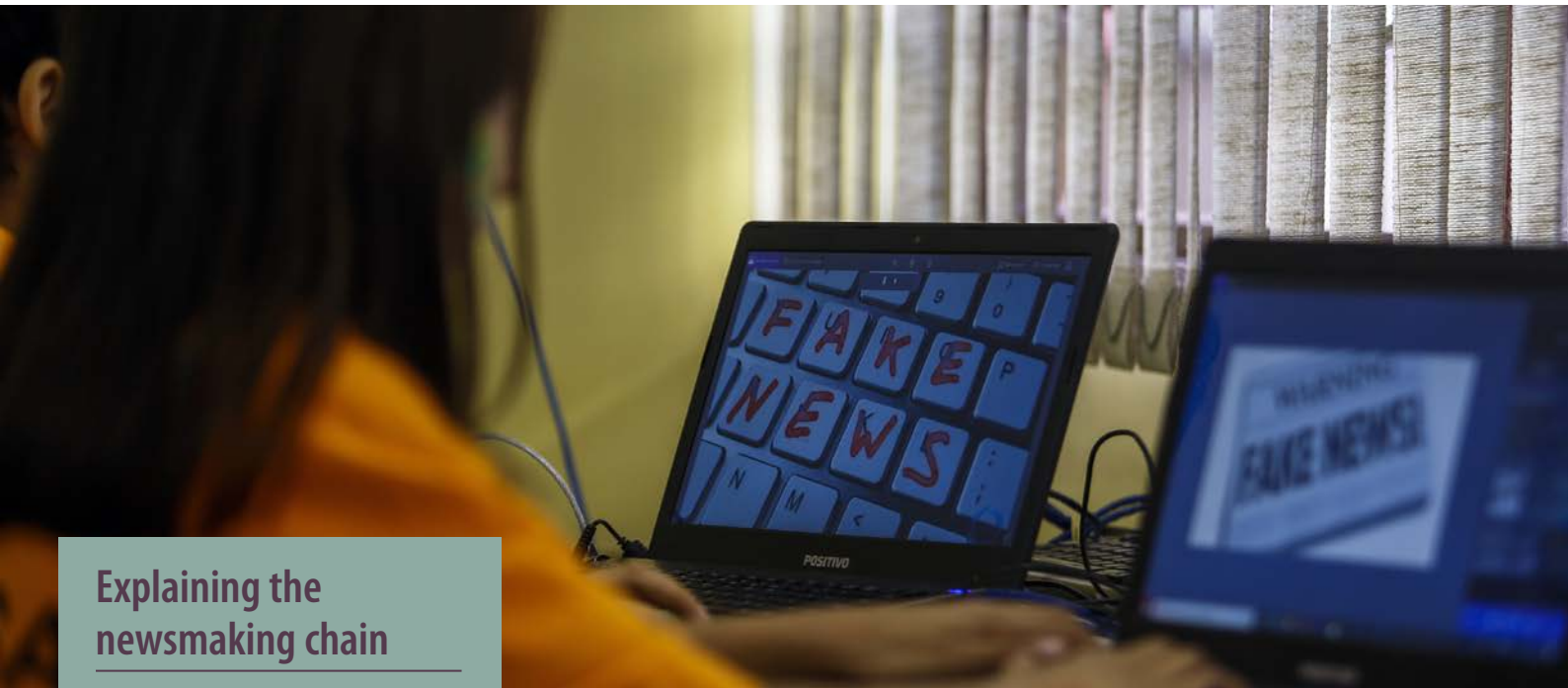


MEDIATION



Biannual
publication
of Fondation
Hirondelle

UNDERSTANDING THROUGH INFORMATION AND DIALOGUE



Explaining the newsmaking chain

The mission of journalism is not to educate, but to inform. Processing and providing clear, accurate information is not the same as teaching people to read, write, and count. These two missions, both as necessary as each other, each require specific skills and qualities. Journalists as teachers can, however, contribute to the same general interest objective: to help us understand how the world works. Given the disinformation that floods social networks and a tendency to put opinions and facts on the same level, those whose profession is to present reality as it is must now, in order to be credible, explain how they work. Showing and helping people understand the techniques and principles that guide the production of information is one of the objectives of "media education". It is also explaining how to distinguish information, factual and verified, from a lie or an attempt at manipulation. The role of journalism is also to put assertions to the test. Fondation Hirondelle has been doing this for 25 years, with its journalists, media and partners in contexts where credible information can sometimes save lives.

