
Methodology for Media Training

Sensitized Reporting on Mixed-migration



Funded by
the European Union



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Introduction

The methodology was developed in order to construct a manual which can be used to hold a training for sensitized reporting about mixed-migration for journalists and spokespersons for public institutions. The aim of the training is to make sure journalists, reporters, editors, as well as spokespersons use adequate and sensitive wording, focus on human rights and make sure the public is given fair and complete information when discussing migration and persons on the move.

The topic of the training was chosen as Bosnia and Herzegovina has seen a rise in mixed-migration, which has laid bare the fact that many journalists lack even basic understanding of human rights reporting and sensationalism is rampant. The issue has also revealed to which extent spokespersons of public institutions are not transparent; all of which is affecting public perception about a key issues in society.

This document is a one stop shop containing everything from preparation, budget and instructions for trainers and facilitators, as well as agenda.

The Balkan Investigative Reporting Network in Bosnia and Herzegovina is a media NGO focused on human rights reporting, marginalized groups and transitional justice.

Preparation of the training

The training should be planned well in advance so its timing fits the relevance of the topic covered, the geographical area where it will be held is chosen in accordance with the proximity of training participants in order to facilitate the participation of greater number of participants and make sure no one is prevented from taking part due to long distance from their place of residence. During the preparation of the training the team of people preparing it should actively explore potential trainers and speakers, so the participants have a chance to learn from the best experts during the training. Organizers should have ready examples of trainers' previous work and expect from trainers to prepare a proposal of training modules for their sessions and also include them in making training agenda.

When preparing the call for participation, you need to think of the channels for sharing the invitation to the training, including social media and traditional news

media organization platforms and direct contacts with newsrooms. The invitation content should be sufficiently clear and contain all necessary information and data for people to apply for participation.

For a diverse and engaged group of participants organizers should be involved in inviting and encouraging people to apply and be involved in making final list of participants so it would include balanced engagement of different age groups, be gender balanced, have geographical coverage balanced and other relevant factors such as different backgrounds and experience of participants.

Please note that multimedia invitation and promise of multimedia training is attracting more participants.

Before participants arrival to the training organizers should have prepared and distributed all training material. This may include agendas, pens, shopping bags, manuals on topics discussed, manuals on statistical data and so on.

Learning Objectives for the training

Migration and forced displacement are truly relevant global – as well as local – issues, which need to be documented. Professional and thoughtful migration coverage requires more than professional skills and factual knowledge, but also sensitivity for the effects of one’s own reporting. Media have an impact on (potential) migrants or refugees as well as on people in transit and destination countries; media can impact political decision-makers and decision-making-processes; media can shape public perceptions of issues and images of people. This confronts journalists with a range of professional challenges. In addition, covering migration and matters concerning refugees is of course influenced by many other factors.

The goal of this training is to work with journalists covering these topics to better understand how to properly use terminology, division of responsibility related to migration in BiH, latest data and trends, key challenges and, most importantly, the need for transparency and better communication between media and institutions’ spokespersons in order to avoid tensions in local communities. Specifically, due to the alarming rise of xenophobia, racism, hate speech, and intolerance towards people on the move, one of the specific goals of the training is to provide space for understanding the impact of this — how it undermines social cohesion, lays foundation for violence, erodes shared values, and dehumanises minorities, migrants, refugees, and people on the move.

Thus, the training needs to be focused on addressing these issues. It should aim not only at journalists and editors, but also at spokespersons and persons in charge of media statements in various institutions which deal with migration (municipalities, hospitals, ministries, prosecutors’ offices and other institutions).

Focus the training on terminology, key challenges and the need for transparency. In developing the training agenda and methodology, use Guidelines and glossaries, and the Cultural competency training already developed by International Organization for Migration (IOM).

At the end of the training, journalists should have practical knowledge - terminology & basic rules to the advanced dos and don’ts, as well as mobile-journalism tips when reporting about migration.

Spokespersons need to have clearer understanding about the communication challenges and ways for those to be accordingly addressed in order to maximize relationships with journalists and media.

