

A DIVERSITY TOOLKIT

For initiating intercultural dialogue

between CSOs and the media



INTRODUCTION

What should you do?

The worst part about
censorship is 



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INTRODUCTION

Over the years CSOs (Civil Society Organisations), vocational, and research institutes in countries all over Europe have been making efforts to make the media more intercultural and diverse, in order to reduce biased reporting and to encourage the inclusive participation of migrant and refugee communities in our societies. Codes of conduct and guidelines have been developed, and handbooks for journalists have been drafted, on how to counteract negative and biased portrayal of minorities and on how to promote diversity.

From the outset the main concern was "how to get more diversity into the newsrooms?" Since then, discussions have moved on from anti-racism issues, to issues such as social exclusion, equal citizenship, negative portrayal, integration, Islam, illegal migration and asylum. More recently the responsibility of the media in setting the political agenda and its role in instigating "media hypes" has become a hot topic of debate. Another important development is the acknowledgement by minority groups that they also have a responsibility in making the media more diverse, and that they should initiate dialogue and cooperation with the media as well as take part in the public debates.

A lot of work undertaken by CSOs is aimed at putting media and diversity on the political and media agendas. In many countries CSOs are involved in media monitoring and dialogue with journalists on how to make the media output reflect their societies better. Databases with minority spokespersons have been developed and minority organisations have received media training so as to take a more active part in the public media debates.

More recently CSOs have begun to understand the opportunities of the new media environment. It has become easier to create their own community media, like websites and even digital radio and television stations, which service their own communities and create platforms by which to make their voice heard by the rest of the society. The Internet provides more of these opportunities through blogs and forums. It can also be used to host discussions on issues of interest to minority communities and gives room to alternative information, which normally cannot be found in the mainstream media.

Finally, in several countries CSOs are involved in setting up multimedia projects, like press agencies with young people, which help them understand how the media work, and how to make their voice heard.

Yet, despite all these projects and discussions, conferences and research, and still more discussion, most journalists and broadcasters are still struggling to portray a fair picture of the multicultural society. While most of the recommendations and guidelines are still valid, the big question remains 'how to put them into practice'.

WHAT IS THIS TOOLKIT FOR?

This toolkit aims to encourage and help initiate intercultural dialogue, cooperation and mutual understanding between Civil Society Organisations (CSOs) and media organisations, in particular Public Service Broadcasters (PSBs), and so help improve their reflection of our diverse societies. This toolkit is meant especially for those CSOs representing immigrants and (ethnic) minority groups, since they share the responsibility of making the media more diverse.

■ **RELATION TO THE FIRST DIVERSITY TOOLKIT**

Two years ago the 'The Diversity Toolkit for Factual Programs in Public Service Television' was created on behalf of public service broadcasters working towards more diversity on their screens, to raise awareness among journalists and producers of factual programs about the effect of their reports on the audience. This toolkit for csos is the sister publication, and aims to help csos representing immigrants and minorities to reach out to media and be heard by them. We hope that the two together will allow fruitful connections and positive changes to be made.

■ **WHO IS IT FOR?**

Civil Society Organisations (CSOs), including non-governmental organisations, cultural and professional associations, and institutions that support the promotion of diversity in society and the fight against discrimination. This toolkit is aimed primarily at trainers of minority and immigrant spokespersons, minority CSOs and of other migrant CSO representatives that are dealing with the quality of the content and diversity policies of the media. Hopefully trainers will take on this toolkit and CSOs will use it for discussions within their organization about how to react to incorrect reports in any media. The toolkit should also help raise awareness about the internal workings of the media and thus create better working relationships.

■ **DIVERSITY IS NOT ONLY IMMIGRANTS AND MINORITIES**

Diversity has many faces, and we have to bear in mind that many groups and individuals in society share social exclusion. Talking of diversity we have to think of race and ethnicity, but also about gender, religion, nationality, sexual orientation, class or disability. They do not act independently but interact on multiple levels – the common root is inequality.

WHAT IS THIS TOOLKIT FOR?

■ HOW TO USE THE TOOLKIT

Part One consists of an introduction about Civil Society Organisations (CSOs) and their role in improving their society, and three chapters on monitoring the media, contacts with the media, and how to react to media coverage. This part is meant for all CSOs that want to start and/or reinforce the relationship between their minority groups and the media in general, or with some journalists in particular.

Part Two: these chapters face specific issues that can be of interest to some minority or immigrants groups in specific countries or facing specific situations.

Part Three consists of practical tips and examples of how to approach training – organisation, planning, number of participants etc. For discussion in the training sessions, each chapter presents some concrete examples of good practice, followed by simple and focused questions and by training exercises for individuals and for groups.

The examples come from several European countries, and so they deal of course with a range of different situations related to immigrant and minority groups. This gives a European view of the immigration and minority issues being debated in the media and the way immigrant and minority groups can take initiatives themselves. Of course the conditions vary in the different countries but these examples are given to invite you to think of your own local examples of both bad and good reporting.

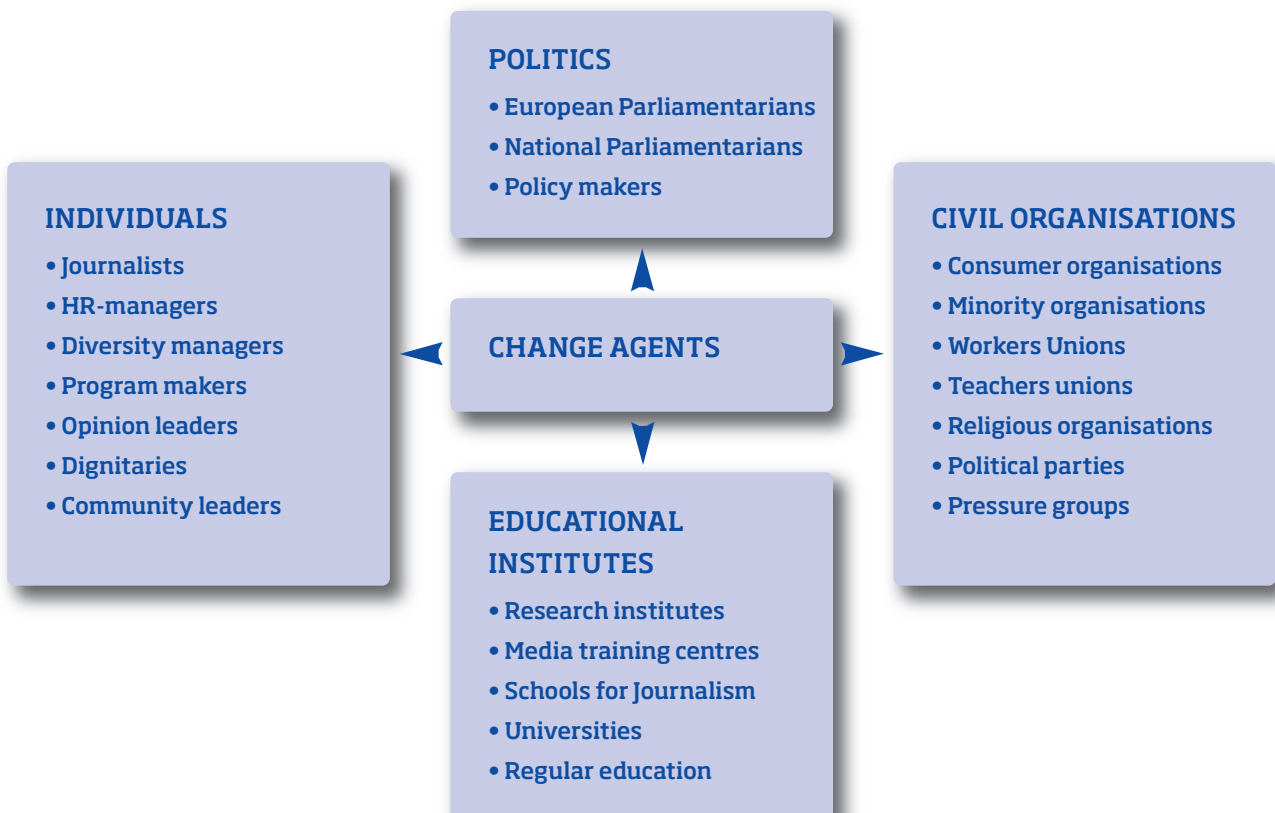
Documents and useful links will be on www.tuningintodiversity.eu and tips can be found in the DVD (Annexes), which is included in the toolkit.

RESPONSIBILITIES OF CSOS AS CHANGE AGENTS

The media plays an essential role in the integration of immigrant and minority groups in society and is responsible for the way those groups are perceived by the mainstream society. Such responsibility is shared with CSOs representing those groups, in that they are both media consumers as well as civil society representatives, and as such can influence the media's approach to diversity. Within this framework, CSOs can thus operate as "media change agents" at different levels.

■ WHAT ARE CHANGE AGENTS?

'Change agents' - or in our particular case, 'media change agents' - are individuals, organisations and institutions working to improve the quality of the media in relation to their particular interest group. Being active in their own particular field, they do not necessarily have much contact with other 'change agents'. In many countries such groups have successfully promoted equal opportunities for women in the media and have been fighting to avoid exposure of minors to harmful program content. They can be useful advisors or allies. This graph shows examples of existing "media change agents".



RESPONSIBILITIES OF CSOS AS CHANGE AGENTS

■ WHY DO WE NEED THEM? WHY ARE THEY IMPORTANT?

Both the media and these CSOs have a responsibility for making the media more diverse. To achieve this, CSOs should initiate and participate in constructive dialogue with media organisations and program makers to support the interculturalisation process. As we all know, the media play an important role in forming opinions. They can sometimes amplify social dislocation and can even trigger conflicts. In some countries state-controlled or partisan media is used as a tool to spread propaganda insinuating that ‘the others’ pose fundamental threats to the security and the welfare of society and that the only effective means of escaping this threat is the ‘elimination of this great danger’.

The attacks of 9/11 in New York and 7/7 in London, the coverage of the 2005 riots in France and more recently in Greece, the attacks against the Roma in Italy and Hungary, the publication of the cartoons of the Prophet Muhammad in the Danish Jyllands-Posten, as well as the focus of UK tabloids on irresponsible rather than ethically grounded “infotainment”, remind us of the role and responsibility of the media and of the need for a thorough reflection on how the **representation** of diversity in the public sphere **impacts** the European society.

Journalists are not always well informed; they may have no social networks in the communities or access to alternative information, and little time to do investigative work. By creating relationships and offering relevant facts, CSOs can help them improve their reporting.

In order to initiate a serious dialogue with journalists and program makers, CSOs should actively monitor the media and discuss the contents and the effects of their portrayal on a regular basis. They should also more actively join public debates in and about the media.

Apart from discussing the content of and access to the programs, CSOs should also take responsibility for the general media policies, by joining mainstream advisory councils, reflection groups and boards of directors within the media organisations. Moreover, they should also reinforce their public relations and pay more attention to the skills of their spokespersons and representatives. This means that CSOs have to prioritise the media in their activity plans.

■ HOW CAN CSOS WORK TOGETHER?

NGOs specialising in media training and program production techniques can be complementary partners and strengthen planned or existing media diversity initiatives. On the other hand, NGOs that can provide these skills or resources should disseminate this information more effectively, for instance through online directories.

Bear in mind:

- Focus your media activities in line with the general aims and objectives of your organisation
- Check what similar CSOs are doing in other areas or countries
- Cooperate with other CSOs doing complementary work
- Learn how the media work, who is responsible for what, and what problems the media themselves are faced with.

First Part

Chapter 1

MONITORING MEDIA COVERAGE



MONITORING MEDIA COVERAGE

The first step towards making the media more diverse is to get to know who they are and how they work, as well as the external and internal factors that influence them.

Monitoring the media is a useful exercise not only for adults but also for young people, pupils and secondary school students. It can help them develop a more critical awareness of the media, learn how to interpret what is said or shown and become empowered both as 'media consumers' (when they're analysing existing media content) and 'media producers' (when they're involved in their own media productions).

If young people of immigrant or minority origin develop a more critical awareness of the media and dialogue with media professionals, then some may decide to work in the media.

Thus monitoring the media is effective on the short, the medium and the long term, and different groups with different aims can be involved. Why monitoring, how can you put it to practical use?

Monitoring is not an activity in itself; it is a necessary foundation to become active in the media

- Preparation for dialogue
- To understand the diversity of approaches in and between the media
- For rapid reactions and counter comments
- For analysis and surveys to show general trends
- In order to measure the reactions of media users to particular subjects

Bear in mind

Be sure to formulate your aims and objectives of your monitoring and the use of the outcomes!

■ **FOLLOW THE NEWS: READ, READ, READ, WATCH, WATCH, WATCH**

It is important to read a vast array of newspapers and magazines, to watch the major television outlets, and listen to popular radio news programs in order to keep track of the amount and tone of news coverage about the issues your organization is promoting. Your organization should subscribe to the major local and national daily newspapers and magazines.