Nicolas Boissez
Head of Communication
and External Relations

Students attend a course on "Fake News: Access, Security and Vearcity of Information", in Sao Paulo, Brazil, in 2018. © Miguel SCHINCARIOL / AFP

MEDIA AT THE SERVICE OF EDUCATION

In a world where social networks are a major source of information and misinformation, knowing how to distinguish a fact from a lie has become a democratic issue. The media need to play their role fully in this task of education.

In 2020, social networks were the main source of news information for 26% of Internet users worldwide, almost equal to media sites (28%) and search engines (25%). This was especially true among young people: 38% of Internet users aged 18 to 24 look for news first on social networks. Yet four years after the Cambridge Analytica scandal - named after the British company that massively disseminated false information to targeted psychological profiles on social networks in order to influence their votes - little has been done to improve the reliability of the information shared there. Some 20 states have legislated against online misinformation, restricting the spectrum of messages that could be disseminated on social networks. But some of these laws are part of

copyright measures implemented by authoritarian regimes. For their part, social networks have begun to address this problem, which is damaging their reputation, but much remains to be done to help the public find reliable information online.

For about twenty years, there has been an international framework within UNESCO to do this: Media and Information Literacy (MIL). This aims to improve the capacity of people to "receive and disseminate information in a relevant, ethical and critical manner", in order to better implement their right to information recognized by Article 19 of the Universal Declaration of Human Rights. Helping citizens of all ages and all categories to extricate themselves from the mire of more or less violent propaganda on the web has become a major global challenge. It does not only concern States, international organizations, schools and universities, but also the media themselves.

To ensure that the information they process and publish can continue to be seen, heard, read and believed by as many people as possible, the media are now obliged to explain more about how they work. In this way, they can contribute to educating the public about the "making" of news. This issue presents recent actions by Fondation Hirondelle in this field, and compares them with media initiatives and reflections by leading journalists around the world. ■

Interviews

GOOD JOURNALISTS CAN EXPLAIN THEIR METHODS

With a view to media education, Fondation Hironnelle has just published "Journalism in 300 questions", a series of 31 videos with media professionals to explain the rules of how information is produced¹. Here are some examples of what they say.

Mort Rosenblum, reporter at Associated Press and the International Herald Tribune

- "Journalism is telling the story, getting the facts across."

- "Everybody is entitled to their own opinion, but not their own facts."

- "If the story rests on three legs [sources], you can start to believe it."

Jean-Philippe Rémy, head of the Africa desk at Le Monde

- "Journalistic reporting is an art, there's no set recipe."

- "What you see in the field is irreplaceable. You really need to go on the ground to understand what you didn't think you were going to find."

- "You need to be very attentive to what you have come to see, why you are doing this report, the people you have come to see, and try to understand them closely... and that requires lots of preparation: before leaving you read, discuss and absorb."

- "A journalistic text is a demonstration, a journey full of factual elements, leaving out personal opinion, which provides information in as fluid a man-



Filipino journalist Maria Ressa, who co-founded and manages Rappler, the country's leading investigative website, speaks at a press conference in Manila on June 15, 2020 after she was convicted for "cyber-defamation". © Ted ALJIBE / AFP

ner possible using language people can understand. The narration should allow the reader to follow and at the end form their own opinion."

Claude Guibal, senior international reporter at Radio France

- "Reporting brings you to empathy, in close communication with the person in front of you. A good interview is always the result of an exchange, a meeting of sensibilities."

- "I don't know if women really bring something to journalism because they are women, or if multiplying the number of viewpoints [including those of women] enriches journalism."

- "There are countries where the situation of women is such that access to the source of information is facilitated [for women]. For example, in the countries of the Middle East where I worked for fifteen years, the world of women and their intimacy was open to me, whereas this was not necessarily the case for male journalists. And embracing all the facets of a society is today made possible by the feminization of the journalism profession."

Patrick Chauvel, photojournalist, documentary filmmaker, writer

- "If you want a real image with sincere people, you have to go out and get it."

- "The person being photographed participates in the photography."

- "A good, emblematic photo is a moment, it's the one that sums it all up."

- "We don't just work for the press, we also work for the collective memory."

Patrick Chappatte, press cartoonist

- "The press cartoon is a hybrid, a mixture of comment and criticism that takes the form of a drawing. (...) It is a simplified language that goes straight to the point."

- "The heart of our profession is to aim right, not to shout loudly."

- "The press cartoon is in the tone of humour and satire. But humour is cultural, it's a slightly uncontrollable field."