Take a particular care that trainers are using a proper terminology and that it is transferred to participants by the end of the course. You can use The United Nations Educational, Scientific and Cultural Organization (UNESCO) Handbook for journalist educators on “Reporting on migrants and refugees”. Be sure to use similar definitions: Refugees are persecuted in their home country and are therefore forced to flee. While a government usually guarantees the basic human rights and physical security of its citizens, refugees, by definition, are not protected by their governments; the international community steps in to ensure the individual’s rights and physical safety. As refugees cannot be protected in their home country, they are granted protection by international law. Migrants, on the other hand, can be protected in their home country.

Migrants are not as clearly defined, and their rights are not as far reaching. United Nations Department of Economic and Social Affairs (UNDESA) has put considerable effort into trying to harmonize the many different approaches to define migrants, resulting in this definition from 1998, according to which a long-term international migrant is: person who moves to a country other than that of his or her usual residence for a period of at least a year (12 months) so that the country of destination effectively becomes his or her new country of usual residence.

Don't fail to notice other definitions:

Asylum seekers: Individuals who have sought international protection and whose claims for refugee status have not yet been determined.

Internally displaced people: Internally displaced people (IDPs) have not crossed a border to find safety. Unlike refugees, they are on the run at home. IDPs stay within their own country and remain under the protection of its government, even if that government is the reason for their displacement.

Stateless people: People who are not considered as nationals by any state.

Additional groups comprise returned refugees, returned IDPs, and other groups of concern to UNHCR.¹

Target audience

Target audience for this particular training is media professionals including freelance journalist but also spokespersons of relevant country institutions (such as Ministry of Security, prosecutor's office, Service for Foreigner's Affairs, ministries of internal affairs, police departments, social services, educational and healthcare institutions, as well as other agencies with direct contact with asylum seekers and migrants) international organizations, researchers, academia.

The methodology is developed for approximately five in-situ workshops for different stakeholders where different groups undertake separate as well as joint sessions, in order to make sure all participants receive equal basis on different subject matters which are not implied in their core work practice.

Consideration of learning styles

The work methodology should be primarily based on an interactive approach with training participants skillfully mastering and improving the following:

¹ Reporting on Migrants and Refugees: Handbook for Journalism Educators, UNESCO

For spokespersons and employees of institutions:

- Knowledge and acquisition of practical skills in the field of communications based on sensitized reporting on vulnerable groups with a focus on migrants and refugees with the aim of successfully exchanging messages and becoming familiar with the psychology of communications related to functioning, mental processes, and behavior of individuals during communication.
- Practical learning of public appearance in front of TV and photo cameras. Through practical exercises, which incorporate writing of articles and statements relating to the work of their institutions in the field of migrations, the participants appear in front of TV cameras, thereby further enhancing their public-speaking skills.
- Recognizing and understanding the importance of good public relations in institutions as a tool for good communications management, especially in crisis situations.
- Becoming acquainted with key techniques and tools used in public relations in institutions that deal with migrations.
- Becoming acquainted with key methods and techniques in communication of institutions with the media.
- Identify, present and use the key elements of public appearance.

For reporters:

- Better understanding of proper use of terminology.
- Having an overview of who is responsible for which segment of migrations in Bosnia and Herzegovina.
- Knowledge on latest data and migration trends in the country, region and Europe.
- Enhancing research skills in order to identify the problem, collect verified informational resources from relevant sources in order to provide quality and in-time reporting.
- Improved reporting skills on migration.

Course description

Provide an in depth course description. It can help both trainers and also participants. In the end, such detail description can help you evaluating success of each module and course. Here is an example you can use.

Two (2) separate trainings will be organised based on location (Sarajevo and Bihac), and will include mixed groups of journalists and spokespersons in order to maximise interactivity, peer-to-peer learning and information sharing, as well as build connections.

In order to maximise the effectiveness and ensure longevity of impact, BIRN BiH plans to cooperate with Universities in Sarajevo and Bihac to include at least ten students studying journalism and/or other related branches. They will also be given an opportunity to write stories on migration which will be published on BIRN BiH's *detektor.ba* and partners' websites. Both trainings will last for three (3) days and will focus on terminology, division of responsibility related to the migration in BiH, latest data and trends, key challenges and, most importantly, the need for transparency and better communication between media and institutions' spokespersons in order to avoid tensions in local communities. In developing training agenda and methodology, BIRN BiH and partners will use guidelines and glossary already developed by IOM and the IOM cultural competency training.

