Function Hobbies Introduction of participants	Speech  Questions + Answers Hand out labels with names Partner interviews Throw a ball and put a question e.g Hobby? Work situation? Experience with computer e.t.c
Break 09:30 -09:45	Make clear the goals of the seminar  Clear and notice expectations	What can you learn in the seminar? What are we doing in the seminar Adjusting expectations and learning objectives Technical plan and organization of seminar	Speech, Flipchart  Partner interviews Notice on Flipchart Paper handout with dates of meeting 1-12 with contact addresses and telephone numbers of organisers Speech, examples Completing the forms or handout the forms for to fill out at home
Main part 09:45 - 10:15	Declaration of consent for the use of photos and videos    First steps in internet Call browser   Use of address bar	Information on the right to the own image           What is a browser? Introduction of "Mozilla Firefox" Introduction of "Internet Explorer" www. www.google.de .de .com <a href="http://www.vhs-region-kassel.de">www.vhs-region-kassel.de</a> <a href="http://www.maps.google.de">www.maps.google.de</a> >>> address of VHS >>> home address of participants >>> place of birth	Each participant is using his own computer in front The computers are connected The docent is using interactive smartboard (big screen) visible for everyone  Advise in the practical use Calling a Web- site Using google. Maps
Finish 10:15 – 10:30	Evaluation of learning results, Right "speed of teaching" must be determined	Assessment of learning results	Direct inquiry of participants Practical testing of different sequences of instructions for the particular tasks Looking at Flipchart notices about expectations

Times from - to	goal	Content	Method, Plan of action, media
2.meeting 09:00-09:30	Revive memories of the names Repeating what we have trained at 1.meeting	Repeat names of participants and docent	Ask participants to show their nameplates Docent shows nameplate again
	Practical use of google. Maps for orientation	Written recort of 1.meeting	Presentation of the interactive Microsoft tool "Sway" <a href="https://sway.com">https://sway.com</a>
Break 09:30 -09:45			Practical training at PC Demonstration how to work with the program
Main part 09:45 - 10:15	Solidification of training content from 1.meeting To take digital Photos and store, save it in PC Improve usage of smartphone camera Improve skills to take digital photos Transfer pictures to the computer	repetition how to call a browser repetition how to use of address bar introduction to the use of smart phone camera +PC take digital photos from the participants store or save photos an PC How do I create my personal folder for pictures in the Computer? How will I be able to transfer my digital pictures to my PC Folder	Practical exercises at PC Explain what you need for technical equipment -camera, cables, e.t.c Practical training in the use of camera and PC Practical training: How do I save my pictures in a personal folder
Finish 10:15 – 10:30	Evaluation of learning results, Right "speed of teaching" must be determined	Summary of Learning objectives Assessment of learning results Discuss next learning steps	Look at todays "sway" and practical results Speak about difficulties and success Direct inquiry of participants Practical testing of different sequences of instructions for the particular tasks Looking at Flipchart notices about expectations Write next learning steps on Flipchart and put it on the todays "Sway"

### Further information about the workshop:

The workshop consisted of a total of 12 meetings.

Such a trainer guide was written to each meeting.

A certificate was presented to each participant at the end of the seminar.

### Assessment and resume of the workshop:

The participants felt recognized as seminar participants and were proud to be able to participate at a training.

By the very different knowledge and very different intellectual opportunities participants need very unequal learning time and a personal assistance.

We accompanied and supported the 8 participants with 3-4 assistants.

The progress in the learning success was amazingly good. Also participants with very few skills were able to make own pictures at the end of the workshop, they were able to edit them and able to write simple texts.

Anyway, we came to the result that a further workshop should require much less basic knowledge. Basics in dealing with PC and the handling of the text and image manipulation need to be focused in this workshop.

Nevertheless, some participants have a great interest in further training courses on these topics and developed also interest in working in the media group.

One new participant for the media group could be found within the workshop participants.

The use of the computer teaching room of the VHS was ideal because of the standard of the technical equipment.

The local press has published a very positive report on the workshop in our local newspaper.

## Summary report of the workshops 1, 3, 4, 5:

### **Workshop 1: „Easy language“**

In this workshop we worked with lecturers from „ people first“ .

Participants of the media group have participated in this training.

