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ROBERT SCHUMAN CENTRE FOR ADVANCED STUDIES



MEDIA FOR DIVERSITY AND  
MIGRANT INTEGRATION

## **Thematic Report 2011/04: Training**

Neil O'Boyle, Franziska Fehr, Paschal  
Preston  
Dublin City University



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**EUROPEAN UNIVERSITY INSTITUTE, FLORENCE**  
**ROBERT SCHUMAN CENTRE FOR ADVANCED STUDIES**

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Training**

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**DUBLIN CITY UNIVERSITY**

**MEDIVA PROJECT**

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## **The MEDIVA Research Project**

### **Media for Diversity and Migrant Integration: Consolidating Knowledge and Assessing Media Practices across the EU**

The MEDIVA project seeks to strengthen the capacity of the media to reflect the increasing diversity of European societies and promote immigrant integration. To achieve this objective, the project will organize the knowledge produced so far and will create a searchable online database of all relevant studies on media and diversity/integration issues that will be made available for use by the media professionals as well as the general public. Building on the existing work and combining it with a series of in depth interviews with senior journalists across Europe, the MEDIVA project will generate a set of media monitoring indicators (which will be available in 8 languages) that can work for different media, in different countries, and that can provide the basis of a self- and other-assessment and future monitoring mechanism in the media. Four thematic reports will be written to reflect on how journalists and other media professionals deal with migrant diversity in five areas of their work: in recruitment/employment conditions; in training provided; as regards codes of ethics; in news making and programme production; in presenting diversity (news content). Finally, five Regional Workshops will bring together media professionals, NGOs and researchers to discuss the role of the media in promoting migrant integration.

The MEDIVA project is hosted by the Robert Schuman Centre for Advanced Studies and co-ordinated by Prof. Anna Triandafyllidou (anna.triandafyllidou@eui.eu ).

The EUI and the RSCAS are not responsible for the opinion expressed by the author(s)

DCU School of Communications is one of the largest schools of its kind in Europe, with 600 undergraduate students, 130 students on taught Masters programmes, and 30 postgraduate research students, many of whom are leading participants in international research networks and projects.

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## Executive Summary

A considerable body of scholarly research has developed over the past three decades, which examines representations of migrants in European media. However, considerably fewer studies have investigated the limits, possibilities and experiences of migrants working in media organisations, as well as efforts (or the lack thereof) to encourage and foster ethno-cultural diversity in the European media sector. The MEDIVA project primarily redresses the latter problem, with a particular focus on news media. In short, it assesses the willingness and preparedness of European media organisations to reflect and embrace the increasing ethno-cultural diversity of European societies.

Drawing on various overlapping literatures from 2000-2010 (including academic works, policy documents and media instruction manuals) and incorporating findings from interviews conducted with 68 senior journalists and media professionals (interviewed by the MEDIVA partner institutions in six European countries: Italy, Greece, Ireland, Great Britain, Poland and the Netherlands), this report examines attitudes towards diversity training amongst a selection of European media organisations and assesses if, and to what extent, such training is provided and encouraged. Our research examined, *inter alia*, the extent to which journalists and other media professionals are made aware of potentially discriminating practices; if and how they are sensitised to the use of certain language and images; existing opportunities for them to develop intercultural skills and; how they are generally guided and advised on all matters relating to ethno-cultural diversity.

The 68 interviewees were drawn from a variety of media organisations and held various positions. Amongst those interviewed were editors-in-chief, programme directors, reporters, senior journalists, presenters, an archivist, an assistant editor, a columnist, a creative head of productions, a creative producer, a head of HR, a head of diversity and a number of newsreaders. Most interviewees were aged between 30-59 years and had worked in the media industry for approximately 19 years. More than half were male (62%) and eleven were of migrant origin (16%). Of the surveyed media outlets – television, radio, news agencies and print media (newspapers and magazines) – two thirds were privately owned. The 68 interviews were conducted by six teams in the six aforementioned Member States using identical interview protocols.

The review of the abovementioned overlapping literatures reveals a number of general themes:

- Negative/positive representations of migrants (including stereotyping)
- A need for improved reporting on causes, background and context
- Difficulties with sources and consulted experts
- Problems of language and terminology
- Background knowledge of media professionals

Interview data suggest that only a small number of media professionals across all Member States (with the exception of The Netherlands and the UK) have received any formal diversity training. Furthermore, there are few opportunities and little encouragement for such training and a general lack of guidelines and policies. Unsurprisingly, there are also very few monitoring and evaluation mechanisms in place, meaning that even in organisations where some form of training is provided, this is rarely subject to periodic review or improvement.

Attitudes towards diversity training varied considerably across the Member States examined. While on one hand journalists were broadly in favour of ongoing professional “education” in a variety of forms, some were hostile to the idea of “training”, regarding it as an unnecessary intrusion on their own professional “know how”. Those favouring diversity training remained cautious about its potential

impact, with some suggesting that such initiatives are unlikely to succeed without increased diversification of the media workforce (though most were also critical of employment quotas).