During these three days participants will work both separately (divided in "journalists" and "spokespersons" groups) and jointly in same sessions.

Day I /Part 1

BIRN BiH and the Association of spokespersons of prosecutors' offices trainers will:

- **explain the goal and scope of the training**
- **focus on international and domestic institutions involved in the work on the ground**

Part 2

- **focus on individual stories and case studies from investigative journalists who wrote extensively about migration in BiH and migrants.**

Day II / Part 1

- **a joint lecture on the need for transparency through examples of miscommunication and problems arising from poor communication and sensationalist reporting**

Day II / Part2

- **the participants to be divided into two groups to work more in depth on theory and practical examples**

Day III / Part 1 (in separate groups)

- **exercises in which journalists prepare a short article and spokespersons a press release**

Day III / Part 2 (groups reunite)

- **all participants together reflect on lessons learned and discuss potential avenues for improvement of cooperation and reporting**

BIRN BiH editors & journalists and journalists from other media will act as mentors for journalist-participants. The Association of spokespersons of prosecutors' offices representatives will mentor the spokespersons-participants.

At the end of the training, journalists will acquire practical knowledge from terminology & basic rules to the advanced dos and don'ts, as well as mobile-journalism tips when reporting about migration. Spokespersons will have clearer understanding about the communication challenges and ways for those to be accordingly addressed in order to maximize relationship with journalists and media.

In order to test the quality of trainings, BIRN BiH will develop pre and post training questionnaires which will provide a clear picture on how much journalists and spokespersons have learned and what they thought about the quality of the training. Each training will result with a set of recommendations from the discussions about challenges in communication. The trainings will take place in Bihac and Sarajevo. Each training will host between 25 and 45 participants. Both trainings will be held in large conference halls in order to ensure Covidrelated restrictions for a large group of people to attend. If the pandemic restricts large scale gatherings of around 30 persons, BIRN BiH will develop a new methodology which will include a larger number of trainings for smaller groups, partly being done via zoom to maximize effect.

Training method (Structure of the Training Workshop – Modules / Themes)

Each training module should focus on ensuring journalists and representatives of state institutions dealing with migration, as described above, have a better understanding of key challenges, as well as professional standards in terminology in relation to migration issues. Media workers and institutional representatives should not only acquire new knowledge and skills, but also have the opportunity to practice these skills in a safe environment along with experienced mentors. The training unique methodology should also provide for opportunity for media workers and institution representatives to discuss among each other about avenues for improving cooperation, enhancing the impact of training.

The training needs to be designed to provide participants with theoretical information that is either poorly accessible to them or they lack an opportunity to analyse it, so they would base their experience on previously established positive practices. Theoretical lectures should always be accompanied with practical examples, so the participants would more clearly master the modules discussed.

Following the theoretical modules, plan a set of modules where participants will practice field assignments, such as giving statements to the media, interviews, crisis communication, statement recording, public appearances and breathing control and stress reduction in such situations, with longtime experts in the field.

Base your exercises on reconstruction of past events in a way participants take a role at the workshop and practically act as if the event is actually happening to them, which ultimately gives a great contribution, because their job does not allow for practice therefore preventing major negative consequences for participants on their work assignments.

For each of the module that you are developing try to use templates such as: module aims (describe what you aim to achieve in that particular modul); outcomes (what will participants learn at the end of each module); outline (give short description of the problem for which you are organizing particular modul and provide possible solutions); exercise (plan as much as possible exercises in order to have a lot of feedback from participants).

For aims and outcomes you can look up to this UNESCO example:



- To sensitize participants to the relevance of media effects when reporting about migrants and refugees.
- To address the impact of media coverage on national and international media audiences.
- To highlight professional challenges with which journalists covering migrants and refugees are confronted.