As literature in studying we used also the advisor: „easy language - a guide“ published by the Federal Ministry of labour and Social Affairs. The advisor was created in collaboration with the network of easy language/Germany.

In this area the participants of the media group are still constantly training at each meeting.

### **Workshop 3: „Photo course " work with the camera, - image processing with PC**

This workshop was conducted only for the members of the media group.

The participants were trained in the handling of the camera.

The workshop included the following topics:

- Function and handling of the camera.
- Automatic and manual setting options
- Correct choice of motif and settings
- Image processing with PC
- Storage of photo images

One participant focused on the photograph and constantly deepened his knowledge with success. He is primarily active for illustrated reportage.

## **Workshop 4: „How do I do an interview"–"How do I do a research"**

This workshop is still in process with the participants of the media group.

The gained knowledge is continuously trained and rehearsed.

In this workshop we trained different interview techniques and dealing with microphone and a digital recorder in praxis.

The principle was to develop interview questions and practice it in real interviews.

Questions developed in the ELLA project were rehearsed and the interviews were rehearsed in practice and recorded.

Here the example of interview questions:

### WP8 Partner Nr.6

#### *Interviewfragen für Projekt ELLA -Interview Questions*

*1. Warum, denken Sie, leben und arbeiten Menschen mit und ohne Behinderung oft immer noch nicht zusammen sondern in getrennten Gruppen?*

- *Why, to your opinion, do people with and without disability still work and live in separate groups?*

*2. Haben alle Menschen mit Behinderung eine Beschäftigung oder Arbeitsstelle und bekommen Sie auch ausreichend Geld für ihre Arbeit?*

- *Do all people with disability have work and are they sufficiently paid for their work?*

*3. Können Menschen mit Behinderung frei und selbstbestimmt entscheiden wie Sie wohnen und arbeiten wollen?*

- *Do people with disability have a choice of autonomous decision-making where to live or work?*

*4. Können sich Menschen mit Behinderung eine eigene Wohnung leisten?*

- *Can people with disability afford to rent an apartment?*

*5. Dürfen Menschen mit Behinderung eine eigene Familie gründen und wie werden Sie bei einem solchen Wunsch unterstützt?*

- *Are people with disability allowed to start a family and how are they supported in implementing their intentions?*

*6. Warum, denken Sie, spricht ein Arzt nur mit meinem Betreuer und nicht mit mir?*

- *For which reason do doctors speak to my accompanying person instead of talking to me?*

During an event in the framework of the project ELLA we have conducted interviews in the social environment of our city :

See the following Link: [https://youtu.be/yOSy-qv\\_Wdw](https://youtu.be/yOSy-qv_Wdw)

Another issue was the development of techniques for research.

With the media group we cooperated in the WP 8 in the development of questionnaires on topics from "private live concepts".

We also developed a questionnaire concerning travel + holiday wishes in easier language. The development of this questionnaire is not yet completed up to the time of the realisation of this guide and does exist so far only in German language.

If you wish to know more about this questionnaire

ELLA partner No.6- bdkS baunataler Diakonie Kassel e.V

will send you a copy: email: [klaus.bertram@bdks.de](mailto:klaus.bertram@bdks.de)

## **Workshop 5 „How do I create a report“**

This workshop is also still in process.

*Here a short insight into the way of working in this workshop:*

In the first step the members of the media group were looking for a topic on which they want to report.

A theme was found in discussion in an editorial meeting.

The members of the group have decided to introduce a section of their workshop to the readers of our magazine "mittendrin".

They want to report about the tasks and the people of this department.

Then we go and find a structure of the report and pursue the implementation of the ideas in a picture report.

With the examples of professional reports, for example reports in the local newspaper, the group is to learn how to develop a simple report.

After the distribution of tasks, each member of the group takes over his special task.

For us it is important that everyone can bring in his special talent.

We place special value on vivid imagery and the use of "easy language".

At the end and as a result of the work processes the final report was created as a team.

## **Workshop 6 „Introduction to working with modern press and communication media“**

This workshop is a project for the future.

In spite of the intense support of the participants of the media group we have faced certain limits in the implementation of the necessary techniques in the time of the practical testing of the "Reporter training".

Such a workshop should nevertheless empower very advanced individual to work with media institutes such as magazines, to operate radio and television stations as professionals in their own right.