In the conclusion of this report a number of recommendations are made, which derive mainly from analysis of interview data but also partly from the literature review. These recommendations are aimed at all media professionals (and not just journalists) and all occupational levels, and stress the need for both inter and intra-organisational communication on matters of ethno-cultural diversity.

Recommendations include the following:

- Newsmaking organisations in each Member State should establish a collective forum for exchanging ideas and information about diversity training (which might include yearly workshops and a published handbook of best practice)
- A specific diversity champion (or department) should be established in all media organisations (regardless of size) so that responsibility does not rest entirely with journalistic bodies and educational institutions
- Structural monitoring and feedback mechanisms should be established, with examples of “best practice” shared via the collective forum
- Commitments to diversity should be mainstreamed, with diversity goals written into organisational charters

## **Keywords**

Pre-employment education, In-house training/ professional development, Code of Ethics/ Conduct/ Practice (professional associations), Policy papers (training), Guidelines/ Manuals



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## ANNEX

## 1. Introduction

A considerable body of scholarly research has developed over the past three decades, which examines representations of migrants in European media. However, considerably fewer studies have investigated the limits, possibilities and experiences of migrants working in media organisations, as well as efforts (or the lack thereof) to encourage and foster ethno-cultural diversity in the European media sector. The MEDIVA project primarily redresses the latter problem, with a particular focus on news media. In short, it assesses the willingness and preparedness of European media organisations to reflect and embrace the increasing ethno-cultural diversity of European societies.

Drawing on various overlapping literatures from 2000-2010 and incorporating findings from interviews conducted with 68 senior journalists and media professionals (interviewed by the MEDIVA partner institutions in six European countries: Italy, Greece, Ireland, Great Britain, Poland and the Netherlands), this report examines attitudes towards diversity training amongst a selection of European media organisations and assesses if, and to what extent, such training is provided and encouraged. Our research examined, *inter alia*, the extent to which journalists and other media professionals are made aware of potentially discriminating practices; if and how they are sensitised to the use of certain language and images; what opportunities are offered to develop their intercultural skills and; how they are generally guided and advised on all matters relating to ethno-cultural diversity.

The 68 interviewees were drawn from a variety of media organisations and held various positions. Amongst those interviewed were editors-in-chief, programme directors, reporters, senior journalists, presenters, an archivist, an assistant editor, a columnist, a creative head of productions, a creative producer, a head of HR, a head of diversity and a number of newsreaders. Most participants were aged between 30-59 years and had worked in the media industry for approximately 19 years. More than half were male (62%) and eleven were of migrant origin (16%). Of the surveyed media outlets – television, radio, news agencies and print media (newspapers and magazines) – two thirds were privately owned. The 68 interviews were conducted by six teams in the six aforementioned Member States using identical interview protocols.

This report is structured as follows. The first part reviews overlapping literatures – including academic works in a European context (2.1.), policy documents (2.2.) and more practical guidelines and manuals (2.3.), which alternatively describe, critically assess and/or make recommendations concerning diversity training in media organisations. The findings from the literature review are presented in Chapter 3. The second part of the report presents broad interview findings (4.1.-4.4.), followed by detailed analyses of specific questions (4.5.). Finally (5.), the report presents a list of recommendations for European media practitioners and policy-makers.

While necessarily (and narrowly) focusing on diversity training, it is essential that this report is understood within the much broader and evolving context of European news-making (as both a practice and industry), as well as myriad ongoing changes occurring within this field, including increased audience participation, technological convergence and the growing influence of social media. Likewise, changes relating to, or stemming directly from, European economic recession (e.g. budgetary cuts, workforce reduction, falling investment in editorial and significant increases in part-time employment) appear to make the current climate less than favourable for promoting diversity in European media. This said, the report identifies a number of promising initiatives throughout Europe and finds that interviewees in the main are broadly supportive of diversity training (if hesitant about its implementation and potential effects).

## 2. Overlapping Literatures

This section of the report reviews overlapping literatures – including academic works, policy documents and instruction manuals – which alternatively describe, critically assess and/or make recommendations concerning diversity training in newsmaking and other media organisations across the abovementioned Member States. One difficulty with compiling a review of this sort is that until quite recently, few studies have dealt directly with the subject of training, often mentioning it in passing in the context of a broader account of media and diversity (or simply relegating it to a list of recommendations in Appendices). In what follows we review three types of works, ranging from those which give little or no attention to training to those dedicated to the subject. These three types of works (media and diversity in Europe; principles/codes of conduct/policy papers and; manuals/handbooks/guidelines) should be seen as nested within the broader meta literature on immigration, integration and diversity (see Diagram 1).