MONITORING MEDIA COVERAGE

■ WHICH MEDIA TO MONITOR?

- Print media
- Television
- Radio
- Internet

And then you still have to decide whether to look at local or national, traditional or alternative, or all of these. You can decide to monitor not only the news, but also for example newspapers and advertisement-magazines to check job and housing ads that include “natives only” or, e.g. “Germans only”. And you can also look at the way minorities are being portrayed in drama, publicity, comedy, etc. Each country has different experiences, linked to several factors as governing political parties, history of immigration, situation of the media and so on.

Here are a few examples from different countries highlighting the advantages and disadvantages of working with one or the other, as explained by some of the CSOs participating in the European Day of Media monitoring in 2004.

- “The Austrian media landscape is rather small. They have national print media and several print media focusing on different federal provinces. It is easier to cooperate with liberal media than with conservative ones, although most of the times it is absolutely necessary to know someone of the editorial staff to get in touch with the right people”.
- “In Finland perhaps the most accessible one is the local media, but national media is very important when you are running a global campaign on racism, xenophobia, immigration, etc. They have much more contacts with the Helsinki media for a very simple reason: 1/3 of the Finnish immigrant population is living in Helsinki and in its suburbs. In Finland, traditional media seems to be still the most important channel to communicate even if on-line media are getting more and more importance and is much easier to accede in particular for those immigrants making themselves news.”
- “In Italy it is more useful to refer to regional/local media, due to the Italian context, where the migrants CSOs are organised at local level and the main problem is the representation and the dialogue on local news.”

MONITORING MEDIA COVERAGE

■ HOW TO ORGANISE YOUR MONITORING

Of course the actual conditions will vary enormously, depending on each local situation, the media you wish to monitor, your available viewers etc. However here are some examples that can give you ideas:

- Organise a group of viewers from minority backgrounds, who use questionnaires and come together to evaluate the multicultural quality of specific programs, e.g. one or more TV series. Direct your results towards editors / broadcasters of the program concerned.
- Ask volunteers from CSOs to commit to monitor a specific number of local or national publications every day, using an electronic form for collecting and elaborating the data in a uniform way
- Create a simple A-4 manual with instructions to viewers on where and how to address complaints and remarks about reporting, with addresses.
- Cooperate with schools and universities.
- Make use of the experience of other change agents.

■ WHEN DO YOU MONITOR?

If possible, make monitoring a long term, regular process. Additionally, monitor specific situations or events in which diversity issues come up in the media, e.g. political elections. Monitoring on a regular basis will enable you to react quickly and properly to news hypes that come up suddenly in the media, e.g. the riots in the French banlieues (suburbs) in 2005 or the case of the Danish cartoons on Prophet Mohammed.

■ HOW CAN YOU USE YOUR MONITORING RESULTS?

If possible, make monitoring a long term, regular process. Additionally, monitor specific situations or events in which diversity issues come up in the media, e.g. political elections.

- Present / introduce the monitoring results
 - Present the results of media monitoring efforts at a forum or round table meeting of journalists and minority CSOs, and/or in press releases, press dossiers, multimedia releases, etc. To a forum you can also invite media regulation institutions, politicians, researchers (to comment how results compare with previous research), etc.
 - Invite a panel of minority experts to evaluate news articles and broadcasts
- Interactive evaluation of media reporting
 - Invite producers of topical reporting for a closed-doors evaluation with experts or a public debate with an audience from the portrayed community
 - Invite minority experts & spokesmen who appeared on TV to evaluate their experiences.
 - Organise a debate between journalists and migrant spokesmen about representation of minorities in news-shows, current affair programs and talk shows, using fragments of these programs, chosen by the participants themselves.

MONITORING MEDIA COVERAGE

- Activities to strengthen dialogue and to put diversity reporting on the agenda
 - Initiate media and minorities “town meetings”
 - Organise a meeting in one city with the main players from the different sectors: minority CSOs, local media, local politicians, and local civil society groups (churches, anti-racist organisations). The meeting can be organised around a forum or can be more informal, but can primarily be used as the basis for a local network.
 - Hook up with meetings and activities of the National Union of Journalists. In some countries they have special sections on diversity, in others they have local branches (or there are “press clubs”), which are more easily accessible.
 - Present a ‘Charter for Diversity’ – or the commitment to draft one – with interested broadcasters, newspapers and/or journalists. Note: this will be a high-intensity activity that requires above-average work and contacts.
- Presenting ‘alternative takes’ on the story
 - Immigrant’s pages in local newspapers
 - Creating, inside the local newspapers, a page completely written and realised by immigrants, focused on immigration and ethnic minorities’ issues.
 - Organise an online debate on the topic between invited contributors.
 - Look at some examples of moderated online debates on topical issues at www.opendemocracy.net

■ SOME EXAMPLES OF GOOD PRACTICE

- **Mira Media (The Netherlands)** produces **Media and Intercultural Dialogue in Europe**, an annual report analysing various aspects of the media: TV entertainment and fiction, TV news and information, radio, ethnic community media, internet, media prizes, representation and codes of conduct, research, human resources and training, media and public debate, intercultural media literacy and the role of CSOs in the European media landscape.
- **Media for Citizens of the Mirovni institute in Ljubljana (Slovenia)** combines monitoring, policy research and media content analysis with public awareness, policy influence and empowerment activities. It is built on four angles.
 - The first angle called ‘monitoring media ownership pluralism’ includes monitoring and policy research activities on the media ownership regulation and the situation in Slovenia.
 - The second angle ‘TV News Monitoring’ includes monitoring and content analysis of two main TV news editions produced by the main private national TV channel POP TV and 1st channel of the public broadcaster TV Slovenia.
 - The third angle ‘Monitoring Media Representation of Minorities’ includes monitoring and content analysis of the selected media with an emphasis on their reporting on Roma, Muslims, and homosexuals.
 - The fourth angle ‘Media for Citizens’ combines the activities and research into the production of publications, public debate and training events. The web site ‘Media for Citizens’ provides monitoring results in a transparent way with the possibility of regular up-dates and debate on the issues, also including a public awareness section to encourage citizens towards media activism.

MONITORING MEDIA COVERAGE

- In 1999 the media ethics charity **MediaWise Trust (United Kingdom)** (former PressWise) launched the **Refugees, Asylum-seekers and the Media (RAM)** Project to promote best practice in media coverage of refugee and asylum issues. It is based in the UK but has an international dimension. A spin-off of the RAM project is the **Exiled Journalists' Network**, launched in 2005 to assist journalists fleeing to the UK to escape persecution and to promote press freedom.
- **Quick Response (Sweden)** has editorial staff that investigates how the Swedish news media report on immigration, integration and xenophobia. They publish their own articles about the media's coverage of these issues on their website and also re-cover items that were already reported by the mainstream media by using a different point of view. The initiative is well known by most journalists. Quick Response has worked together with the Swedish Union of Journalists and its magazine *Journalisten* to investigate how immigrants are mirrored in newspapers TV and radio.
- In 2009 in **Malmö (Sweden)** an immigrant journalist initiated the first study circle of anti-racist journalism to challenge journalism's 'white gaze', addressed to young people from areas from where media often give negative reports. The course was held during one month in the summertime and the result was a magazine *"Speak Up"*.

Bear in mind

- Before starting to monitor you must consider the local factors influencing the function of the media in your country, region or town.
- Monitoring has many aspects: surveys, research, investigation, and misused words.
- Train those who monitor to be good listeners, viewers and readers, able to identify underlying meanings
- Link with other CSOs who have complementary skills or resources that can strengthen your media diversity initiatives
- Work with parallel information sources to influence and change presumptions: blogs, letters, phone calls, letters to the editor

MONITORING MEDIA COVERAGE

Here are some examples that you can use in training sessions:

■ MISLEADING HEADLINES FROM THE LOCAL PRESS: AN ITALIAN EXAMPLE

“La Regione (Toscana) vuole dare vitto e alloggio ai clandestini”

“The Region Toscana wishes to provide board and lodging to illegal immigrants”.

This headline from La Nazione, a regional newspaper of the Region Toscana, quotes a sentence from the speech of Alberto Magnolfi, (a representative of the opposition centerright wing coalition in the Region Toscana) about a law presented by the governing leftwing coalition that proposes to facilitate the integration of all immigrants in the Region. The article quotes parts of this speech without giving any objective information about the law and its consequences on the multicultural society in the Region. There are no facts and figures supporting Magnolfi’s theories, except for a relative figure referring to the fact that the 30% of the people in jail in the Region Toscana are of immigrant origin.

■ DISCUSS

- Which kind of sources do you think the journalist has used to write this article?
- Is the person who wrote the article the same as the one who wrote the headline?
- Do those kind of articles appear more in local or national newspapers?

■ EXERCISE

Choose a recent or actual topic related to the integration of immigrants in your country, and collect three or four articles (and/or AV items) from different media. (This can be prepared by the trainer in advance). Try to find out what sources the journalist could have used. Make a list of additional sources you could use if you write an article/make a report on this topic and the kind of information you would get out of these sources.

■ TV2 NEWS, DENMARK

One piece of news is about a man and it is said that he is from Iraq. He is under arrest under suspicion of murdering of his 14-year-old daughter. Pictures are shown of this man and his wife, and it is said that the report wanted a comment on the arrest from the wife. Several times is the word “honour killing” is mentioned, not as a direct accusation, but significant in a time where media were reporting much about that. Pictures of the Koran were shown.

Another report is about illegally imported soda water and that most of those who sell it in Copenhagen are immigrants, and the report says that the mafia governs this trade. An immigrant salesman is interviewed, presented only by his first name.

MONITORING MEDIA COVERAGE

■ DISCUSS

- Would pictures of a Danish man been shown if he had murdered his daughter?
- Should his wife been asked to comment?
- Why does the interviewed salesman have no surname?

■ EXERCISE

Record a news item/report (3 minutes max.) on the integration of immigrants. Preferably this item consists of a mix of interviews and 'on the spot' reports. The item is shown once without comments. Then the group is split in subgroups, each with a different assignment.

The assignment is:

Look again and pay attention to how the representation of this topic is (or can be) influenced by:

- 1) The choice of interviewed people
- 2) The choice of location
- 3) The camerawork
- 4) The questions
- 5) The way the item is edited

Each group gives a presentation with their remarks and explains why they think it influences how the public will perceive the subject.

■ RITZAU NEWS AGENCY, DENMARK

"A 90-year-old lady lost a fortune when four second generation immigrants took her bag....They are described as 16-17 years old, two of them Danish-looking, the other one muscular with dark blonde hair, and the last one was a "Yugoslavian" type".

■ DISCUSS

- What does a Dane look like?
- What does a Yugoslav look like?
- Why is "Yugoslavian" between quotation marks and not Danish?

■ EXERCISE

As editor in chief (or in certain countries 'ombudsman') you have received some complaints from the public that this article is "unbalanced, prejudiced and biased". You are investigating this accusation and therefore will have a discussion with the journalist who wrote it. Make a list of questions you will ask him or her about the way this article is researched and written. Make another list with suggestions or a mini-code of conduct for your organisation on how to deal with ethnic representation.

MONITORING MEDIA COVERAGE

■ THE SIX IMMIGRANT IMAGES, A NORWEGIAN EXAMPLE

Media do not give us one, but several immigrant pictures. There is one thing that is shown everywhere: the importance of the difference between native-born people, that is, white Norwegian and immigrants. One exception is the sports journalism, where the journalists seem to be more willing to include immigrants in the Norwegian society. Going through four nationwide newspapers and four regional papers the authors found that what is written about immigrants, refugees and asylum seekers can be placed under one of the six following “immigrant images”:

- 1. The successful immigrant (most often in sports)*
- 2. The criminal immigrant (where ethnicity is relevant for the criminality)*
- 3. The uncivilized immigrant (about the asylum seeker who is sent away)*
- 4. The passive immigrant (who must be helped)*
- 5. The integrated immigrant (often in cultural life, often European or American)*
- 6. The foreign cultural immigrant (dangerous, threatening, not adaptive)*

Individual exercise, to then be discussed in the group context:

For two or three days buy copies of four (different) national newspapers. Mark the lines that that are about immigrants. Try to identify the way immigrants are described in these lines, using the above 6 categories, or adding your own. Try to identify in what journalistic context these statements about migrants are made: inland/foreign affairs/economics/culture and literature/sports etc.

- Is it possible to see patterns in the way migrants are represented in these rubrics?
- Is it possible to see patterns in the way migrants are depicted in any of the 4 newspapers?

It might help to make a matrix to do this.