At the end of this module, participants should be able:

- To discuss the relevance of key models of media effects for migration coverage.

—→ **Affective LO: Responding**

- To examine the factors challenging professional coverage of migrants and refugees to different countries.

—→ **Cognitive LO: Analysing**

- To critically assess the potential ethical implications of stories matters concerning migrants and refugees.

—→ **Cognitive LO: Evaluating**

Each part of the days module should be accompanied with exercises in order to have participants engaged but also to have them share their views and understanding and to show a change later when exercise is done. Have in mind that exercise should not leave participants without trainers feedback for too long.

Here are some exercises you can use:

For media professionals:

Have a story about migrants cropped into paragraphs and mix them and then share story like that to participants. Ask them to work in pairs to arrange paragraphs in order they find right. Then discuss why did they arrange them in such fashion. Look in story to have migrants or refugees quoted and explain that starting a story with an example is always a good way to start a story. Such stories usually have sensitized approach.

Watching together examples of proper video stories and later discussing them is always interesting for participants.

Find videos similar to this one:

<https://www.youtube.com/watch?v=l1en64N54l4>

Discuss what they think of a video containing stories of refugees fleeing Bosnia in 90's to countries where some refugees are coming to Bosnia now. Having similar stories helps audience to connect to refugees' stories.

For spokespersons:

Organize small press conference with questions including reporters' questions with wrong terminology and asking for sensationalist reporting in order to practice proper response both with terminology and information. Or you can discuss examples of press statements including hateful language toward migrants and what would be a proper way to address the issue.

Materials

Plan to use variety of different written and multimedia material on best reporting practices. Include reports of institutions on statistic of migrations in Bosnia and Herzegovina but also handbooks and quality reporting examples. Name media organizations and associations of journalists which you find as examples of great reporting and try to invite them to the training, especially the ones with significant filed reporting experience.

Materials you can use:

Bosnia and Herzegovina: Migration Profile, IOM

Situation Reports, IOM

Displacement Tracking Matrix (DTM), IOM

Media Coverage on Migration: Promoting a Balanced Reporting, IOM

World Migration Report 2022, IOM

Bosnia and Herzegovina Migration Profile, Ministry of security of Bosnia and Herzegovina

Reporting on Migrants and Refugees: Handbook for Journalism Educators, UNESCO:

Needs Assessment: Human Trafficking in the Western Balkans (Bosnia and Herzegovina), IOM

World Migration Report Update: Migration and Migrants: Europe4, IOM

Reporting on Migration and Refugees, UNHCR

Time planning of the course

Course to be organized is a multiday experience. When considered what needs to be presented, it should be approximately five days long - whereas journalists and representatives of institutions each have two days in separate sessions, and a joint day, in which they talk about mutual challenges.

Each day should consist of five working hours of activities, with breaks planned in the agenda, containing both the theoretical and practical part of the workshop for participants for each day.

In this case, both groups, i.e. journalists and spokespersons, need to have a chance to work around ten hours over the course of two days of the workshop and around five hours during the joint day in which both groups of participants.

First two days of the workshop can be dedicated to spokespersons in institutions involved in migration issues in Bosnia. Have it led by experienced professional(s) able to provide both theoretical and hands-on good practice examples to learn from.

On the third day you can have joint module with spokesperson and reporters. Make this part as a discussion moderated by pair of two: one journalism trainer and one communications trainer.

Include interactive sessions as a core of the workshop and the learning method.

Get involved journalists-professionals working on these issues but also Ministry of Human Rights and Refugees, Ministry of Security and other relevant government institutions, as well as international organizations such as IOM and UNHCR (The United Nations High Commissioner for Refugees) for instance.

Have workshop to also include an hour and a half long panel discussion with government and international organizations' representatives in the panel, led by an impartial moderator. Other workshop participants, journalists and spokespersons, are along with the moderator can ask questions. Explain that this panel aims to provide better understanding among parties that usually do not have opportunities to come together in a safe environment to share their experiences, knowledge and offer good practice examples from all sides – for easier communication while working in their respective fields.