- "The attack on Charlie Hebdo revealed a cultural crisis from globalization, in the sense that images produced for a certain readership have been disseminated to people who are not at all ready to understand them."

- "Satirical newspapers are meant to be provocative, they are there to test the limits of freedom of expression."

Pascal Crittin, director of Radio Télévision Suisse (RTS)

- "A public service media exists through public legitimacy, through public trust, through the fact that all audiences recognize themselves in

"Everybody is entitled to their own opinion, but not their own facts."

Mort Rosenblum, reporter at Associated Press

¹ Watch here: <https://www.hironnelle.org/en/masterclasses-presentation-journalism-in-300-questions>

it. The public service is there to ensure that all opinions can exist.”

- “The mission of the public service is to offer the maximum amount of information, the maximum number of keys to understanding, so that the public can then make a balanced choice and behave as active citizens. Regardless of the political systems in which we live, this understanding will enable citizens to act.”

Maria Ressa, co-founder and CEO of Philippines online media Rappler

- “Social media platforms distribute the news. But the gatekeeping part, keeping lies out of the public space, is something that they’ve neglected. So what we’re seeing around the world is, as social media

become the main distributor of news, lies are spreading faster than facts.”

- “97% of Filipinos on the Internet are on Facebook. And when a lie is told a million times on Facebook, it is the truth. You put so much pressure on a normal person that they can’t tell fact from fiction. And the voice with the loudest megaphone wins. Whether that’s Putin, Trump or [Philippines president] Duterte, you’re seeing the impact: when people don’t know what the truth is, what the president says becomes the truth. The amplification of lies threatens democracy all around the world.”

- “Journalists need to continue doing their job. The remedy is facts, truth. Time Magazine call us the “guardians of truth”. Now more than ever, journalists need to be that.”

Guillaume Daudin, ex-coordinator of AFP Factual

- “A source is a person, a piece of data, an organization that you’re going to use to try to certify something. It is an element that is built over time: our trust will grow, and we will make sure as we go along that what this source tells us is something that is verified.”

- “One source in journalism is rarely enough. Most of the time, we use several sources, so that we can cross-reference different points of view and interests.”

- “A good journalist is also sometimes a journalist who explains their methods, and who gives keys to conducting a follow-up investigation. When I write an article, I always try to explain how I arrived at a particular conclusion.” ■

Educational radio programs for out-of-school children

In the Central African Republic (CAR) and Mali, Fondation Hironnelle’s media outlets have been producing radio programs since 2019 for children out of school due to the security and health crises.

As a result of armed conflict, “one million children are in need of education and have no access to school, and 56,000 of them live in camps for the displaced,” says the CAR’s Humanitarian Response Plan 2020. In this context, the Central African Ministry of Education, UNICEF and Radio Ndeke Luka, a radio station created and supported by Fondation Hironnelle, launched educational programs via the radio in late 2019. Every day at 5:05 pm, lessons in numeracy and reading in French and Sango, the national language, are broadcast to support the Ministry of Education’s action for affected children. The utility of this redoubled in spring of 2020, when the schools throughout the country were closed because of Covid-19.

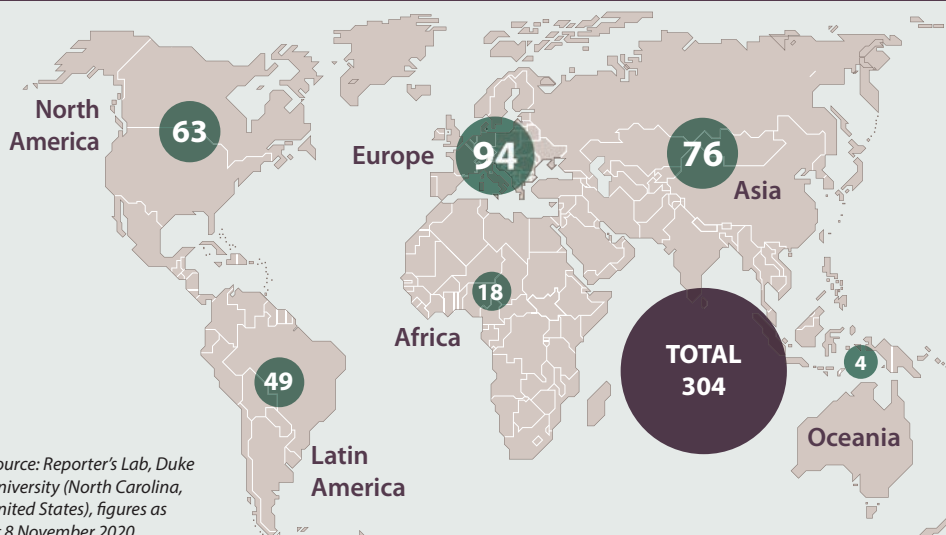
Since June 2020, Studio Tamani, a Fondation Hironnelle studio in Mali, has been producing radio lessons with education specialists for out-of-school children aged 5 to 10. This is a partnership with the Norwegian Refugee Council and the Malian Ministry of Education, financed by the Swiss Solidarity foundation. The programme is broadcast every morning at 10 a.m. by Studio Tamani’s network of 85 partner radio stations throughout Mali, with repeat broadcasts. The lessons are also broadcast in the afternoon by Mikado FM, the UN radio station in Mali, as well as on WhatsApp. They are also posted on Studio Tamani’s website.