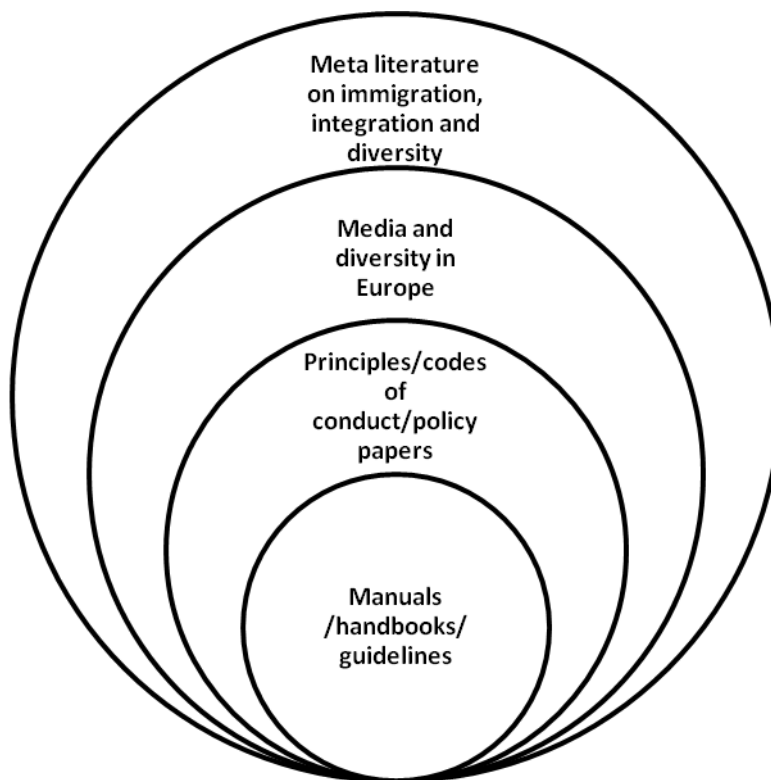


Diagram 1: overlapping literatures

## 2.1. Media and Diversity in Europe

The importance of diversity training for media professionals is often mentioned in passing in studies of the relationship between media and integration (and related terms), or is included simply amongst a list of recommendations. Noted occasionally is also the need to train Human Resources staff, policy makers and those employed in Civil Society Organisations (CSOs). In particular, such works typically highlight the lack of relevant diversity training in journalism education and professional practice: “There is also a lack of training on both anti-discrimination legislation and on diversity management both in the initial professional education of young journalists and in the ongoing vocational training of established journalists.”<sup>1</sup>

Consequently, studies and reports tend to offer a number of recommendations with regard to training media professionals, such as the need for accurate reporting on diversity related topics and for sensitive coverage of issues surrounding interculturalism, integration and anti-discrimination.<sup>2</sup> Recommendations relating to training and staff development are typically embedded within broader recommendations relating to organisational diversity practices.<sup>3</sup> For example, the study *Media4Diversity – Taking the Pulse of Diversity in the Media* (2009)<sup>4</sup> organised its recommendations by target groups:

- News/content production (e.g. create in-house directories of contributors to locate people from marginalised groups; communities should act both as sources of information and as participants in programme production)
- Human Resources (e.g. train all media personnel on all levels of media production; distribute existing manuals and guidelines)
- Media organisations (e.g. apply voluntary codes of conduct as clear mission statements; supply guidelines to support journalists)
- CSOs (e.g. supply media training for personnel to improve partnerships with media; act as sources of expertise)
- Media decision makers (stress benefits of “embracing” diversity)
- Policy Makers (encourage the establishment of bursaries; promote training, including training-of-trainer projects; use expert journalists as tutors and course designers on how to cover issues related to migration, asylum seeking, refugees, disability and other groups facing discrimination). These initiatives should be organised in cooperation with the NGO sector and should be targeted at: Schools of journalism (through ‘intercultural education’ courses); mid-career personnel within media organisations; professional organisations of editors, journalists and owners/managers; public officials and civil dialogue actors (such as judges, ministry officials and other civil servants).<sup>5</sup>

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<sup>1</sup> European Commission Directorate-General for Employment, Social Affairs and Equal Opportunities Unit G.4 (et al) 2009. *Media4Diversity - Taking the Pulse of Diversity in the Media*. Brussels, p73

<sup>2</sup> For a useful overview of research on racism and cultural diversity in the mass media in the EU (1995-2000) see Ter Wal, J. (ERCOMER) (ed.), 2002. *Racism and Cultural Diversity in Mass Media*.