The fourth and fifth day of the workshop should be dedicated to journalists (including freelance journalists) solely. This goes for the enhanced ways of reporting migration issues to the public as well as enriching the ways journalists research, look for data (especially in the digital world of today), and overcoming obstacles both on the field as well as in gathering information from respective institutions.

These two days aim to cover the following topics:

- **Data** (where and how to find and verify them)
- **Field experiences and challenges** (with the focus on accessing information and how to overcome the challenge)
- **Human rights approach to reporting** (how to ensure a careful, sensitive and humanitarian approach in reporting, protection of human rights in reporting)
- **Hands-on exercises:** writing exercises and text analysis (with chief editor(s))

Template of training schedule:

10:00-12:30 Introductory part

- Media reporting in Bosnia and Herzegovina on migrants and refugees – how institutions can influence a more sensible approach by the media
- Institutions in contact with mixed migrations – professional, responsible, sensitized and transparent reporting
- Experiences of spokespersons in communication related to migrations

12:30-13:30 Lunch

13:30-15:00 Communication in crisis and media relations

- How to communicate in crises
- Plan of crisis communication, internal communication and media relations in crisis

15:00-15:15 Break

15:30-16:30 Communication in crisis and media relations (continued)

- Techniques of communication with the media, preparation and publication of key messages
- Media appearances and factual reporting

Evaluation of the training (measuring effectiveness of the training)

It is recommended to develop evaluation methodology for the end of the training session. It would be best to have a structured evaluation based on modules implemented and to ask participants for feedback on each part of the training but also some general questions regarding training organization, accommodation, services provided in order to improve future participation.

After the training plan to talk to participants about all topics included in the agenda to receive feedback on the quality of information shared and summarize the lessons learned and experiences shared.

- In the course of conversation ask participants to share the most striking experiences they heard and information they find useful for their work in the field, associating them with their previous experiences specifying to what extent it was harder and more complicated or, conversely, to what extent it was easier.
- Other important questions might include the ones about how interesting each presenter or topic was, what content kept their attention best, to what extent it involved them in the discussion and how much room it left for them and a dialogue with lecturers, as well as to what extent it was in correlation with its quality.
- Start a conversation about what the training will change in their practice, in what way they will apply the experiences learned at the workshops and whether it will be relevant to public.
- Ask what recommendations for improvement of workshops and trainings participants have.

Take notes during the evaluation and make sure to share them with trainers in details.

If you find it better you can use written evaluation form at the end of the training or create one online for after the course. Here is an example of one:

Course title Date

Participant's name:

For each aspect of this training, please give your opinion

Non applicable Fully disagree Disagree Neutral Agree Fully agree

Course content

1. The subject of this course was precise	5	4	3	2	1	Na
2. This training will be useful for my job	5	4	3	2	1	Na
3. The teaching of this course were good and interesting	5	4	3	2	1	Na
4. The course material was well adapted for this course	5	4	3	2	1	Na
5. This training has achieved all its objectives	5	4	3	2	1	Na

6. Please indicate what were the aspects of this training that were the most interesting. Which ones and why?

7. Please indicate what were the aspects of this training that were the least interesting. Which ones and why?

8. Could you name 2-3 suggestions to make this training better?

Acknowledgment: BIRN BiH wishes to pay special thanks to the IOM Bosnia and Herzegovina staff for their support and guidance in developing this methodology.

References:

Bosnia and Herzegovina: Migration Profile, IOM

Bosnia and Herzegovina Migration Profile, Ministry of security of Bosnia and Herzegovina

Reporting on Migrants and Refugees: Handbook for Journalism Educators, UNESCO:

Needs Assessment: Human Trafficking in the Western Balkans (Bosnia and Herzegovina), IOM

World Migration Report Update: Migration and Migrants: Europe4, IOM

Reporting on Migration and Refugees, UNHCR

Methodology for Media Training Sensitized Reporting on Migration is developed within the project “Bosnia and Herzegovina: enhancing social cohesion in communities hosting people on the move”. Action is implemented by the International Organization for Migration (IOM), and funded by the European Union’s (EU) Service for Foreign Policy Instruments (FPI) Instrument contributing to Stability and Peace (IcSP)“.