Fact-checking across the world

Many online initiatives - more or less media-related - aim at “fact-checking” the information circulating on social networks. Since 2015, the International Fact Checking Network (IFCN), an offshoot of the Florida-based Poynter Institute for Media Studies, has been working to federate fact-checking sites worldwide whose work meets five conditions: impartiality, transparency of sources, transparency of funds, transparency of method, and openness to corrections. In November 2020, the IFCN counted around 80 fact-checking sites in the world meeting these criteria. The Reporter’s Lab at Duke University (North Carolina) looks at fact-checking sites published by the media. As of November 2020, there were more than 300 fact-checking sites worldwide, including 94 in Europe and 58 in the United States (see map below).

The Reporter’s Lab notes two things driving media creation of fact-checking in the last three years: the holding of elections in specific countries; and the growing financial investment of social networks in verifying information. From 2018 onwards, the “third-party information verification programme” set up by Facebook in the wake of Donald Trump’s election in 2016, for example, has enabled Agence France Presse to develop several dozen fact-checking sites in the countries where it operates. Among them, AfricaCheck (pan-African) and Chequeado (Argentina) have become reference fact-checking sites in Africa and Latin America. In Asia, where fact-checking remains a relatively timid practice, the IFCN and the Reporter’s Lab exchange information with media outlets such as Fattabyno (Jordan) active throughout the Arab world, Factcheck.in (India), SNU Factcheck (South Korea) and Rappler (Philippines).

Number of fact-checking media worldwide



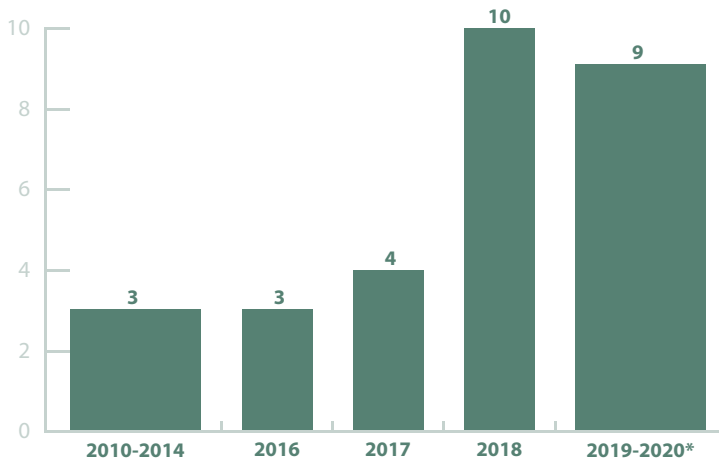
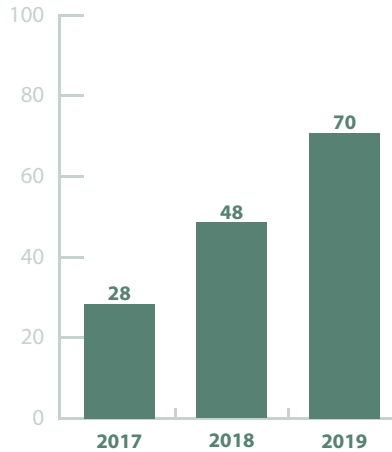
Source: Reporter’s Lab, Duke University (North Carolina, United States), figures as at 8 November 2020

Big Data

Disinformation online: growing awareness of States, for better or for worse

Number of countries where governments or political parties have organised campaigns of disinformation on social networks

Source: Samantha Bradshaw & Philip N. Howard. 2019 Global Inventory of Organised Social Media Manipulation. Oxford, UK: Project on Computational Propaganda.