MONITORING MEDIA COVERAGE

■ MEDIA, POLITICS AND PUBLIC DEBATE

Monitoring the media coverage of themes linked to immigrants and minorities implicates a wider vision, including mechanisms of interaction between media, politics and public debate. Herewith an example from a Danish newspaper: Berlingske Tidende, November 2005. The extract is made out of a comment written by a member of the parliament for the labour party.

“The theme Islam and terrorism has recently dominated the media. One big case has been the finding of a group of young Muslims in Denmark suspected of planning a terrorist attack.... Many voices have tried to explain violent and terrorist tendencies among some Muslims by saying that it is the fault of the Danish society... It is for instance claimed that it is not appropriate to see threats, violence and terrorism as cultural or ideological problems. This claim has no basis in reality.. The fact is that terrorism arises out of problems in the Muslim countries themselves. Those who promote terrorism are convinced that Islam is above all other religions and cultures. Moreover cultural barriers often go together with social problems... When many immigrant women live isolated from the society it has to do with the female role in the cultures they come from, and when they want a spouse from home through an arranged marriage, it has to do with their culture.

The above tendency to blame the Danish society is contrasted by the Dutch politician Ayaan Hirsi Ali (Somali origin, declared non-Muslim). She claims that we in the Western world are underestimating how strong a barrier Islam and the culture in the Muslim countries are to the Western values (e.g. freedom of speech, human rights). “

■ DISCUSS

- Do you think that culture is a major factor for the media discussing ethnic minorities?
- Do you agree with the writer in his statements?
- Does the writer use stereotypes in his description?

■ INDIVIDUAL EXERCISE, TO THEN BE DISCUSSED IN THE GROUP

Choose one of the following perspectives:

- Spokesmen of a Muslim organisation
- Public Relations officer from a large NGO on immigrants and discrimination
- Danish (or Dutch)* citizen worried about immigration
- Immigrant in Denmark or Holland*, worried about the consequences of immigration

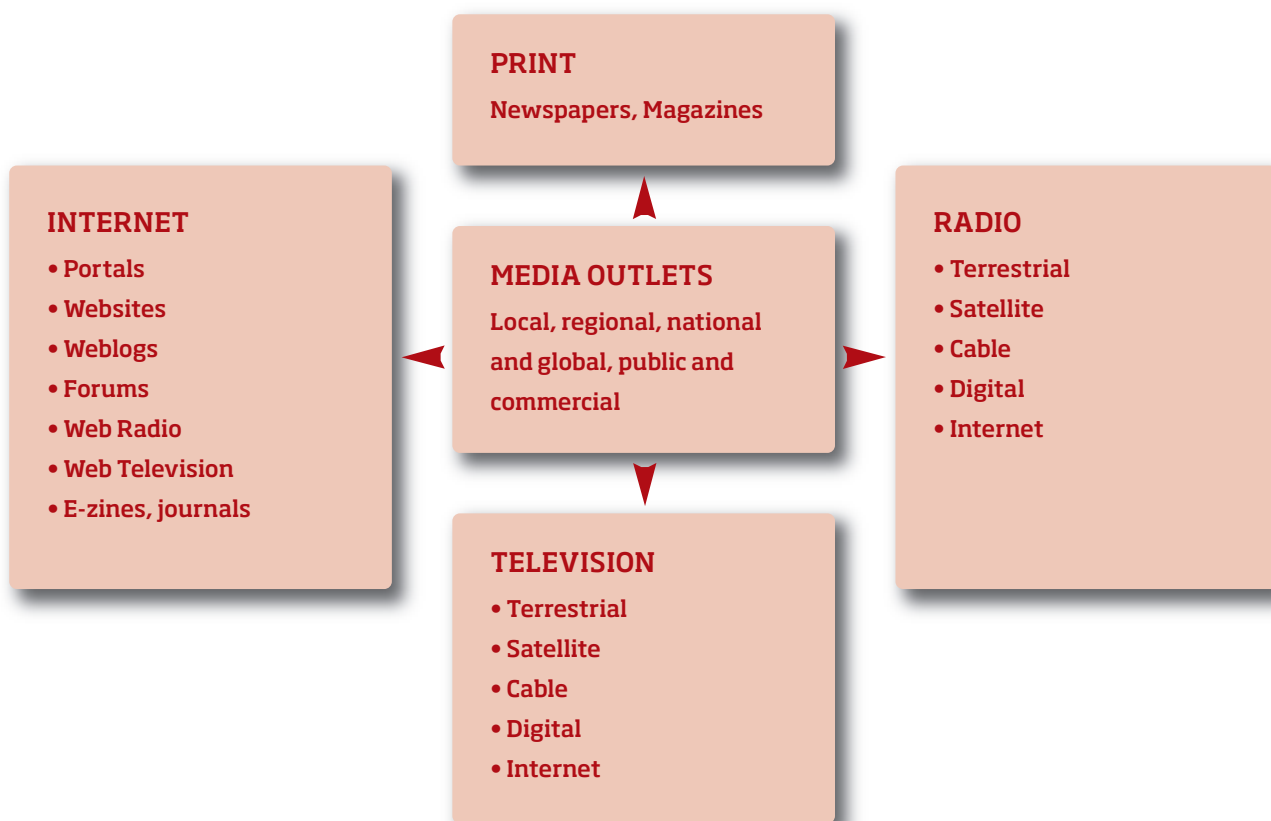
Write a short letter to the editor on this article (Or choose an “opinion” article on immigration and/or radicalisation in your own country).

CSO'S AND THE MEDIA: HOW TO IMPROVE A TOUCHY RELATIONSHIP



CSO'S AND THE MEDIA: HOW TO IMPROVE A TOUCHY RELATIONSHIP

Making a change in the media requires detailed knowledge of the media structure, the production processes, the media regulations and even the unspoken rules. Therefore, before discussing strategies, it is important to 'map' the stakeholders and the processes and to see what has happened to all the commitments, recommendations and policies in the past. Only after seeing how much or how little things have actually changed - and why - can one start searching for new and pragmatic solutions. Before starting to work with the media, try to determine with what kind of media outlet it is most appropriate to work. Is it local, regional, national or global, and is it public or commercial? How and where does it broadcast, what are its aims and objectives, what are the particularities of this media outlet and to what other media organisations is it related?



CSO'S AND THE MEDIA: HOW TO IMPROVE A TOUCHY RELATIONSHIP

Civil society organisations and immigrant groups who are media-savvy are able to influence the tone and content of immigration stories and the portrayal of immigrants in the media. In order to change the current situation and reach a fair and balanced portrayal of immigrants and minority groups in the media, CSOs representing those groups must share the responsibility of the coverage they get with journalists and media professionals. There are several ways to participate in the media:



Getting in touch with local and national media outlets, building stable relationships with one or more journalists, becoming a reliable source of information for the media needs time. Here are some steps and suggestions to help CSOs to become an active part not only of the media debate, but also of the whole public debate.

CSO'S AND THE MEDIA: HOW TO IMPROVE A TOUCHY RELATIONSHIP

■ EFFECTIVE STRATEGIES TO IMPROVE RELATIONS WITH THE MEDIA

DEVELOP RELATIONSHIPS

- Cultivate productive working relationships with editors and journalists, not just those that are supportive of immigration issues, but also those who are not.
 - **Gather journalists from mainstream media in a formal or informal group**, with special mailing lists and/or regular meetings, in order to provide them quickly with precise information about immigration, discrimination and xenophobia.
 - **Organise lectures or workshops for journalists**, about topical multicultural issues, or for example on how to actively involve minority target groups in their programs, if possible in significant locations, such as a mosque if the topic is related to Islam.
 - **Take part in informal gatherings** and visit places or attend events frequently visited by journalists, or invite journalists to trips and excursions. *Networking is essential!*
- **Work collaboratively with government, academic institutions** and research institutes
 - to harmonise messages, or where the messages are conflicting, to ensure that the concerns and points of view of both sides are taken into consideration.
 - to develop research and data to inform immigration debates through the media.
 - to develop relationships and understand your society better
- **Broaden your support.** Many civil society organisations fall into the trap of catering to their existing supporters, rather than widening their appeal to the majority of the public.
- **Enlist the help of media professionals** to promote a campaign.
- **Create newsletters** for staff/customers of public authorities/private companies, with one page written and realised by immigrants, on immigration issues.

■ UNDERSTAND THE SYSTEM

- **Understand the impact of the different media** (print, radio, television, internet) and different audiences. Prepare different press releases depending on the intended audience. For example, the sensationalist press is more likely to pick up emotive stories, so using personal accounts of immigrants may be more effective, whereas serious newspapers may look for quantitative data and contextual information.
- **How to get started with the media?** How to make a media mailing list, prepare information about your organisation, track the news that matters to you? How to understand which news matters to the media, how the deadlines work, how to put your issues forward? **Read Chapter 2 and 3 of the Media Relations Handbook for Non Governmental Organisations** published by the Media and Diversity Institute (in the DVD).
- **Monitor media output and discuss findings** with media organisations, journalists and editors and making use of complaints bodies (ombudsmen, equality bodies, press councils) where appropriate.
- **Use polling and focus groups** to establish the actual opinions of the public on immigrants and immi-

CSO'S AND THE MEDIA: HOW TO IMPROVE A TOUCHY RELATIONSHIP

gration issues, which may be more positive than their presumed opinion. For example, recent polling in the US revealed, contrary to expectation, that the majority of citizens - Republican and Democrat voters alike - supported the regularisation of illegal immigrants. The results can also help you ascertain how immigrant issues can be best-presented and phrased to gain broad public support.

- **Educate the public** to be more critical of media output by explaining the influence of cultural and social backgrounds in both presentation and interpretation.

■ PROVIDE FACTS

- **Be a resource and provide journalists with consistent and reliable information.** Journalists are under increasing pressures and have much less time to research stories. A well-written press release is invaluable in gaining media coverage, and user-friendly factual publications (with good executive summaries) can provide journalists with the necessary contextual information.
 - Ensure your own website has up-to-date relevant information and is user-friendly so that journalists can easily access information, press releases and publications.
 - Develop a diversity database that contains data of persons from immigrant communities with special expertise in different fields.
- **Use the tools of journalism** to write news articles about immigration, integration, and xenophobia instead of only criticising the media from the “outside” and so reach journalists as well as the general public.
- **Engage with media and journalism schools** as a provider of expertise and information, and to help them design and produce programs covering diversity issues.
- **Produce media content of high quality** with news and/or entertainment value. It should not be confused with public relations press releases or videos.

■ TAKE APPROPRIATE ACTION

- **Designate and train specialised spokespersons** who legitimately speak on behalf of immigrant communities and can explain and promote issues in a way which is media-friendly. This also includes understanding when it is not appropriate to respond to requests for comment from the press, for instance when this could potentially be damaging and or when the responsibility for the issue lies elsewhere.
- **Invite the press** to conferences and events and provide press releases on highlights of the conference and key presentations.
- **Develop a pro-active long-term media strategy** - sustained media coverage is most effective in changing attitudes.
- **Use the local press.** The local press and weekly community newspapers are very influential because they have a large number of readers and also because people experience integration at the local, not national, level. The national media often pick up stories that are run first in the local press.
- **Take part in the policy process:** Follow the national and international discussions on media legislation and media and diversity policies. Take part!

CSO'S AND THE MEDIA: HOW TO IMPROVE A TOUCHY RELATIONSHIP

- **Invite a guest from abroad**, from a broadcaster or newspaper that does noticeably better than those in your own country, to give a seminar or presentation to journalists.
- **Look for information and tips on communicating with the media** and starting a strategic media campaign at chapters 4, 5 and 6 of the Media Relations Handbook for Non Governmental Organizations published by the Media and Diversity Institute (in the DVD).
- **Talk to your local broadcaster and suggest that a 'Diversity Unit' be created.** Search for support from the top management of the broadcaster by getting the support of the journalists already interested in diversity inside the company.
- **Attract young people to the media!** They will become the journalists and producers of tomorrow, so it is important for them to realise that they can actually work in the media. Organise visits to media headquarters, meetings between journalists and students and work experience placements for your local youth.
- **Make choices and form alliances with other stakeholders** as it is impossible for most CSOs to cover all parts of the media if media is not the main objective of the organization. So join forces with other CSOs, also outside the ethnic and minority sphere.

Bear in mind

- You share - with journalists and the media - the responsibility of the coverage you get.