<sup>3</sup> See also De Zulueta, T. for Committee on Migration, Refugees and Population (Council of Europe) 2006. *The image of asylum-seekers, migrants and refugees in the media*  
<http://assembly.coe.int/Main.asp?link=/Documents/WorkingDocs/Doc06/EDOC11011.html>

<sup>4</sup> European Commission Directorate-General for Employment, Social Affairs and Equal Opportunities Unit G.4 (et al) 2009, *Media4Diversity - Taking the Pulse of Diversity in the Media*, Brussels

<sup>5</sup> Ibid, p85

Noteworthy in this context are the various efforts of the Council of Europe, which acknowledges the role mass media play in “helping to form the image that the majority society has of others, including migrants and their descendants.”<sup>6</sup> In its *Living Together* report, a general lack of “vocational training” for professional journalists is highlighted as well as a tendency to exclude people of minority background from the “national conversation” in European countries.<sup>7</sup> One of the Council of Europe’s own outputs is the *Speak out Against Discrimination* campaign, which focuses on the role of the media in a multicultural Europe, on promoting intercultural dialogue and, most importantly, on the training of media professionals.<sup>8</sup>

In view of Europe’s cultural diversity, it is necessary to have information and training which allow for different practices and approaches in order to understand intercultural and antidiscrimination issues. The Council of Europe proposes to help train journalists in diversity and the prevention of discrimination by enabling them to gain a better understanding of these issues. (<http://www.coe.int/t/DG4/ANTI-DISCRIMINATION-CAMPAIGN/>)

The *Speak out Against Discrimination* campaign produced a variety of resources and tools for the training of journalists (e.g. information brochures, a toolbox for journalism training etc.).<sup>9</sup> The campaign also led to the development of a website which holds a vast amount of reports, resources, and campaign materials as well as information on training events across Europe, media cross-production activities, projects focusing on access to media for people with migrant background as well as editorial policies on journalistic coverage of diversity and the fight against discrimination.<sup>10</sup> Another outcome of the 2008-10 antidiscrimination campaign initiated by the Council of Europe is the MARS (Media Against Racism in Sport) programme, a joint project with the European Union. While mainly focused on sport, the programme also aims “to encourage innovative modes of media production that could be reproduced in all media sectors and used by any form of media coverage. By stimulating media cross-practices in the field of training, ethics and production, MARS aims at implementing an inclusive and intercultural approach to media content production.”<sup>11</sup>

This report does not attempt to provide a comprehensive review of all current initiatives and policies amongst EU Member States in respect of diversity in the media. Nevertheless, our findings offer some support for the suggestion that European states with longer immigration histories have more developed policies and procedures in place; indeed some have developed cross-sectoral initiatives at the national level. In France for example, the 2004 Charter for Diversity in Businesses (La Charte de la Diversité en Entreprises) encourages businesses to pledge support for employment practices which reflect the diversity of the French population. The initiative was endorsed by French state bodies. The charter is

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<sup>6</sup> Council of Europe (2011) *Living Together - Combining Diversity and Freedom in 21st-Century Europe*, Report of the Group of Eminent Persons of the Council of Europe, Council of Europe, Strasbourg, pp30-31

<sup>7</sup> Ibid.

<sup>8</sup> The other two main objectives are: Writing, seeing and hearing diversity in the media, and; Producing and disseminating innovative and inclusive information. (<http://www.coe.int/t/DG4/ANTI-DISCRIMINATION-CAMPAIGN/>)

<sup>9</sup> See Council of Europe (2009) *Tell us about Diversity! A Practical Approach to Intercultural Media Content*. Toolbox Journalism Training, Discrimination & Diversity, Council of Europe, Strasbourg ([http://www.coe.int/t/dg4/anti-discrimination-campaign/default\\_en.asp](http://www.coe.int/t/dg4/anti-discrimination-campaign/default_en.asp))

<sup>10</sup> [http://www.coe.int/t/DG4/ANTI-DISCRIMINATION-CAMPAIGN/campaign/Objective\\_2\\_en.asp](http://www.coe.int/t/DG4/ANTI-DISCRIMINATION-CAMPAIGN/campaign/Objective_2_en.asp)

<sup>11</sup> [http://www.coe.int/t/dg4/cultureheritage/mars/Source/Documents/MARS\\_FlyerA3\\_en.pdf](http://www.coe.int/t/dg4/cultureheritage/mars/Source/Documents/MARS_FlyerA3_en.pdf)

## Training

built on six principles: to educate staff on diversity issues; to respect non-discrimination; to strive to mirror French society; to publicise engagement (in theory and practice); to promote dialogue with staff and staff representatives, and; to include a chapter on diversity in annual reports. Although the charter is aimed at all types of businesses, a large number of media organisations in France have signed up to it.<sup>12</sup>

In the UK a forum called the Creative Diversity Network (formerly the Cultural Diversity Network) was established with the aim to “convene and facilitate members to work together to promote, celebrate and share good practice across the [media] industry” in relation to a broad understanding of diversity (ethnicity, gender, disability, class etc.).<sup>13</sup> Companies can join the network by signing up to a diversity pledge, which is a public commitment “to take measurable steps to improve diversity in the industry. These steps refer to employment practices, diversity training, promotion of diversity events and debates, encouraging diversity at senior decision-making levels, offering paid work placements and so on”.