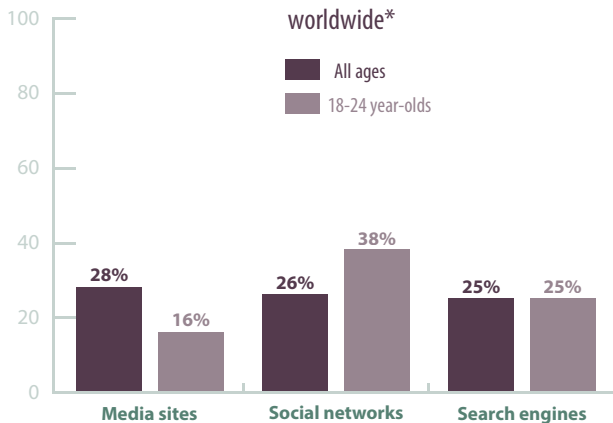


Number of countries that have legislated against disinformation online

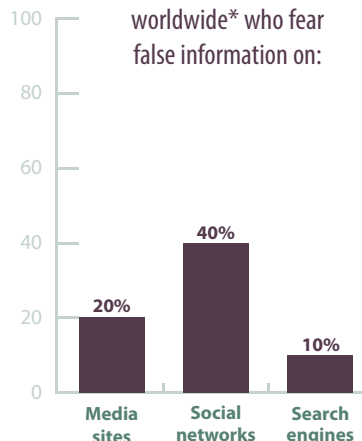
* (up to 31 March 2020)
Source: Kalina Bontcheva & Julie Posetti (ed.), *Balancing Act: Countering Digital Disinformation While Respecting Freedom of Expression*, UIT-UNESCO, September 2020

Social networks, a growing but unreliable source of information

Main sources of online information worldwide*



Share of audience worldwide* who fear false information on:



* Survey conducted among more than 80,000 people in 40 countries on 4 continents
Source: Reuters Digital News Report 2020

Covid-19: disinformation and fact-checking on Facebook

f 7500

Number of fact-checking articles linked to Covid-19 produced by media partners of Facebook in April 2020

50 M. f

Number of posts linked to Covid-19 moderated by Facebook in April 2020

Source: Facebook

Election US: disinformation and fact-checking on Twitter

t 37%

Percentage of Donald Trump Tweets subject to moderation by Twitter, from 3 to 5 November 2020

-82% t

Drop in number of Donald Trump Tweets shared per minute after being subject to moderation by Twitter, from 3 to 5 November 2020

Source: Election Integrity Partnership

Our experience



MEDIA FOR LEARNING

Fondation Hironnelle, which has been working on information and training issues since its creation 25 years ago, is also investing in education through and about the media. **Overview with Caroline Vuillemin, General Director, and Michel Beuret, Head of Editorial Content.**

A journalist from Radio Ndeke Luka, a media created and supported by Fondation Hironnelle in the Central African Republic, reporting in a classroom in Bangui. © Marc Ellison / Fondation Hironnelle

Recently, in the face of the Covid-19 pandemic which brought the closure of schools in CAR and Mali, our media, in partnership with the Ministries of Education and education experts, produced and broadcast school radio programmes for students forced to remain confined to their homes. In this specific situation, they fully assumed an educational role. (See box on page 3)

Fondation Hironnelle has recently published some 30 “masterclass” videos on journalism, interviewing French and English journalists and media specialists in “300 questions”. Why this approach?

Michel Beuret: Amid the anarchy of online information, getting information means circulating in a world without a map or compass. To avoid the worst - disinformation and the lack of multiple points of view which creates isolated groups or information bubbles, it is better to understand how producing information works. This is the whole meaning of these open access “masterclass” videos, which I have coordinated with a view to media education. They cover about 30 themes with as many specialists in their fields: reporting, how information is produced, the media economy, “fake news” (how to thwart it?), sources, the rights and duties of the journalist, the future of the press, etc. In total, 300 questions divided into 30 capsules of 12 to 18 minutes each - more than six hours of interviews filmed and

subtitled in English and French, available to trainee journalists but also to anyone interested in these issues.

You have just mentioned two recent initiatives on educational media and media education. Where does Fondation Hironnelle stand on educational issues today?

Michel Beuret: In today’s media cacophony, where all information seems to be valid, most of the people we interviewed insist on the basic missions of journalism: to get closer to people and situations, to rely on several sources to establish facts, to tell true stories, to help media users understand reality in order to better be able to act.