■ SOME EXAMPLES OF GOOD PRACTICE

- **The MIGRACE project (Czech Republic)** conducted by **People in Need** (Clovek v tísni), an NGO affiliated with Czech Television, countered stereotyping by publicising migration issues in the mass media (TV, radio, newspapers, journals, magazines, and cultural and educational programs) and by informing the Czech public about the challenges and opportunities offered by migration.
- **The Forum on Migration and Communications (FOMACS), (Ireland)** led by the Dublin Institute of Technology, brings together immigrant and non-immigrant media producers, NGO service providers/community activists and social and policy researchers to amplify immigrant voices. They present perspectives that are usually sensationalised or marginalised in the dominant media, by offering a series of medialed projects that highlight personal and collective stories about family reunification and undocumented migration.
- **British Muslims – Media Guide**, which describes Britain's Muslim Communities, their history, present and future, was put together by the British Council, the Association of Muslim Social Scientists and other partners as a resource for journalists and others (on the DVD).
- The campaign **26,000 gezichten** (26,000 faces) brought together filmmakers, in conjunction with Refugee Council, ICCO, Novib and Plan Nederland to produce a series of film clips that were broadcast by the public network VARA to protest against the government's limited regularisation of undocumented migrants.

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- The **MDI – Media Diversity Institute** is a UK-based charity which provides basic media relationships resources and guides for Civil Society Organisations (http://www.mediadiversity.org/index.php?option=com_content&view=article&id=350&Itemid=149)
- **Training for “new players” in the media market.** Mira Media (the Netherlands) the Dutch national centre of expertise on media and diversity, regularly offers media training on general or specific subjects to members of immigrant organisations, board members or volunteers in the mosques, and those others who are likely to need to talk to the media. The topics range from general information on the media landscape in the Netherlands and its functioning, to tips on how to get your message heard, to technical courses on such actions as writing a press release, being interviewed on the radio or talking in front of a camera. Some courses also focus on dealing with crisis situations and controlling the consequences of incorrect coverage. Examples of Mira Media training are in the Annexes. Mira Media's main goal is to achieve more diversity and 'ethnic' pluralism by supporting the participation of immigrants in radio, television, press and the interactive media. Mira Media has no broadcasting time but closely co-operates with Dutch national and local (public and commercial) broadcasters.
- **TrefMedia2** is the Belgian (Flemish) platform for media and diversity. Trefmedia is an initiative of the **Minderhedenforum** (Forum of Minorities). It encourages equal participation and accurate portrayal of ethnic-cultural minorities in the mainstream media.
- The **Youngsters Network of the Minderhedenforum** is a network of young people from immigrant and ethnic minority origin showing special interest in media and diversity. The network organises awareness-raising lectures and study trips for the members. The youngsters have meetings with journalists from the Belgian Public Broadcaster on a regular basis to exchange experiences and points of view (they are also involved in the VRT Diversity Unit activities).
- **VRT**, the Belgian Flemish public broadcaster, has a **Diversity Unit** that involves immigrant and minority CSOs in the training of its staff. Spokespersons and representatives of CSOs are invited to participate in seminars, workshops and traineeships in the broadcasting company and also to act as mentors for its staff.

² <http://www.minderhedenforum.be/2media/overTrefmedia.htm>

CSO'S AND THE MEDIA: HOW TO IMPROVE A TOUCHY RELATIONSHIP

- **Parallel training for media professionals and CSOs representatives.** In July 2009 the Grimme Institute (Germany) organised parallel training for 9 spokespersons from CSOs representing the Italian, Polish, Russian, Turkish, and African communities and for 10 editors from WDR, one of the German public broadcasters. The 2 groups met for certain portions of the training, and these collaborative sessions were highlighted in the final evaluations as the most positive and interesting of the whole training activity.
- **The Day of the media (the Netherlands)** is a one-day event for 50 students organised with the support of regional broadcasters and media companies. Students receive media education before the event. A program maker gives a talk to school pupils and explains what will happen during The Day of the Media during which the young people will participate in media-related workshops with media coaches and professionals. The Day of the Media participants can meet industry professionals and receive a special certificate. Hands-on learning is an important part of the day. These events result in inspiring video projects and other audiovisual material. Enthusiastic students, program makers and teachers always ask “When can we do this again?”

To show that having a career in the media is a realistic aim, rather than a pipedream, it's useful to present to the students case studies of people who have succeeded in the industry:

- Another Dutch example proposes attractive role models with minority background to young people and students: **Ali B.** www.uitdeweghijkomteraan.nl . The Dutch Moroccan hip-hop artist Ali B. is very popular with young people. Ali B's show was recorded as a documentary on DVD. Together with this DVD, an educational website was developed for lower secondary education containing information on job roles in the theatre and the media, a teachers' guide and student exercises on producing your own hip-hop lyrics. The project also offers teacher training at school.

Bear in mind

- **Understand the media and their routines**
- **Consult with the media**
- **Initiate and maintain contacts with media professionals**
- **Be proactive in proposing your organisation as a reliable source of information**
- **Collaborate on Monitoring**

CSO'S AND THE MEDIA: HOW TO IMPROVE A TOUCHY RELATIONSHIP

■ **GROUP EXERCISE (4/6 PERSONS IN A GROUP)**

Look at the VRT Diversity Unit example and:

- You're planning to set up a similar unit in your country, region or town.
- Identify the organisations that might be involved,
- Invite them to activities and discuss a strategy to encourage them to participate
- Think of 3 or 4 concrete activities the unit might organise the next year
- Make a two page plan of action to create the unit

In real life, this is an activity an isolated CSO cannot undertake. In drafting your plan, think about strategic alliances with other local and national immigrants and minority CSOs and with organisations working in other fields (gender, handicap, sexual orientation and so on).

First Part

Chapter 3

WHAT TO DO WHEN THEY GET IT WRONG? ANALYSE-REACT- CONTACT-CORRECT!



WHAT TO DO WHEN THEY GET IT WRONG? ANALYSE-REACT-CONTACT-CORRECT!

Now that you have observed and monitored your national or local media, and have established a working relationship or at least some links with the media and government bodies, what do you do with the results of your monitoring and with the links you have established?

You can use them to “educate” the media in a long-term perspective or to react to a specific incident or to an urgent situation.

- ANALYSE what was written, said or shown
- REACT when the media get it wrong
- CONTACT the right persons within the right media
- CORRECT stereotyping and faults in media coverage

General information and tips on how to react to the media can be found in the *Media Relations Handbook for Non Governmental Organisations* published by the Media and Diversity Institute (on the DVD).

■ ANALYSE THIS!

■ EXAMPLES

The following case study is included in an analysis of articles gathered by the Media Diversity Institute from Europe and the United States, from Europe and the United States³.

The events described in this article are extremely unclear, with much of the confusion caused by its reliance on stereotypes of the Roma as a thieving and vengeful people. No effort was apparently made to talk to any of the Roma involved or to provide any background on the situation, such as existing ethnic tensions and any aggressive actions taken by the other side.

(From 24 Hours, Sofia, 29 August 2002):

■ GYPSIES ATTACK MILITARY POLICE FORCES WITH AXES

The headline immediately creates the frightening image of Roma men running around with hatchets, apparently attacking police without provocation. The truth, undoubtedly, is far more complex

³ Source: www.media-diversity.org

WHAT TO DO WHEN THEY GET IT WRONG? ANALYSE-REACT-CONTACT-CORRECT!

“Mass fighting, resembling a revolution, took place in the forests near Botevgrad on Tuesday evening. About 50 to 60 gypsies, armed with axes, attacked forestry guards and military police at 8.30 p.m. when they realized that their friends and relatives were being caught and arrested for illegally cutting down and stealing trees. When the military police forces appeared at the site of the incident, they tried to deter the Roma men by firing into the air. The latter, however, not only did not halt their activity but simply started slashing the tires of the police car right in front of the officers eyes. Now panic has stricken the town’s forestry staff, with all 26 employees submitting their letters of resignation. They say they all fear the Roma men will seek revenge.”

Comments and analysis

Did everyone have an axe? The story implies that they did. If so, you would have thought that some of the authorities would have been killed, or at least seriously injured. Since the journalist does not mention any injuries, it might be that the incident was far less serious and dangerous than portrayed. The motivation for the Roma action is also confusing. Who exactly was arrested? What exactly did they do? What law did they break? Where were they taken? Were they being held in custody? How did the other Roma suddenly realize, as a group, that this was happening?

■ DISCUSS

Do you think the journalist has a ‘not-so-hidden’ agenda? Or do you think it was just bad or lazy journalism?

- Do you think that journalists can be influenced by their government’s agenda? In which ways?

Try to distinguish between:

- conscious influence (both government and journalist know what they are doing),
- unconscious unilateral influence (government knows what it is doing or /spinning, (manipulating) but the journalist doesn’t)
- unconscious influence (neither government nor journalist are aware of the influence)
- How can you induce the journalists/editors to check their facts?
- If you consider that there is an imbalance, what steps can you take to right it?

■ EXERCISE

Choose two or more articles from different newspapers.

- Mark the sentences and words about people living in your country (probably mainly in the national news, sports, culture and entertainment sections, but possibly also in the economic or other sections).
- Try to distinguish their ethnic background (at least native/immigrant; but you can be more specific)
- Try to describe the sentence as positive, negative or neutral towards the person(s) mentioned,
- Count all remarks per category (native neutral; native positive; native negative; immigrant positive, etc)
- Compare the figures for the ratio between natives and immigrants in your country and compare this to the ratio of attention towards these groups in the media.
- Do this for at least a week

WHAT TO DO WHEN THEY GET IT WRONG? ANALYSE-REACT-CONTACT-CORRECT!

■ REACT : DO SOMETHING TO EXPRESS YOUR VIEWPOINT!

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Try to distinguish between:

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- unconscious influence (neither government nor journalist are aware of the influence)
- How can you induce the journalists/editors to check their facts?
- If you consider that there is an imbalance, what steps can you take to right it?

■ EXERCISE

What are the tools you can use to make your voice heard when the media gets it wrong?

- Press releases
- Press conferences
- Letters to the Editor
- Dialogues with journalists
- Alternative articles/videos/photos
- Online petitions

In the next chapter you will find out about existing complaints structures. If these do not exist in your country, you should try to create them or have them set up by the authorities.

■ CONTACT AND CORRECT

Some examples of what you can do generally outside of the complaint structures:

Ask broadcasters for visual material used for a particular item and edit an alternative version that avoids the usual pitfalls of diversity reporting. The Human Rights Project in Bulgaria produced a short TV report that deliberately presented the subject of racial violence from a purely Roma perspective, so as to demonstrate to Bulgarian journalists the impact of ethnically biased reporting.

Malta Today is a weekly newspaper aiming to combat the misinformation about refugees, migrant workers and asylum seekers by presenting well-researched unbiased stories on immigration and the treatment of refugees in Malta.

Featuring stories in the media, writing letters and producing online petitions are the key strategies used by Positive Action in Housing (PAIH) a Scottish minority/ethnic-led charity that supports asylum families who can be raided at dawn by immigration or those faced with homelessness and racial harassment.

WHAT TO DO WHEN THEY GET IT WRONG? ANALYSE-REACT-CONTACT-CORRECT!

Bear in mind

Making alternative audiovisual productions is more expensive than preparing alternative articles for the press. Would it be worth spending the extra money and effort to produce audiovisual alternative coverage? How can you be sure it will be seen?

Think about creative ways of disseminating your alternative production

■ IF YOU DON'T BELIEVE WHAT YOU SEE OR READ: FIND AND PROPOSE THE RIGHT EXPERTS OR SPOKESPERSONS

Watching or reading the news, you may often think some media use the wrong experts to explain a situation, or interview the wrong spokespersons who only talk for one single group or that reflect only one aspect of their community.

As you read in the previous chapter there are things to do:

- Find the right person to represent your group. You must have the right feeling, and choose a person who is good at communicating.
- Give an explicit mandate to the spokesperson
 - Train the spokesperson
 - Make sure that he/she is visible
 - Make sure that he/she is accurate
 - Create and promote databases of such experts and spokespersons

Perslink – Link between media and migrants (the Netherlands). *Presslink is an initiative undertaken by various media, governmental and civil society partners. The main aim is to offer migrant spokesmen and experts better access to the media in order to have more a balanced view of the multicultural society and of migrants. Perslink offers a series of tools and events for journalists including:*

- *an online database, constantly updated, containing the details of 7.000 organisations and 10.000 experts with diverse backgrounds, in a wide range of topics. The database is accessible only to journalists and program makers.*
- *intercultural training for journalists and meetings between journalists and migrants (youth, organisations and migrant audiences)*
- *media training for migrants and workshops and debates on and with the media.*

A PowerPoint presentation of the Perslink project is available on the DVD.

WHAT TO DO WHEN THEY GET IT WRONG? ANALYSE-REACT-CONTACT-CORRECT!

*The **Directory of Exiled Journalists**, managed by the Exiled Journalists Network (see Monitoring Media coverage chapter) is a listing of refugee journalists, their skills and location. For example if you want to find a reporter from Rwanda or a broadcaster from Bosnia, this is the place to look.*

Use the right words, and make sure journalists and the general public know about them

The general public reads and hears terms used in news reports that can influence their opinions in blatant as well as insidious ways. This means that not only media professionals but citizens generally must be educated and informed about these topics and the words used. One way is to create glossaries for journalists, but another is to work directly with schools.