The RAM (Refugees, Asylum-seekers and the Media) project was also launched in 1999, with a detailed report released in 2005, which summed-up the activities of the project since its inception. The project provided training and support to networks and citizen groups, monitored media coverage and also worked closely with NUJ members to provide work-placements for exiled journalists.<sup>14</sup>

## 2.2. Principles/Codes of Conduct/Policy Papers

A number of organisations and authorities from the media sector, as well as specific media producers – such as the state broadcaster Raidió Teilifís Éireann (RTÉ) and Independent News and Media (INM) in the Irish context – have established various principles and codes to guide their organisations in general (and staff/members in particular) in matters of professional conduct.

Codes of Conduct/Ethics by representative organisations or authorities (either national or international) are implemented on a voluntary basis and are generally universalistic in language and content. These typically emphasise discrimination avoidance – i.e. discrimination on the grounds of a person’s race, religion, nationality, colour, ethnic origin; membership of traveller community; gender; sexual orientation; marital status; disability; illness or age; language; political or other opinion; creed; legal status; marital status and; social origin – rather than “diversity” or “Interculturalism” per se (see, for example, the International Federation of Journalists, the National Union of Journalists in Ireland, and the Irish Press Council).<sup>15</sup> (See also the collection of non discrimination provisions in codes of

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<sup>12</sup> More details on the charter and who has signed up to it is available at: <http://www.charte-diversite.com/> (It is interesting to note that this charter was adopted by six other European Member states (Spain, Belgium, Germany, Switzerland, Italy and Sweden). For other “watchdog associations” on diversity and the media in France see, for example; <http://www.afmd.fr/> or <http://www.clubaverroes.com/>

<sup>13</sup> <http://www.creativediversitynetwork.org/how.php>

<sup>14</sup> See Cookson, R. and Jempson, M. 2005. *The RAM Report: campaigning for fair and accurate coverage of refugees and asylum seekers*. Media Wise The MediaWise Trust Ltd,

See also [http://www.mediawise.org.uk/www.mediawise.org.uk/display\\_page5c8f.html?id=857](http://www.mediawise.org.uk/www.mediawise.org.uk/display_page5c8f.html?id=857)

<sup>15</sup> For example see IFJ Declaration of Principles on the Conduct of Journalism: “The journalist shall be aware of the danger of discrimination being furthered by the media, and shall do the utmost to avoid facilitating such discrimination based on, among other things, race, sex, sexual orientation, language, religion, political or other opinions, and national or social origins”

[ <http://ethicaljournalisminitiative.org/en/contents/ifj-code-of-principles-on-the-conduct-of-journalism>]

see also Irish Press Council Code of Practice [[www.pressombudsman.ie/code-of-practice.150.html](http://www.pressombudsman.ie/code-of-practice.150.html)]

National Union of Journalists’ Code of Conduct [<http://www.nuj.org.uk/innerPagenuj.html?docid=174>]

practice/ethics for journalists in 27 EU Member States on the MEDIVA website, which includes exact wording).<sup>16</sup>

The case of Ireland is illustrative (and unexceptional). In reviewing policies and statements, only one specific training policy was found in the Irish context: the Broadcasting Commission of Ireland's (BCI) training policy.<sup>17</sup> This policy refers to training in a very broad sense, and addresses a variety of stakeholders. In this document diversity and equality goals are conjoined:

#### Diversity

"The BCI recognises, and strives to cater for, the diversity of taste and interests of viewing and listening audiences in Ireland. The BCI supports and encourages the sector to respond to such tastes and interests. This policy aims to support the broadcasting sector in responding to the diverse and changing needs and interests of audiences."

#### Equality of Opportunity

"The BCI supports equality of opportunity in training and development practices, policies and procedures, for those employed and active in the sector."<sup>18</sup>

In this policy document the term "diversity" is used in a highly generalised and non-specific way i.e. differences relating to gender, sex, religion etc. are not explicitly addressed. Of particular note here is that while the BCI appears to champion diversity training in the broadcasting sector, it does not actually facilitate or monitor this, which is symptomatic of a recurring problem in this field i.e. the perceived gap between diversity commitments on the one hand, and diversity-enhancing practices and procedures on the other hand.<sup>19</sup>

In reviewing the policy documents of specific media producers, we examined the Irish state broadcaster Raidió Teilifís Éireann (RTÉ) and Independent News and Media (INM). In the Irish context, the former has a much more developed policy on diversity compared to the latter. In a section of the *RTÉ Corporate Responsibility Statement 2008*<sup>20</sup> titled 'Intercultural Strategy', it is noted that management and programme-makers made a commitment in 2007 to progressing the broadcaster's intercultural policy across three broad areas: output, staff training/development and recruitment (as adopted by the RTÉ Authority and Executive Board in Spring 2007). An intercultural co-ordinating group was established in late 2007 to help realise these commitments and establish an action plan, although "new nationals" were not consulted in devising this intercultural commitment (see Lehane