Caroline Vuillemin: We understand education in the broadest sense: the opportunity for our audiences to learn and constantly expand their knowledge and skills. This is also one of the missions of general interest media. It can be achieved through rigorous information, by listening to the needs of populations, through offering diversified products - news bulletins, debates, service programs - and by using all available media tools (sound, image, text) to reach the public. ■

Give our audiences the opportunity to learn and constantly expand their knowledge and skills

© Fondation Hironnelle



Fondation Hironnelle works in countries where there is a lack of media information, but where a culture of information and a whole range of public services are also sometimes lacking. In your opinion, is a media outlet also an educational tool?

Caroline Vuillemin: The primary role of a media outlet is not education but information, most often aimed at adults. It is in this sense that Fondation Hironnelle’s media work in the eight countries where we are currently active. But in some countries where public services are not or no longer provided by the State, we sometimes use our media to provide the population with certain basic services. These include information on human or civil rights, but also practical information like how to open a small business, to improve your crops, to obtain a scholarship.

Eyewitness

EXPLAINING THAT FACT MUST PREVAIL OVER BELIEF

Eric Valmir, Secretary General of Information at Radio France, explains what the French public service group is doing in the field of media education, particularly through the program "Interclass" for which he is responsible on the main station France Inter..

The Radio France group is made up of seven stations representing a cumulative daily audience of some 15 million people, or nearly a quarter of the French population. Does this give it a special responsibility in terms of media education?



During a demonstration in Paris on October 18, 2020, in homage to history teacher Samuel Paty two days after he was murdered. © BERTRAND GUAY / AFP

how to listen, argue and respect nuances, in the face of the prevailing culture of the TV clash.

What have you observed in these students' relationship with the media?

When France Inter journalists arrived at the beginning of the school year in priority neighbourhood schools, the students rarely wanted to work on the project. For many of them, journalists are liars, "buffoons", there to cultivate one-track thinking. But very quickly, they realized that we are there to help them express what they want to express, to give them the tools to do so and to allow them to open up their horizons of thought. So they most often adhere to the project: In the 2019-2020 school year, the Interclass workshops were able to continue by videoconference during the Covid-19 confinement. Unlike other courses, almost no student dropped them.

**Debate is key:
getting
students to
exchange
ideas without
violence**

In a world where information and misinformation is propagated on social networks, what do you think are the main challenges in media education?

Educating on media is educating on the cardinal journalistic value that fact is the DNA of this profession, it must prevail over belief. From this point of view, the Covid-19 pandemic is a thorny journalistic issue: this disease is new in humans, subject to research that is constantly evolving and that places Covid-19 fact itself in an uncertain zone. In this context, where the facts remain largely undefined, belief tends to prevail, and therefore "fake news" to impose itself. This is why we encourage students to think for themselves: reflection and critical distance are the best weapons for building information.

After the assassination in France last October of Samuel Paty, a middle school teacher who had shown Charlie Hebdo cartoons to his students, it seems to me that debate is key in media education: getting students to exchange ideas without violence. Their autonomy of expression, their freedom of expression, depends in particular on this. ■



Eric Valmir: Certainly. Media education at Radio France is structured according to the station, with a series of podcasts for children aged 7 to 11 on our news channel France Info, school web radios for secondary school students on our channel Mouv' dedicated to young people, and a system for learning how to report for CM2 classes piloted by our local France Bleu stations. And on our main station France Inter, there is "Interclass", a series of 8 one-hour summer programs that are prepared throughout the year by journalists from France Inter's editorial staff in residence in middle and high schools in priority neighbourhoods throughout France.

In the first years, from 2015 to 2019, the main goal was getting journalists and teachers working together to get high school students in priority education networks (REP) to experiment with rigorous investigation, verification of sources, detection of "fake news" and the requirement of ethics in journalism. Since last year, we have been trying to make students the main protagonists of the programme. Let them speak up, let them choose for themselves the subjects they are going to work on. We try to get them to take the lead on the show, to think for themselves and at the same time against themselves, that is to say against the belief they might have had before starting this journalistic work. And we sensitize the students to the culture of debate, to know

Fondation Hironnelle is a Swiss non-profit organization which provides information to populations faced with crisis, empowering them in their daily lives and as citizens. Through our work, millions of people in war-affected countries, post-conflict areas, humanitarian crisis and societies in democratic transition have access to media that speak to them and give them a voice.

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