**(We like to take suggestions of all ELLA partners for the development of such a workshop.)**

## Training STEP 4

### **Practical translation of difficult-to-understand texts in "Easy language" by an inclusive media team**

At this stage of the training, it is necessary to form a group of people with and without disabilities and to train them in the following task:

The task of this inclusive working group is to translate difficult-to-understand texts in "easy language".

Special tasks were distributed to participants according to their individual skills.

Participants of the working group with greater intellectual abilities could assume the understanding and the explanation of the content.

People with less intellectual restriction may serve as a control group and assume the translation in "easy language" or support the translation.

Always use a good picturing or work with icons.

We have tested this approach for different projects and translated different texts successfully. In our magazine it is an inherent part to summarize each report in „easy language“. This is a special task for our media group.

**We ask our partners in the ELLA project to add examples of successful translations at this point.**

## Training STEP 5

### Raising public awareness in the own social space for the use of "Easy language" and other methods of simple communication

Concerns of people with disabilities should be kept in the focus of the public in the own social space by „reporters working in their own right“.

Only if the social environment accepts the needs of people with disabilities in an easy to understand communication also the „reporters in their own right“ will be accepted, involved and their contributions taken seriously.

For this reason, it is important to find methods to draw the attention of the population to this topic.

Easy communication is important to involve people with disabilities in social and cultural life.

In this training stage "reporters in their own right" should learn how to make contact with media institutions, representatives, local authorities, administrative authorities, representatives of associations and how to raise awareness on this concern.

The acquired interview and communication techniques (email, Facebook etc.) should therefore be used.

Also events can draw attention to the issue.

Here is a link to our ELLA sub-project "Day and night for diversity and understanding“.

With interviews during this project we also wanted to raise the public awareness to the right of inclusion and the use of easy communication.

[https://youtu.be/yOSy-qv\\_Wdw](https://youtu.be/yOSy-qv_Wdw)

In this step a bigger support is for sure necessary. But the work of the „reporters in their own rights“ is very authentic and can have very much influence to sensitise peoples minds for the needs of people with disabilities.

**At this point our partners are asked for „best practice“ examples how you can raise public awareness in the own social space for the use of "Easy language" and other simple methods of communication**

## **Training STEP 6**

### **Self –directed work and emancipation**

People with disabilities will be independent editors of media: for example in Internet blogs, Facebook, own newspapers or magazines

The goal of this training level is to lead the work „media design“ into full self governance of people with disabilities.

The ultimate goal is the free and self -directed design of an own magazine, an own radio or TV programme.

A goal could be setting up own Internet or facebook blogs from people with disabilities for people with disabilities for community-based information.

**Because we have not yet reached such a level we seek release of "best practice" examples.**

## **Training STEP 7**

**Participation of people with disabilities in public media such as Newspaper, radio, television as experts in their own right**

### **Training for the realization of active participation in local media:**

Aim of the training in this stage of training is the active participation and recruitment of people with disabilities at local media agencies such as local newspapers, radio and television stations.

Our principle of the strategic use of the special talents could here be applied. The group "reporters in their own right" could be used as a control group for the intelligibility of messages.

Also this group could bring disability-specific topics in the focus of the media itself.

A supported training and Internships of the "reporter in their own right" within these media institutions would be necessary.

**It would be very interesting to learn from examples of active participation by people with disabilities on press and media work in real media institutes**

**At this point we ask our ELLA partners for a research and to communicate 'best practice' examples in this matter.**

## **Closing words and evaluation of the project: - Reporter Training Guide-**

This guide is, as already mentioned at the beginning, emerged from the practice for the practice.

This guide should not be seen as a completed project today.

This guide should always be improved by readers by corrections, changes and posts of the reader.

The guide should finally not be seen as a pure manual or textbook but should rather be understood as a suggestion how to gain people with different impairments to participate in the active design of media and public communication.

The experience with our media group has shown that the participation of people with disabilities in the design of media is possible if you profit from the special abilities of each person and create a multitalented team.

In the creation of each issue of our magazine "mittendrIn" every member of the media group takes over special tasks and contributes to its possibilities to the publishing of this journal.

Here you see an example of a report the media group produced about the ELLA congress in Vienna :

kurz + bündig  
Was sonst noch so passiert

aktuell

**ELLA-Kongress Wien**  
TEILHABE VON MENSCHEN MIT BEHINDERUNG AN BILDUNG, FREIZEIT UND ARBEIT IN EUROPA

**W**ir waren in Wien auf einem Kongress. In dem Kongress ging es um das Thema „Teilhabe von Menschen mit Behinderung an Bildung, Freizeit und Arbeit in Europa“.