■ GLOSSARIES

Something NGOs can do in cooperation with their local/national Unions of Journalists or other bodies is creating a glossary of the most used/misused words journalists use when covering immigration issues. Here some examples from the glossary published by the Italian Federation of the Press:

An **asylum seeker** is a person who is outside the country of his/per nationality and submits an application to be granted refugee status, or other forms of international protection, in a different country on the basis of the 1951 Geneva Convention on refugees. He/she is an asylum seeker and has the right to reside in the host country as a legal alien until the competent authorities have reached a final decision. Asylum seekers are thus not irregular migrants, though they may enter the host country without identity papers or in an irregular manner, e.g. through so-called ‘mixed migration flows’, which are made up of both irregular migrants and potential refugees.

A **refugee** is a person who has been granted refugee status on the basis of the 1951 Geneva Convention on refugees, which Italy is a member to along with 143 other countries. Article 1 of the Convention defines a refugee as a person having a ‘wellfounded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, [who] is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country’. A person is granted refugee status if he/she can demonstrate that he/she is the victim of an individual persecution.

A **beneficiary of humanitarian protection** is a person who cannot be strictly defined as a ‘refugee’ under the 1951 Convention because he/she is not persecuted as an individual, but who is nevertheless in need of protection as, were he/she to be repatriated to his/her home country, he/she would be in grave danger due to armed conflict, generalised violence and/or widespread violations of human rights. European directives define this form of protection as ‘subsidiary’ protection. Most of the people who are recognised as being in need of protection in Italy are granted a residence permit for humanitarian reasons rather than refugee status.

WHAT TO DO WHEN THEY GET IT WRONG? ANALYSE-REACT-CONTACT-CORRECT!

A victim of trafficking is a person who - unlike irregular migrants, who decide to entrust their fate to people smugglers - has not given his/her consent to be transferred to another country or, if he/she has given his/her consent, the latter has been rendered void by the coercive and/or deceitful actions of the traffickers or by the abuse which he/she has been the victim of or has been threatened with. Traffickers aim to achieve control over another person for the purpose of exploitation. 'Exploitation' includes the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour, slavery or practices similar to slavery, servitude or the removal of organs.

A migrant/immigrant is a person who chooses of his/her own accord to leave his/her home country in search of work and of better economic conditions elsewhere. Unlike refugees, migrants may return home without prejudice to their safety.

An irregular migrant, often defined as a 'clandestine' migrant in Italy, is a person who:

- a) has entered a country avoiding detection at the border;
- b) has entered the country in a regular manner, e.g. on a tourist visa, and has not left after his/her entry visa has expired (thus becoming a so-called 'overstayer'); or
- c) has not left the territory of the destination country subsequent to receipt of an expulsion order.

■ CONSIDER

- Would a tool like this be effective when published by an NGO?
- Discuss the importance of looking for strategic alliances with the media and not against the media.
- Think of possible actions to promote the use of a similar tool.

Another idea came from a seminar against racism with Italian journalists: to define a negative glossary. It started from some words that they considered necessary to "banish" such as: Clandestine, extra-communitarian, nomads, gypsy..

The commitment was not to use these words, if and when dealing with the topic of Roma people and migrants, and to add to the list when new terms were identified.

The journalists also initiated a public discussion on the words used by the media and on the criteria of selection and treatment of news.

TCO (The Swedish Confederation for Professional Employees) comprises 16 affiliated trade unions.

They work in all parts of the labour market, for example in the schools, healthcare, trade, the media,

the police, industry, IT and telecom. TCO made a brochure with "Words that Hurt", a kind of glossary.

There are examples of "OK", "Look out" and "Warning" words - and explanations given to every one in a brochure that is meant as a tool for unions, journalists particularly. This one is about cultural and ethnic diversity, but has got followers regarding disability and sexual diversity.

WHAT TO DO WHEN THEY GET IT WRONG? ANALYSE-REACT-CONTACT-CORRECT!

■ DISCUSS

- Which words in your environment would you like to banish?
- Are words really that important?
- Do you think that media in general, although working with words, are aware of the use and misuse of some words?
- How do you regard a word like “gypsy”?
- What words would be on your own “blacklist glossary”? Explain incorrect meanings and give examples of words not to use and their correct alternatives

However, in the UK, more than two years after the **Press Complaints Commission (PCC)** published its guidance on coverage of refugees and asylum-seekers, the Daily Mail is still using a term highlighted as misleading and inaccurate. Columnist Stephen Glover wrote about “illegal asylum-seekers” on Dec 20 2005. The PCC guidance pointed out that since an “asylum seeker” is someone currently seeking refugee status or humanitarian protection, there can be no such thing in law as an “illegal asylum seeker”. The Daily Telegraph, Express and Nottingham Evening Post all used the equally misleading term “bogus asylum-seeker” in December 2005.

■ DISCUSS

- Who is objective? Who owns the truth?
- How do your reactions relate to freedom of speech?

Reach the younger public

“There is a new challenge for exiled journalists” says Gordon Hurd, who helped set up the **Love Asylum Seekers and Refugees (LOVAR) Project** to try to discredit myths about asylum-seekers and refugees. Some 11,000 students have since met with them to discuss the issues of asylum and immigration. Other exiled journalists can do this in their own areas. Most of the schools they have visited are keen to let asylum-seekers and refugees share their stories with pupils, as a way of encouraging better race relations. And most are willing to pay a fee for it.

As Gordon Hurd tells it: *“An asylum-seeker is a suicide bomber” – that’s the chilling answer I got recently when I asked a 300-strong morning assembly at a Liverpool secondary school to define an asylum-seeker. Poisonous ideas like this, in a city with a long history of immigration, show the extent to which sections of the media and some politicians have warped the minds of our young people”.*

WHAT TO DO WHEN THEY GET IT WRONG? ANALYSE-REACT-CONTACT-CORRECT!

Reshape your 'image'

Multicultural neighbourhoods are regularly reflected in a negative way in the news. Very often this is based on incidents that turn into news hypes and political debates. Not only the ethnic minority groups but also other citizens in these areas feel offended by the onesided or negative portrayals. The portrayals often have consequences on the relation between these citizens and the media. Journalists reporting in these areas can feel unsafe and sometimes threatened, while citizens groups and certain ethnic minority communities lose confidence in their national media.

Your media monitoring can clarify the general problems in the portrayal of your community:

- Are immigrants and minorities are represented just as ordinary citizens?
- In which roles do they appear in the media and in the public debate? As consumers? Employers Employees? Parents? Students? Viewers? Victims or heroes?
- How and how often are immigrants interviewed, quoted?
- Are they interviewed about 'immigrant' problems, or about general mainstream subjects?

Bear in mind

- Use the results of your media monitoring generally to educate the media, and specifically to correct an inaccuracies.
- Create tools such as glossaries or lists of experts that can be useful for journalists
- Be a dependable factual resource for the media
- Choose your spokespersons carefully and train them well

Second Part

SPECIFIC TOOLS FOR SPECIFIC SITUATIONS



The basics were explained in the first part, now we go to specific situations and tools that CSOs can use to target their specific aims.

CHAPTER 4: COMPLAINT STRUCTURES

■ HOW CAN YOU MAKE YOURSELF HEARD?

Readers, viewers and listeners regularly feel offended by articles and program contents. Some discuss and communicate this within their own small inner circles, others try to make a change. They pick up the phone or write an email to the journalist or editor, place a complaint with a media ombudsman or the press council. Others even go to court. In this chapter we give tips and information on how to react to incorrect and/or offensive information in the media. Tips are given on how and when to react to the media, by using the existing informal and formal complaint structures. As the media situation and regulation can differ between countries, we only can offer a general outline, based on which you have to do further investigation in your own country.

■ WHY, WHEN, HOW AND WHERE TO COMPLAIN?

Informal and formal complaint structures are important because they are based on regulation, whether statutory or voluntary, agreed on by governments and / or by the media industry itself. These regulations include agreed codes of conduct or codes of ethics that prevent the distorted and / or inaccurate portrayal of minority groups in the media. The complaint structures are meant to offer all viewers, listeners and readers a tool to highlight mistakes occurred in media productions and to get an acknowledgment of the mistakes.

You can only make effective complaints about the media if you understand the complaint structures and if you know how they operate. Each legislative ruling, journalistic code of conduct or industry agreement has its own rules and limitations. To fight negative portrayal and racism in the media, it is important to be informed about the types of complaint mechanisms that exist in the media, in the journalists unions and within antiracism legislation. (see the www.tuningintodiversity.eu website and DVD). Some tools to facilitate complaints and comments are already incorporated in the layout of the newspapers and on the websites of broadcasting organisations: in both internet and print versions the readers, viewers and listeners can nowadays easily contact the journalist or editorial team directly, via the e-mail addresses provided alongside the articles or on the websites. More institutionalized forms of reader feedback are the press councils, who deal with citizens' complaints when these are not directly dealt with by the newspaper itself.

The penalties for failing to abide by the code of practice may not be severe; for example, the editor may merely be obliged to publish the criticisms of the regulatory body, which often takes place many months later, too late to have an impact or to reduce the damage done.

SPECIFIC TOOLS FOR SPECIFIC SITUATIONS

Bear in mind

If you get involved in a discussion with the media you will find that this is not an easy process. One of the most difficult questions you will have to answer to and to deal with, is how to encourage the media to report in a more comprehensive and balanced way on issues of race, ethnicity, religion and belief, while at the same time respecting freedom of expression and editorial independence.

In www.tuningintodiversity.eu and on the DVD you will find several (international) reports on issues related to this discussion.

■ WHY ARE YOU COMPLAINING NOW?

There can be several reasons why you want to complain to or about the media.

Examples:

- Information is not correct
- Information is one-sided
- Terminology is offensive
- Article or programme is biased
- Views and information of minority groups are not taken into account
- Article is offensive
- Article is discriminatory or racist
- A public attack is personal
- Language used by a person in a radio- or television programme
- General programming is not reflective of the reality of the society
- Journalist or media organisation does not react to your reaction or complaint

However, media organisations are now starting to be aware that they can improve the accuracy of their news coverage by establishing dialogue with minority groups and media professionals from ethnic backgrounds.

Editors and journalists realise that they can develop their networks to ensure they have a better understanding of the minority community and the issues that affect them, so that they can better cater to their needs. They understand that they need to speak either to people who are directly involved in the incident / issue, or to a person who can speak accurately and legitimately on behalf of **those (us and them!) people.** ⁴

⁴ Technical seminar, Mass Media and Integration, Vienna, 6th and 7th November 2007, Issues paper prepared by the Migration Policy Group (MPG)

SPECIFIC TOOLS FOR SPECIFIC SITUATIONS

Bear in mind

- Complaints on the grounds of race, ethnicity, nationality, religion and belief can usually be made only by the person/s named in a story, not by others who take offence.
- Furthermore, there may be no prohibition on discriminatory references to groups of people, for example immigrants and asylum seekers.
- Complaints on the grounds of inaccuracy must demonstrate that the inaccuracy is significant. This is likely to be judged in relation to the significance in the context of the story as a whole, rather than the significance for the complainant or for social cohesion

■ WHEN SHOULD YOU REACT?

In general you have to take action as soon as possible.

- **Damage is done immediately.** If a newspaper publishes - or a TV broadcasts - incorrect facts and information, other media often use it without further checking but simply by quoting what was **written/broadcast the first time** Reaction is only effective if it is immediate.

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■ HOW SHOULD YOU REACT?

As you read in the previous chapters, you should be **prepared and ready** to interact with the media, by:

- Monitoring the media
- Training spokespersons
- Being visible
- Being accurate
- Creating and promoting databases with addresses, experts and spokespersons

⁴ Technical seminar, Mass Media and Integration, Vienna, 6th and 7th November 2007, Issues paper prepared by the Migration Policy Group (MPG)

SPECIFIC TOOLS FOR SPECIFIC SITUATIONS

What are the tools you can use to make your voice heard when the media gets it wrong?

- Direct feedback (letters, telephone calls) to journalists
- Dialogues with journalists
- Online platforms of newspapers and broadcasters
- Letters to the Editor
- Letters to the Ombudsman (only in some countries)
- Critical media consumer programs on radio, television, internet and newspaper
- Press releases
- Alternative articles/videos/photos
- Online petitions
- Complaints to the press council
- Legal procedures in court

Be careful in your reaction. Who is to “blame”? The journalist or the person being interviewed.? Is it based on editorial choices? What do you want to achieve with your complaint?

General information and tips on how to react to the media can be found in the Media Relations Handbook for Non Governmental Organisations published by the Media and Diversity Institute (in the DVD).

Bear in mind

Do not contact journalists only to complain, but also to congratulate the ones who wrote a good and balanced article on your community or on issues that concern you.