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<sup>16</sup> <http://www.eui.eu/Projects/MEDIVA/NonDiscriminationinJournalisticCodesofPract/Index.aspx>

<sup>17</sup> BCI Training and Development Policy 2007 [[http://www.bci.ie/development/td\\_policy.pdf](http://www.bci.ie/development/td_policy.pdf)]  
(The 'Code of Conduct on Images and Messages' (2006) produced by Dóchas (the Irish Associations of NGOs) also bears noting here. See: <http://www.dochas.ie/code/default.aspx>)

<sup>18</sup> Ibid, p5-6

<sup>19</sup> Ibid, p3: "Aim: The aim of this Policy is to provide the framework for training and development that enables the BCI to effectively support the growth and development of the broadcasting sector in Ireland, through a range of approaches and initiatives which are consistent with its overall statutory and regulatory remit."

In an email (dated 08.04.2011) Patricia Kelly of the BAI stated: "I wish to clarify that the BAI is not a training/development provider. The BAI provides funding to networks representing the commercial, community and institutional broadcasting sectors. It is the role of these networks to provide relevant and appropriate training and developmental activities to the radio and television services."

<sup>20</sup> RTÉ Corporate Responsibility Statement 2008 ([http://www.rte.ie/about/pdfs/rtecorporateresponsibility2008\\_Eng.pdf](http://www.rte.ie/about/pdfs/rtecorporateresponsibility2008_Eng.pdf))

## Training

2011: 15).<sup>21</sup> Based on the revision of RTÉ's (to-date) representation of ethnic and cultural minorities and research conducted in other EU countries, the group came to the following conclusions:

“There was a consensus among the Group that while programme makers were, for the most part, well disposed to having greater diversity on-air and on-screen, there was a real difficulty, given the relatively recent nature of Ireland's immigration, in finding new voices from minority ethnic and cultural groups who have the necessary language skills and confidence to contribute on a broad range of issues. The Group agreed that a similar challenge existed in relation to recruitment.”

“The Group also agreed that initiatives in the area of interculturalism will require changes in attitude and a willingness to embrace and value diversity. Progress will not be made without leadership and commitment at all levels of the organisation, from senior management to individual programme makers and staff members. Based on its research and deliberations, the Group made both group-wide recommendations and recommendations specific to individual output areas.”<sup>22</sup>

The above commitments resulted in changes in RTÉ's programme output and led to the broadcaster's involvement in a number of diversity initiatives, including the ‘Intercultural and Anti-racism Week 2008’, ‘The Festival of World Cultures, Dún Laoghaire’, and the launch of a website (RTÉ.ie/diversity).<sup>23</sup> The organisation's objectives for 2008/2009 included supplying intercultural training for HR staff<sup>24</sup> and by early 2009 all HR staff had received “intercultural awareness training”.<sup>25</sup> (Nevertheless it bears noting that there was no commitment to train other staff e.g. editorial, production staff etc.). The new commitment to Interculturalism was reflected in RTÉ's *Programme Standards and Guidelines 2008* under the section “respect for diversity”.<sup>26</sup>

While RTÉ serves as an example of how diversity and intercultural policies can be developed within an organisation,<sup>27</sup> it is noteworthy that the broadcaster's focus appears to have shifted away from Interculturalism since 2010. In RTÉ's *Public Service Statement 2010* commitments to Interculturalism and diversity are less explicit. Compared to 2008, the stated principles and activities refer to these in a much more generic way, emphasising the need to provide “programming and services for majority and minority interests, being inclusive and reflecting the diversity that exists in modern Ireland”. When examined closely, some related commitments – such as the commitment to promote “cultural

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<sup>21</sup> Lehane, B. (2011) *Interculturalism in Irish Public Service Broadcasting: RTÉ and the New Irish*. Saarbrücken: Lambert Academic Publishing

<sup>22</sup> Ibid, chapter 7.1. Intercultural Strategies, p39:

The RTÉ “Commitment to Interculturalism” from 2007 is an unpublished document and has – in spite of contacting the broadcaster by email and phone - not been made available to the DCU team yet. It was however reviewed by Bill Lehane in his book Lehane, B. 2010. “*Interculturalism in Irish Public Service Broadcasting: RTÉ and the New Irish*”, Lambert Academic Publishing: Saarbrücken

<sup>23</sup> Ibid

<sup>24</sup> RTÉ Corporate Responsibility Statement 2008, chapter 7.3. Objectives, p44:

“RTÉ is to provide intercultural awareness training for all HR staff, for all new staff (as part of induction training) and identify where intercultural training can be integrated into existing IBD training programmes by Q4 2009.”