Das Wort ELLA ist eine Abkürzung für ein europäisches Projekt. Das Projekt heißt: European Life Long Academy. Auf Deutsch heißt das Projekt: Europaschule für Lebenslanges Lernen. Das Projekt wird mit Geldern von der Europäischen Union (EU) bezahlt. An diesem Projekt nehmen 13 Länder teil. Seit drei Jahren arbeitet die bdks mit einer kleinen Teilnehmergruppe an dem Projekt mit.

Über Möglichkeiten der Teilhabe in den verschiedenen Ländern haben wir viel erfahren und gelernt. Die Veranstalter des Kongresses haben sehr viele Angebote gemacht. Wir haben in verschiedenen Workshops mitgemacht, die sehr interessant waren. Zum Beispiel haben wir erfahren, dass die Organisation Dreams Akademie in der Stadt Kas, in der Türkei viele Freizeitangebote in einem internationalen Camp macht. Viele Filme und Bilder von den Angeboten wurden gezeigt. Wir haben Lust bekommen, in die Türkei zu fahren und das Camp zu besuchen. Auch ein Mann aus Griechenland hat darüber berichtet, wie wichtig es ist, aktiv seine Freizeit zu gestalten.

Wir haben auch eine Stadtrundfahrt unternommen und viel von Wien gesehen. Es wurde viel Englisch gesprochen. Wir haben viel verstanden und konnten uns auch unterhalten, weil wir vor der Reise mit Klaus Bertram Englisch geübt hatten. Einige Redner haben aber zu schnell gesprochen und nicht in leichter Sprache. Das hat uns nicht gefallen. Diese Bildungsreise hat sehr viel Spaß gemacht. Wir haben neue Freunde gefunden.

*Chris Stein*

Erfasst einen Teil des Bildschirms, so dass Sie ihn speichern, Anmerkungen hinzufügen oder das Bild freigeben können.



As a closing result I can say that the participants of the training did make great progress. But here´s what the participants think about our project themselves:

Here are some comments from the members of our media group about our project the "reporter training".

Manuel Gesang:



I especially liked that I could translate the texts of our ELLA partners into easy English. I've learned a lot.

I also liked to meet our friends from other countries in Vienna at the congress.

I think in the future I can contribute to our magazine very good now and I want to keep on learning all we need to be reporters.

I want to keep on working with my team in designing our magazine.

Chris Stein:



I learned a lot in the last few months. Especially I like to take photos and it is great fun to write lyrics for a report.

We've now fixed tasks during the initial creation of our magazine. I hope to engage in this activity in the main profession.

I would like to maintain the contacts to our partner countries and visit our friends abroad. I could improve my skills in computer and internet knowledge in the workshop and did learn some new things.

Kristi Strobel:



I now belong to the core team of the media group. I have learned very much. I've lost a little bit my initial shyness to interview people. I learned a little English. Now I can travel abroad often and talk with the people in other countries.

I want to learn much about how people with disabilities live in other countries.

Inga Lowitzki :



I was in the theatre workshop in Lithuania and on the ELLA Conference in Vienna.

I liked the events very well. I could contribute to publish a report of the Congress with the others in our magazine "mittendrin".

My colleagues in my workshop have often asked me how people in other countries live in their home and how they can participate in social life.

I've learned much about great projects of our ELLA partners.

These were a few voices to our project.

Who wants to see more can download our interviews and some pics at link below.

The development of this reporter training guide was created in collaboration with our media group.

Here the names of the members:

*Manuel Gesang, Inga Lowitzki, Chris Stein, Reinhard Kaatz, Christin Stobel, Stephan Liebkrantz, Frederiyk Sobczak and Klaus Bertram as a trainer*

**We ask all readers to comment our “Reporter Training Guide” and to improve by their own contribution and supplement**

Here you find links to some material we produced during our project:

Download Link: <https://bdks.sharefile.com/d-s4629d4ec29a40dc9>

**Link to the general publication of our Newspaper “mittendrin”:**

**<http://www.bdks.de/de/vielfalt-leben/publikationen>**

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