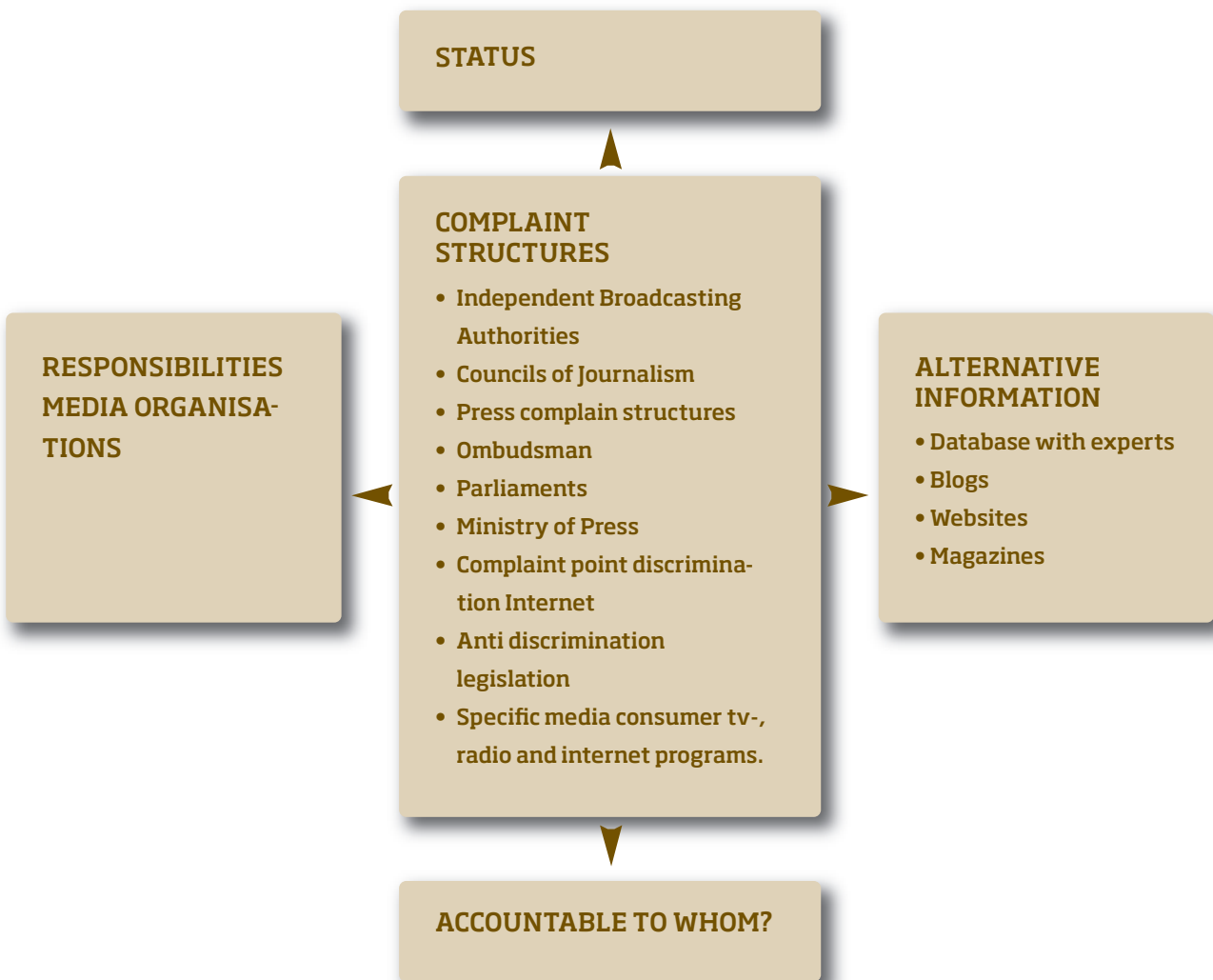
SPECIFIC TOOLS FOR SPECIFIC SITUATIONS

■ WHERE TO MAKE YOURSELF HEARD

Complaint structures

If dealing with a complaint structure, it is necessary to find out first about the status of the institute.

- Is it a governmental institute to which the media are accountable by law or an institute based on self-regulation by the media themselves?
- What kind of complaints can be put forward?
- What are the responsibilities of the controlling body if the media do not abide to the requirements?



SPECIFIC TOOLS FOR SPECIFIC SITUATIONS

■ DISCUSS

- What are the complaint structures in your country?
- How often do you, as minority representative, make use of complaint structures and mechanisms?
- How does the media react on a complaint and what effect does it have on the current and long lasting news reporting on the subject?
- What are the experiences that you have from your own complaints and reactions?

Bear in mind

- Local cases, like the cartoons of prophet Mohamed that suddenly became a global issue, have put the focus on the controversial issue of freedom of expression versus freedom of religion. When planning to make a complaint, be aware that it is difficult, for example, to establish when and where editorial independence finishes and hate speech begins.
- Find out about your national regulations on hate speech and other issues concerning freedom of expression before issuing your complaint.
- At the international level, many recommendations and agreements on those issues are made by the IFJ - International Federation of Journalists, by the Council of Europe, by the United Nations and so on. A collection of those regulations is available at www.tuningintodiversity.eu and on the DVD.

■ EXAMPLES:

Complaint structures in the Netherlands

In August 2009, the **Dutch public broadcaster NOS** created an ombudsman for the news program's viewers, listeners and website visitors. The ombudsman takes on all complaints and is able to obtain almost all information within the NOS. The ombudsman's decision is final.

(<http://weblogs.nos.nl/ombudsman/>)

The **Netherlands Press Council** is an independent organisation for complaints about journalistic activities (rvdj.nl). In 2008 a complaint was filed by the Collaboration Moroccans in the Netherlands (SMN) against the news website Spitsnieuws.nl. It concerned an article with the heading "Brutal street-robbery by Moroccans". The council decided that mentioning the ethnicity was irrelevant in the context of the article and declared this complaint justified. It was then revealed that the news item about the streetrobbery was made up as well. (allochtonen.web-log.nl)

Some **national Dutch newspapers** like 'Algemeen Dagblad' have a separate section for readers in which editors answer questions and remarks about the content of the website and the paper. They are reachable by phone or e-mail. (www.volkskrant.nl: www.ad.nl: www.trouw.nl)

SPECIFIC TOOLS FOR SPECIFIC SITUATIONS

Dutch Complaints Bureau for Discrimination on the Internet: More and more extreme right wing and racist 'hate sites' of Dutch origin are appearing on the Internet. In the Netherlands self-regulation has been a successful instrument against this phenomenon. In nine out of ten cases, the Complaints Bureau's requests to remove the objectionable material have been successful. What is striking is the wait-and-see attitude by the police and the courts when it comes to enforcing the discrimination ban on the Internet. They rarely take the initiative themselves and only go into action after the Complaints Bureau has filed a report.

Local anti-discrimination agencies in the Netherlands have registered a constant increase in the number of complaints over the past few years. Victims of discrimination are not so quick to go to the police, however. If they do decide to file a report, the police are often unprepared to deal with such a complaint. This is not only in violation of the rules but it is also risky. If minorities begin to suspect that they cannot go to official authorities with their problems, there is a danger that they will withdraw into their own circle and look for solutions there. It is essential for the sake of social cohesion that criminal law remains accessible to anyone who is discriminated against on account of his or her race.

Several public broadcasters' program-makers provide openings for viewers' reactions, comments and questions. However, for complaints, the case should be taken to the **Netherlands Press Council** (www.novatv.nl;; www.hetklokhuis.nl)

Bringing the case to a judge is the strongest method of reacting to the media. The outcome could lead to: rectification, a non-compliance penalty and compensation for damages.

However, it should be kept in mind that unintentional publicity can be created for the defender.

■ EXAMPLES:

Italian Regional Protocol on reporting immigration

Based on the experience that began in the Province of Forli-Cesena, a regional agreement protocol in Emilia Romagna was promoted amongst press organisations, local institutions, schools of journalism and civil society organisations representing immigrants, with the aim of increasing the pluralism of information on immigration. The topics and areas of intervention of the Protocol are the following:

- 1) Data and research on intercultural information and communication in the region
- 2) Actions and information aimed at raising awareness for the journalists of the local press
- 3) Promotion and valorisation of multicultural media
- 4) Training for (minority) journalists.

A quantitative and qualitative analysis on the coverage of immigration in Emilia Romagna is taking place. The Schools of Journalism are introducing specific sections on 'interculturality' in news coverage, and are contracting experts/teachers of immigrant origin to reflect on how to cover immigration, immigrants and their countries of origin. http://www.emiliaromagnasociale.it/wcm/emiliaromagnasociale/home/immigrazione/Com_un_interculturale/ProtocolloComunicazioneInterculturale/Par1/protocollodintesaConfirme.pdf and in the DVD.

SPECIFIC TOOLS FOR SPECIFIC SITUATIONS

United Kingdom

Leicester Multicultural Advisory Group (UK) -In 2000, statistical analyses predicted that Leicester would be the first city in Europe to have a minority white population by 2020. A group was formed to respond and discuss any issues that might threaten “the continuing development of a truly multicultural society in Leicester” and to “identify what measures, if any, could be taken to counter or lessen the impact of such threats, both in the short and long term.” The group was made up of executives and leaders of the local community, the police, council members, faith organisations and the media.

The media involvement was significant, and supported the community cohesion projects, building bridges between diverse groups of people. In 2001 the Advisory group initiated the Leicester Electoral Compact, and all major local political party leaders publicly signed a document indicating their refusal to allow race to become an issue in their campaigns. Such a public display of inclusion had a deep impact on race relations in Leicester, and the media collaborated by giving limited coverage to any politician who did not sign the Compact.

Voice of the Listener & Viewer (VLV) has been making the case for quality, diversity and editorial integrity in UK broadcasting since 1983. Free of political, sectarian and commercial ties, VLV campaigns for high quality radio and television programs on the BBC and commercial stations and for the principles of public service in broadcasting and new media.

VLV’s work includes lobbying MPs, Government, broadcasters and regulators, including the communications regulator Ofcom; publishing briefings and reports and researching the future of broadcasting, holding regular public conferences and seminars where the people who run radio and television are held to account by listeners and viewers

Lithuania

Equal Opportunities Ombudsperson’s EYEO Project (Lithuania) - The 2007 European Year of Equal Opportunities for All gave Lithuania an impetus to improve the national understanding of minority group facing discrimination in Lithuanian society.

Centre for Equality Advancement Project, IESSP: From April 2006 to December 2007 the CEA focused primarily on the broadcast of fifty-two topical chat shows, transmitted weekly on prime time television, discussing the plight of various groups suffering from discrimination. A survey of audience reactions to the programs was carried out with phone-ins from the general public. Each show was preceded and followed by television news’ segments, internet portal articles, and magazine editorials that shed more light on the topics discussed. The project’s success in initiating a national dialogue was also based in far-reaching media awareness campaigns, postcards and posters, and seminars throughout Lithuania with media professionals, students and decision makers in the private and public sectors.

SPECIFIC TOOLS FOR SPECIFIC SITUATIONS

The Office of Equal Opportunities Ombudsperson's EYEO Project: From September 2007 to January 2008 the OEEO worked to infiltrate the television sector and thus enhance understanding of discrimination issues. Seventeen social documentaries were shot and aired on prime time national television. The programs introduced the most topical issues in different areas of discrimination, presenting life stories of those who face discrimination and comments and views of experts, human rights activists, decision makers, and the general public. Simultaneously, radio programs and an awarenessraising campaign were launched to reach different age groups across a large percentage of the population of Lithuania. Television adverts (and outdoor posters with the same concept) were produced in which a black and white heart is seen beating on the screen, red text then appears naming groups at risk of discrimination. A voice over finally asked: "Are we really so different?".

France

Diversity Observatory (France)- The **CSA** is the French Broadcasting Regulatory Body. In March 2006 a law concerning equal opportunities was passed that specifically discussed diversity in the French media and so gave the CSA authority to monitor diversity in broadcast media and to ban any discrimination in that field.

This led to the creation of the **Diversity Observatory**. Its role consists of monitoring, advising and guiding the work of the CSA. 11 members were chosen among experts in the fields of media, immigration and administration. One of the Observatory's first requests was for a wide reaching quantitative study of how the issue of diversity is being covered by national broadcasters. The study was carried out over one week, across 16 national broadcasters. It gave the Observatory a snapshot of how minorities are represented on French television and therefore a basic understanding to work from. Regular meetings are held so that the Diversity Observatory can assess the achievements of the CSA on reflecting diversity in the broadcast media.

In 2007 the CSA set up the **Diversity Working Group** to talk with broadcasters and define the most effective ways to improve how the media deal with issues of diversity. The group's work led the most watched television channels in France to adopt specific policies to promote diversity and fight discrimination through their programming.