<sup>25</sup> RTÉ Corporate Responsibility Statement 2009, p5 ([http://www.rte.ie/about/pdfs/corp\\_responsibility2009\\_english\\_version.pdf](http://www.rte.ie/about/pdfs/corp_responsibility2009_english_version.pdf))

“All RTÉ HR staff received introductory intercultural awareness training in late 2008/early 2009. Due to the current economic climate there was a recruitment freeze during 2009 and as a consequence there was no induction training during 2009

<sup>26</sup> RTÉ Programme Standards and Guidelines 2008, p71:

“Respect for Diversity: RTÉ must reflect in its programming the diversity of culture, religion, political views, physical ability and disability, age, class, race and ethnicity and sexual orientation that exists in Ireland today. RTÉ must present an inclusive image of Ireland and not exclude marginalised groups. As Ireland evolves into a more multicultural and ethnically diverse nation it is important that RTÉ reflects these changes. But equally programme-makers must be sensitive to areas of public opinion that are absent from public discourse because of the reticence of some people to express their views. RTÉ has a Diversity Policy document which refers to both programming and working in RTÉ.”

<sup>27</sup> As encouraged i.e. by NCCRI e.g. see NCCRI (2001) *Guidelines on Anti-Racism and Intercultural Training*. Dublin



expression” – appear to refer mainly to aspects of traditional Irish culture (e.g. language, music etc.) and not to more recent forms of ethnic and cultural diversity in Ireland.<sup>28</sup> (In some respects this suggests the continued operation of essentialist understandings of “culture” in the Irish context (cf. Stolcke 1995). RTÉ’s more recent policy document titled *Statement of Strategy 2010-2014* does mention cultural diversity as a primary commitment and identifies “serving minority cultures and interests as part of mainstream media offerings” as a key challenge. However, it fails to provide detailed strategies on how these commitments/challenges might be met/overcome (in contrast to more detailed policy goals in 2008).<sup>29</sup> It can be suggested that these shortcomings may be related to the current economic climate, resulting in financial and workforce cutbacks.<sup>30</sup>

In contrast to RTÉ’s comparatively detailed policy on diversity and Interculturalism, the ‘Code of Conduct of Independent News & media PLC’<sup>31</sup> indicates only a very general commitment to these. Instead, the group emphasises a firm stance against “discrimination”, yet fails to specify any particular activities or initiatives in this respect: “Discrimination/harassment on grounds such as age, race, religion, gender, sexual orientation, marital or family status, disability or, in Ireland, membership of the traveller community is unacceptable and employees who are found to be in breach of this principle may be subject to disciplinary action.” It should be noted that INM were contacted directly but no further policy documents were made available to us.<sup>32</sup>

### 2.3. Guidelines/Manuals/Handbooks

A number of broad guidelines for policy-makers have been published in the European context. For example, the *Handbook on Integration for Policy-makers and Practitioners* (2010)<sup>33</sup> includes a chapter on media and integration. The thematic focus is on the role of the mass media in immigrant integration in the context of its broader function in shaping societal attitudes. This document outlines strategies for developing the intercultural competencies of integration stakeholders in the world of media.<sup>34</sup> For example, Recommendation #5 states that “providing materials, training, and dialogue platforms on intercultural competence is one highly practical way to work directly with media professionals during their studies and all throughout their professional development. The first step is securing commitment from media educators and administrators” (p.46). This chapter also emphasises

<sup>28</sup> RTÉ’s Public Service Statement 2010, p4, see also RTÉ Annual Statement of Performance Commitments 2010

<sup>29</sup> RTÉ Statement of Strategy 2010-2014, p2

Four primary values:

- That RTÉ has unique obligations to Irish cultural experience
- That RTÉ must be independent
- That RTÉ must contribute to community building and the fostering of common purpose
- That RTÉ must reflect the diversity of Ireland.

<sup>30</sup> One interviewee made the point (off record) that the economic climate had little to do with deprioritising diversity and instead was primarily a matter of individual staff members, their interests and choices.

<sup>31</sup> Independent News & media PLC (no year). *INTEGRITY has no detours. The ethical way is always the right way. Code of Conduct.* ([www.inmplc.com/reports/uploads/CSR\\_Committee\\_Code\\_of\\_Conduct.pdf](http://www.inmplc.com/reports/uploads/CSR_Committee_Code_of_Conduct.pdf)). However, it should be noted that INM in South Africa has a more explicit commitment to empowerment, equal opportunity and professional development.

<sup>32</sup> The group (which includes the *Irish Independent* newspaper) was contacted by email and phone but failed to respond.