■ DISCUSS

- Are you informed on similar structures and initiatives existing in your country? If yes, are you making use of those structures?
- Is diversity as a whole a more interesting issue than immigrants and immigration for the media?
- Are all diversities interesting to the media in your specific local/national situation?
- Which approach is more effective: cooperation between different parties such as the media, NGOs and institutions, or complaint structures and self-regulatory bodies?

DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA



DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA

■ CSO'S AS A PARTNER IN THE PROMOTION OF DIVERSITY IN THE MEDIA.

Media-related civil society organisations, in some countries, *'have gained considerable importance'*. They can either be groups focused specifically on communication or else professional or consumer groups that have added media and communication to their agendas. Both forms of CSOs can be proactive in defending those rights that are ignored or overlooked by current political and commercial powers, such as the misrepresentation of minorities, access as well as the over exposure of specific issues in the media. These organisations are aware that economical and political actors won't take the initiative on particular issues and therefore:

- intend to stand for 'direct participation in a democratic process'
- expect to be involved not only in the follow up of implementation of directives or recommendations but also at the decision-making level
- require information in time to formulate their own contribution or counter-proposals aim to develop a 'structured relationship' with the media and establish ethical relations with professionals
- endeavour to raise the general public's critical awareness on particular issues
- work to establish principles, recommendations and standards of practice and disseminate them

■ PSBS AND MEDIA AND DIVERSITY POLICIES

Public Service Broadcasters (PSB) and other media organisations have to adapt both to the new digital and to the multicultural environments. In order to be able to fulfil their remit in promoting social cohesion and integrating all minority communities, growing attention has to be paid to the program content created by and for minority groups, as well as to access to, presence and portrayal in the programs. However, this is only possible in an environment where all of the staff is encouraged to become intercultural navigators, comfortable within different cultural contexts.

Recent studies show that minority groups are still relatively invisible and seriously underrepresented in the workforce and decision-making levels. Diversity in recruitment however, is not a goal in itself, but an essential tool for ensuring diversity of perspectives in all programs. More migrants and cultural or religious minorities making success in the media industry and more staff members acquiring intercultural competencies will ensure that PSBs reasonably reflect the diversity in society.

But making media and diversity a stronger reality in PSBs and in mainstream media companies is more than this, and the role CSOs can play is very important. Not only more diversity in recruiting, but also stable and reliable connections with minority community are essential for a more diverse output on TV, radio, print press and other media.

DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA

■ THE CANADIAN METHOD: THE SIX CYLINDERS OF DIVERSITY

The process of interculturalization within PSBs needs a multiple approach, with initiatives at different levels and sustainable for a longer period of time; this has been summarized in the “Six Cylinders Framework™” elaborated by the Canadian Diversipro organisation. The six cylinders are:

- 1 Leadership:** raising awareness at the management level of the need to improve the interculturality of the organisation, and to take steps to further the creation and implementation of diversity policies within the PSBs;
- 2 Workplace:** more diversity in the whole workplace environment;
- 3 Recruitment:** diverse teams have been proven to make better decisions, and to be more creative;
- 4 Community connections:** creating stronger and stable connections with the communities, including immigrants and ethnic minorities;
- 5 Marketing/Communications:** the way the company markets itself - the events it participates in, the images it releases and so - must reflect its diversity.
- 6 Programming:** the interculturalization of the programs is a self-standing cylinder, but also a direct consequence of the other five cylinders, since increasing the interculturalization of a company will affect its final products, the programs.

On a practical level, the six cylinders framework includes establishing permanent contacts with a variety of spokespersons from immigrants/minority groups, a representative participation of professionals of immigrant origin in the newsrooms and a pro-active, regular, and critical feedback by immigrant and ethnic minority audiences to the PSBs news and information programs as well as regular professional audience research.

There is growing consensus that PSBs have to introduce both intercultural workshops for all new staff working in or related to the newsrooms and to offer their present staff the possibility to obtain the necessary intercultural skills and networks to be able to adapt to the changing social environment. Engaging more with immigrants and ethnic minority groups in particular will help PSBs to improve the quality of their reporting, to be fully aware of the sensitivities around intercultural relations, and to avoid negative stereotyping leading to open or hidden discrimination.

The Diversity Toolkit for factual programs in public service television was created on behalf of public service broadcasters working towards more diversity on their screens, to help journalists and producers of factual programs to become aware of the effect of their reports on the audience. A DVD includes examples of good and bad practice with information and questions for discussion, and chapters deal with management, recruitment and internal charters. It has been translated or is being translated to: Catalan, French, German, Hungarian, Italian, Slovak, Spanish and Swedish, It can be downloaded free, or ordered with the DVD from:

http://fra.europa.eu/fraWebsite/press/materials_trainings/diversity_toolkit_en.htm or from
http://www.ebu.ch/en/union/under_banners/CulturalDiversity_2008.php

DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA

■ CSOS AND THE MEDIA

CSO's play several roles in the media environment; as representative of target audiences and consumers, as critical followers of the media output, as part of the programs and as partner in promoting diversity in the media.



Bear in Mind

Remember that when a CSO chooses to be partner of a PSB or of another media outlet in the implementation of a internal diversity process, it has to be very careful in the way such a partnership is managed and in the way it communicates it to other CSOs. If you are involved in such a process do not forget that you are working with the media and not for the media: both your organization and the relevant media have to keep their independence and critical thinking. It is essential to communicate this aspect to other CSOs working in the same field, in order to avoid misunderstandings...

DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA

■ PARTICIPATION IN FORMAL STRUCTURES

Many media organisations have a board of directors, a program council with viewers and listeners or other structures and bodies regulated by the media legislation. Normally these bodies have to reflect the composition of the national, regional or local societies in ethnicity, interests, age, gender, etc.

In the specific case of PSBs, their policies depend in most countries on decisions of the politicians in the national parliaments.

■ DISCUSS:

- How do these bodies operate, what is the influence of the individual members on the contents of the programs and articles of the media organisation?
- What participation do ethnic minorities have in those bodies?
- Which skills are helpful to operate effectively?

■ WHAT CSO'S CAN DO:

CSOs can participate in advisory councils for programs or multi stakeholder forums, in which they can present state of the art research and practice and participate in discussion with decision-makers, producers and broadcasters.

They can also engage in direct discussion with media industry representatives and programs and advise PSB's councils and ministries committees by helping to write up recommendations taking into account the expectations of the represented community

■ DISCUSS:

- What have ethnic minority organisations achieved by using national politics to change the national media landscape?
- In which way have European and international legislation and recommendations have been instrumental in achieving success?
- What other strategies have NGOs been using to make the PSBs more diverse?
- What can we learn from similar efforts by other groups dealing with gender, disabilities etc?

DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA

■ EXAMPLE: ROMA INTEGRATION INTO PSB (SLOVENIA)

When in 2005 the Slovenian Government initiated changes of the law on Public Service Broadcasting, the Peace Institute in Ljubljana used the opportunity to propose new provisions in the law, which would oblige public service radio and television in Slovenia to produce and broadcast program for Roma community.

The Peace Institute compiled and provided an argumentation for the proposed article, and sent it to the Government and to the Parliament during the adoption procedure of the law, and they invited the Association of Roma in Slovenia to do the same. In the Parliament, at the meetings of the respective committees, they advocated the solution together with representatives of Roma community. They also advocated and got support of the Governmental Office for National Minorities for such a provision. Year by year the Peace Institute has improved understanding of why it is important for the Roma community to participate in the media system via political groups and the general public.

The Peace Institute was involved in the first steps of preparation for a training program for Roma journalists at the Educational Center of RTV Slovenia (Slovenian Public Broadcaster Service), and in various meetings between the Roma community and the Management of RTV Slovenia after the adoption of the law. Two years after the adoption of the law, the first radio and TV programs for the Roma community at RTV Slovenia were created and they are now regularly broadcast.

Bear in mind

Constantly monitor what happens in media policies in your country to look out for chances to implement changes

Join forces with other actors to have a multiplier effect

Look for support from all relevant parties, including national and local authorities

Be ambitious, small organisations can also make big changes!

■ MIM - MIGRANTS IN THE MEDIA PROJECT (TRANSNATIONAL PROJECT: BELGIUM, GERMANY, GREECE, HUNGARY, ITALY, NETHERLANDS, SWEDEN)

The MIM project, running from 2008 to 2010, was funded by the *EU Fund for the integration of third-country nationals* and coordinated by Mira Media, Face Europe (Sweden) and NPS, the Dutch public broadcaster. It involved PSBs and NGOs from 7 European countries. Running parallel training sessions for PSBs and NGOs, with institutionalized and informal spaces for exchanges between both parts is the successful approach, which has been piloted in the MIM project. It included a conference to launch the project, a parallel PSBs – NGOs ‘train the trainers’ session, a series of national training sessions for PSBs and NGOs implemented by the 7 national partners, 7 final national roundtables joining together PSBs, NGOs and other relevant stakeholders to discuss the national training results, and a final Euro-

DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA

pean conference. Main training tool for the PSBs participants was the **Diversity Toolkit for factual programs in public service television**; the present Toolkit is one of the final products of the MIM project, and will be used in the frame of the MEM – Multicultural Europe in the Media project and in other training events.

Mundo Project, YLE – Finland⁵

The Mundo project was a media education and work-training project aimed at immigrants and refugee groups in Finland. The aim was to increase the mainstream audience's understanding of multicultural issues in the media and through the media, and to improve employment possibilities for immigrants and media professionals in the Finnish media. 26 students from 20 different countries participated over a period of two years. The project offered comprehensive media training, including work placements in media organisations such as YLE-TV, radio, print newspapers, magazines and Internet publications. Students were trained in technical media skills, including photography, sound and lighting, editing, production planning and project management. The project also developed specific media training and industry "mentoring" resources and practice models in support of individual immigrant and ethnic minority media students with a migration background. YLE-TV1 produced the "Basaari" television series providing TV work placements and technical and professional training in television production. The Mundo Project was a joint national partnership, lead by YLE, the Finnish national broadcasting company. Helsinki Polytechnic Stadia provided class based learning and training in media theory and practice.

Mediashakers – The Netherlands⁶

Mediashakers is a Dutch recruitment and consultancy company for cultural diversity. It distinguishes itself by the unique expertise and network on diversity management in media organizations, also by media information- and support services designed for and catering to both ethnic media professionals as well as the industry.

Move on Up – UK⁷

BECTU, an independent union of broadcasting and entertainment workers, organizes events that allow talented professionals who want to make contacts and seek new opportunities to meet senior executives from a range of organizations. The Move On Up events are aimed at black and minority ethnic professionals looking for new opportunities in the media.

Your Game – UK

Your Game⁸ is a partnership between the BBC and the Football Foundation which offers young people, aged 16 to 25 from under-served communities the chance to get involved in football, music and the media. Your Game is aimed at those groups not currently engaged in regular, competitive structured football.

5 http://www.omatsivut.fi/basaari/index.php?&article_id=558&_subm_=1

6 <http://www.mediashakers.nl>

7 <http://www.bectu.org.uk/>

8 http://news.bbc.co.uk/sport2/hi/football/your_game/default.stm

DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA

To do this Your Game works with national social inclusion organisations, sports bodies and community groups at every level to ensure that the opportunity is given to those who need it the most. Ten Your Game festivals of football and music have taken place across England between March and May 2008 with over 350 teams battling it out. Over 3,000 young men and women from under-served communities took part in a national street-football tournament with the winners competing in a national final held at Birmingham City's stadium. At each festival, participants got the chance to take part in creative workshops in street-dance, MCing and DJing, sports photography and much more. Aspiring musicians received advice from industry experts in the 'music-makers surgery'.

■ NOT ONLY PSBS: EXAMPLES FROM OTHER MEDIA

The Charter of Rome

On the initiative of the UNHCR, the Italian National Press Federation and The National Council of the Journalists' Association, initiated the "Charter of Rome" which guarantees a code of conduct regarding asylum seeker, refugees, victims of trafficking and migrants.

The charter states that appropriate terminology and terms shall be used in order to avoid spreading inaccurate, simplified or distorted information and that those asylum seekers, refugees, victims of trafficking and migrants who choose to speak with the media must be safeguarded as regards their identity and image so as to ensure that they are not identifiable.

The main actions operate on in two levels:

On the national level

- Charter of Rome (2008)– A code of conduct regarding asylum seekers, refugees, victims of human trafficking and migrants (National Union of Journalists, National Guild of Journalists, UNHCR):
- Independent monitoring centres (Universities, research centres, relevant CSOs)
- Training for journalists (Schools of Journalism, thematic seminars)
- Media Awards
- Campaign for the abolition of the term "clandestino"
- Professional exchange between mainstream media and ethnic minority journalists (internships in Internazionale and Metropoli magazines)
- "Italiani - Italy Seen by New Italians" (2007) - section in "Internazionale", reputed weekly magazine focusing on culture and politics
- Articles written by immigrant or second-generation immigrant writers and journalists.
- Whenever possible, experts and organizations with a specific expertise on the subject are consulted so as to provide the public with information that is clear, comprehensive and also analyses the underlying roots of the phenomena.

DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA

And on the local level

- Protocol of agreement on intercultural communication in the Emilia Romagna Region (see previous chapter);
- Local media monitoring on migration-related/diversity issues;
- Ethnic media are given a role in local institutional communication;
- Professional exchanges are encouraged between local mainstream media and ethnic media.
- Concertation with local authorities, media and relevant stakeholders for the development of activities producing an impact on migration and social policies;

Participative processes involving ethnic minority journalists:

- National platform of Ethnic media (2005)
- National association of ethnic minority journalists
- Strategic partnerships: Guild of journalists (equal access for non EU-journalists), Union of journalists (involvement in the Charter of Rome monitoring centre, support to the national association of ethnic minority journalists)

Full text of the Charter in the DVD.

Broadcaster's Charters

Many broadcasting organisations – and not only the Public Service Broadcasters - now have articles in their company charters and internal rules that spell out their commitment.

For example:

'France Télévisions is committed to reflect the diversity of the French population and improving its portrayal in all its images, through its programmes, and the people, witnesses, actors, journalists, etc. who appear on its channels.'

BBC: The BBC is committed to reflecting the diversity of the UK audience in its workforce, as well as in its output on TV, on radio and online. It aims to reflect the population of modern Britain - through gender, age, ethnicity and cultural diversity, disability, faith and social background, and sexual orientation. The BBC creates public value – among other ways – by reflecting the UK's nations, regions and communities; by enabling the UK's many communities to see what they hold in common and how they differ. The BBC seeks to build social cohesion and tolerance through greater understanding. BBC policy brief: <http://www.bbc.co.uk/info/policies/>

The RTL Group: The Group's Mission statement includes: '**Diversity** is at the very heart of RTL Group. ... RTL Group companies acknowledge and reflect the diversity of the cultures they serve not only in the programs they broadcast but also in the composition of their workforces'. According to RTL Television Chief Editor in Germany, Peter Kloeppe: "There are meanwhile 15 million people with a migration back-

DIVERSITY POLICIES OF PUBLIC SERVICE BROADCASTERS AND OTHER MEDIA

ground who live in Germany. Naturally, these people are the buying public of the media. We have to ask ourselves as media professionals whether or not we consider their interest, whether we have to change something and whether there are programs that are presented either too much or too little.” He added: “**We want moreover to integrate young people with migration backgrounds in our broadcasting station** and also want to try to get more contact with schools to offer teachers the possibility to additionally develop media competence that can be communicated during class.” Following the first initiatives launched in 2007, RTL Television continues to present its Com.mit Award for integration, with the call for entries going out to students at schools all over Germany. More examples of Diversity Charters in the DVD.

■ MORE EXAMPLES:

The **Leicester Mercury**, a UK local newspaper, is a partner of Leicester’s Multicultural Advisory Group which engages in regular dialogue to achieve a greater understanding between the media and community groups and to contribute to more effective, sensitive and informed reporting.

The **Guardian newspaper** ran a series of articles on Muslims in Britain to demonstrate how the reality differs radically from the cruder stereotypes. An evaluation of the series found that 92% of readers felt that their perceptions of Muslims had improved and 80% felt that the series presented Islam as not being a threat to the West.

Society of Editors and the Media Trust (UK) has developed the guide “Reporting Diversity” to assist journalists in fairly reporting on immigrant issues. It provides a snapshot of changing communities, highlights particular issues facing journalists in reporting on community issues, and draws on examples of good practice from various media contexts.

The **Portuguese High Commission for Immigration and Intercultural Dialogue (ACIDI)** monitors the portrayal of immigrants and immigration in the media. It discusses its findings with the media to educate them about the gap between reporting and reality and issues public statements with official data to counter negative and stereotypical news reports.

Chapter 6

ALTERNATIVE INFORMATION



ALTERNATIVE INFORMATION

■ **BLOGGING, SOCIAL NETWORKING, VIDEO SHARING, WIKIS AND OTHER WEB 2.0 TOOLS YOU CAN USE TO IMPROVE AND INCREASE THE INFORMATION ON IMMIGRANTS AND MINORITIES**

It is not fair to accuse journalists of giving unbalanced information, if they do not have easy access to alternative information and views from the ethnic minority communities. If views and opinions are invisible and unheard, we cannot expect these views to be integrated in articles and news items.

CSOs are aware that the new media environment gives new opportunities to offer this kind of information. Apart from producing their own magazines and newspapers, they increasingly create own community media, such as websites, digital radio or television stations. The internet provides opportunities to enter in the public debates by starting weblogs and by entering into internet debates. Several CSOs use the internet frequently to host discussion platforms on issues and on specific interests of their minority communities and to host platforms giving room to alternative information which normally cannot be found in the mainstream media. Apart from this, there are several other ways NGO's can offer alternative information to the press, and in this chapter you will find many examples and ideas.

■ **AN EXAMPLE OF CO-OPERATION BETWEEN PSBS AND CSOS IN HUNGARY: MUNDI ROMANI - THE WORLD THROUGH ROMA EYES**

Mundi Romani is an audiovisual project implemented by Romedia, and the Hungarian Roma broadcasting NGO, in cooperation with Duna TV (The Hungarian National Broadcasting Company founded in 1992 and specializing in culture and folklore) Mundi Romani is a Campaign that is nationally as well as internationally recognized. The Campaign describes Romani-culture in 27 episodes throughout 18 different EU-countries by presenting average people. The project combines interviews (fieldwork) with documentation (desk research). In Hungary it's on prime time on the satellite channel Duna TV available for all Hungarians in the world (on Monday, 19.30 hours; 150.000 Hungarians in Hungary and 1.000 persons in regional TV-slots), and also on Internet. The working language is Romani and local languages; the narration is transposed in Hungarian and English.

More information at [http://www.mundiromani.com/about_us/?main_menu\[main_menu\]\[item\]=3](http://www.mundiromani.com/about_us/?main_menu[main_menu][item]=3)

■ **WHAT CSOS CAN DO WITH THESE TOOLS:**

- Make sure the glossaries and multicultural databases you have developed are available on internet and that the end-users – journalists etc – know about them
- Make downloadable pedagogical materials available for students and journalists
- Find new ways to communicate your message, re-cover issues that were already covered by the media
- Use internet, blogs, letters to the editor, Twitter, You Tube etc

■ OTHER EXAMPLES OF GOOD PRACTICE:

The initiatives listed below are different and with different objectives. Some are meant as alternative sources of information for journalists and media practitioners, some are community media addressed to minority populations, some are immigrant/minority media addressed to the general public.

■ DIVERSITY DATABASES

Perslink⁹ (Presslink), an initiative of Mira Media, NOS and the Dutch Union of Journalists, has developed various instruments. They began by publishing a Diversity Database, but soon discovered that a database as such did not work in practice because the information was outdated as soon as it was published. On the other hand, digital database did not work if the ethnic experts and spokespersons were not known or visible to the press. Therefore Perslink now also provides media training for the spokespersons and experts in the database and organises network meetings to bring them and journalists together.

The **XenoCLIPSe Diversity Address Book**, is an international project involving Spain, Belgium, Germany and Norway: In each town, city, country, people from diverse cultural, social or ethnic backgrounds live together. The media is an important - and often the only - reference for the creation of a collective imagery about these migration processes. All too often, they link diversity to conflict, violence or crime, (re)presenting ethnic minorities as mere and voiceless objects of information. This Diversity Address Book was created to change this reality through the promotion of minorities with a voice, people who feel represented as a part of the media and society itself.

This Address Book is only one of the multiple projects that aim to enhance the role of the media in this process of recognizing social diversity. It is a tool that helps journalists to quickly access individuals who are directly involved in migration processes and make them subjects and sources of information. These people will be able to talk about their home countries and about their condition as immigrants, but also as experts in their professional fields.

Enter the Diversity Address Book at <http://www.xenoclipse.net/directori/init.php>

Exiled Journalists' Network - UK¹⁰. The Exiled Journalists' Network, supported by the National Union of Journalists and the MediaWise Trust, assists journalists who have fled to the UK to escape persecution because of their media work. It builds upon the Refugees, Asylum-Seekers and Media (RAM) project which supported exiled journalists by providing work placements, training information on the UK media environment, setting up their own media career entry points and training providers. Access to specialist training is also provided by the National Union of Journalists. In addition, the RAM project created a Directory of Exiled Journalists to encourage editors in both the print and broadcast media to offer them employment or commissions to exiled journalists.

⁹ <http://www.perslink.nl>

¹⁰ <http://www.exiledjournalists.net>

ALTERNATIVE INFORMATION

■ PEDAGOGICAL MATERIALS FOR JOURNALISTS

British Muslims – Media Guide, which describes Britain's Muslim Communities, their history, present and future, was put together by the British Council, the Association of Muslim Social Scientists and other partners as a resource for journalists and others.

The Mediawise Trust (UK) offers various articles, reports and guidelines for best practice on reporting diversity. (<http://www.mediawise.org.uk>)

How do images and the media work? What is a stereotype? **Watching The Media** proposes both information and group activities to improve understanding of how the media work and to develop critical analysis, so contributing to the fight against any forms of discrimination. The kit, created with the support of the European Social Network, includes a booklet and CD-ROM, and can be ordered in French, German or English.¹¹

■ ALTERNATIVE INFORMATION PLATFORMS FOR JOURNALISTS

Wereldjournalisten.nl (The Netherlands) is a daily updated website that provides a different view on the news and focuses on news from ethnic minorities in the Netherlands. The site works with a network of correspondents, mostly journalists with a foreign background. They write articles, analyses and features for the website, the focusing on the Netherlands. The website is the primary information source for journalists working on topics concerning ethnic minorities. It site provides access to several databases (a specialists database and a publications database) and contains factsheets with background information on current affairs. It gives summaries of media coverage on specific topics in non-western countries and it takes a close look at media coverage in the Netherlands. **Wereldjournalisten.nl** is an initiative by Mira Media.

The Forum on Migration and Communications (FOMACS) (Ireland) (see chapter 2)

■ MULTICULTURAL AND ETHNIC MEDIA

Multicultural Television The Netherlands (MTNL) produces multicultural television programs and reflects the diversity of the urban populations. MTNL focuses on youth culture, information, politics/society, culture and human interest. Its goal is to include and reach all groups in society by broadcasting only in Dutch, and is picked up by local and regional stations in the four biggest cities in the Netherlands; Amsterdam, Rotterdam, Den Haag and Utrecht.

¹¹ <http://www.apte.asso.fr/>

ALTERNATIVE INFORMATION

Indvandrer TV (Denmark) is a non-commercial TV-station, based and broadcast in Aarhus County, Denmark. Indvandrer TV (Migrant TV) was founded by several ethnic organisations in January 1997, with the aim of producing television that was committed to the cause, of the ethnic minorities fighting against discrimination and racism in Danish society. ITV was the first multicultural TV-station in Denmark. It has since then become a serious alternative to the established press, with a different way of showing news and multicultural TV-programs. The idea is to build bridges between the ethnic minority groups and the Danish society and show the positive contribution that ethnic minorities can give to the Danish society. ITV has a potential audience of approx. 650.000 viewers.

Colourtelly.tv (United Kingdom), launched in July 2007, is an internet TV station aimed at the black population in the UK. The station makes its own drama, talkshows, kids' and history programs, all aimed at a black British audience. The channel is subscription-only and costs £10 per month.

Beur FM, France, streams music, news and chat for young people of Maghreb origin. Beur FM was set up in 1992 and established as a professional, commercial station with no state subsidy. It defined itself in its broadcasting licence application as a 'true integration medium', proposing to advance the integration process by upholding the republican values of tolerance and mutual understanding, treating all cultures equally.

All FM, (United Kingdom) Ardwick, Longsight & Levenshulme FM is a local community radio station serving the multicultural south and east of Manchester and based in the suburb of Levenshulme. The station is mostly run by staff and volunteers from across Manchester. All FM brings a wide variety of programming including an Asian Hour (with old and new Bollywood music), Caribbean Connexion Show, Persian Seda (with Iranian music), Riddim' n Raag (Indian traditional music combined with reggae) and Polska Audycja (Polish Show). Multilingual programs in French, Polish, Portuguese and Urdu are also broadcast.

Marokko.nl (The Netherlands), is the biggest virtual community for Dutch-Moroccan youth in the Netherlands, with nearly 149.000 members. Dutch youngsters of Moroccan descent discuss current affairs and contemporary topics on the online forums. These forums create a new space for communication between Dutch-Moroccan youth, and stimulate reflection about their social identity. Marokko.nl contains a special online lifestyle magazine for women, Yasmina, and also offers news, blogs, videos and business information.



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between CSOs and the media
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