<sup>33</sup> Niessen, J. and Huddleston, T. of the Migration Policy Group on behalf of the European Commission (Directorate General for Justice, Freedom and Security) 2010. *Handbook on Integration for Policy-makers and Practitioners.* [online: [http://www.migpolgroup.org/publications\\_detail.php?id=268](http://www.migpolgroup.org/publications_detail.php?id=268)]

<sup>34</sup> Ibid, “Initiatives to create and maintain a media that better serves and reflects the cultural diversity of European societies will, not only promote equality, but also help to facilitate integration and support community cohesion. Media organisations and professionals such as self-regulators, governments, politicians, the public, organised civil society and private companies all have a role to play. This chapter outlines strategies for developing the competencies of integration stakeholders.” (p26)

## Training

the need to develop intercultural competencies amongst media organisations more broadly. These competencies are discussed under three headings: knowledge; skills and experience and; attitude.

This handbook also makes clear that for training to be effective, all stakeholders should be expressly committed (including senior management) and that training programmes must be linked closely to media outputs. Other recommendations include the following:

- Securing management support by linking outcomes of training to desire for international recognition, the need to comply with legislation, the promise of tangible improvements and study trips abroad.
- Encouragement of support from journalists and other media professionals by providing improved skills and knowledge e.g. by offering incentives such as prizes, study trips, certificates, opportunities for networking
- Retaining a practical focus on skill-building in Intercultural training and providing advice on developing better communication with integration actors (including government agencies, civil society organisations and immigrant communities)
- Evaluating the effectiveness of the training by monitoring media coverage before and after training.<sup>35</sup>

Apart from broad guidelines for policy-makers – or more general recommendations embedded in academic studies and research reports (see above) – a number of practical guidelines for media workers have been produced, mainly by national organisations and NGOs/CSOs. These typically fall into one of two categories:

- a) Handbooks that mainly supply definitions of terms and detailed information about a given context, sometimes in combination with practical tips
- b) Handbooks that offer direct practical advice for journalists and media practitioners

An example of the first category (above) is guidelines for journalists reporting on diversity issues. These typically include definitions of specific terms (e.g. “refugee”, “asylum seeker”, varieties of asylum etc.); explanations of terminology; background information and history of asylum/immigration, faith and other details about a given context; key legislation and; contact details for expert sources. Some also provide recommendations and practical advice on how to actually report (e.g. using images, conducting interviews, using captions, selecting particular words etc.).<sup>36</sup> For example, the Society of Editors and the Media Trust’s (UK and Ireland) document *Reporting Diversity: How journalists can contribute to community cohesion* (2005) lists the following under a section titled ‘How to get it right’:

Words matter. Say what you mean to say

“Mistakes can mislead public opinion and stir up social unrest. So, being accurate is not just a matter of being politically correct. It is important to know what terms are

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<sup>35</sup>Ibid, p35; see also the Media4Diversity study which also makes recommendations for policy-makers.

<sup>36</sup> Examples: NUJ & UNHCR (2009) *Reporting on Refugees: Guidance by and for Journalists* [<http://www.unhcr.ie/pdf/reportingonrefugees.pdf>]

Oxfam GB, Amnesty International Scotland, Scottish Refugee Council and the National Union of Journalists (2009) *Fair Play: Refugees and Asylum seekers in Scotland. A guide for journalists*. [[repository.forcedmigration.org/pdf/?pid=fmo:5447](http://repository.forcedmigration.org/pdf/?pid=fmo:5447)]

Society of Editors and the Media Trust (2005) *Reporting Diversity: How journalists can contribute to community cohesion*. [<http://www.societyofeditors.co.uk/userfiles/file/Reporting%20Diversity.pdf>]

NCCRI (2001) *Guidelines on Anti-Racism and Intercultural Training*. Dublin

Noteworthy also (in a non-European context) is the *Reality Checks Content Analysis Kit* created by the Maynard Institute: “It provides tools for measuring and discussing how accurately the news reflects the realities of America’s multicultural society. The kit contains worksheets and content audit instruments for analyzing community characteristics as well as news stories and images” ([http://asne.org/images/old\\_site/kiosk/diversity/timeoutIII/auditkit.pdf](http://asne.org/images/old_site/kiosk/diversity/timeoutIII/auditkit.pdf))

appropriate to describe particular groups within the population. The following will be helpful” [Followed by terms and definitions]<sup>37</sup>

#### Why offend?

“Some words or descriptions used carelessly can mislead the reader and offend those about whom they are written. This is a guide to some of them. [Followed by examples of “wrong” terms; explanations for various commonly used labels, such as “illegal asylum seeker”; and troublesome issues e.g. “Is jihad a holy war?”]<sup>38</sup>

Examples of the second category include more practical guidelines for journalists and media workers, which detail such things as checklists, suggested techniques, ‘how to do it’ lists etc. These guidelines supply direct practical advice, questions for self-assessment and guidance for reporting on diversity, race, ethnic minorities and racism in general, or specifically on refugees and asylum-seekers (e.g. when to mention a person’s race, how to deal with certain issues, persons, organisations etc.). Some also provide case studies of good/bad practices of reporting (community projects, employment strategies, special supplements etc.) and offer guidance and organisational recommendations for reporters and other media personnel.<sup>39</sup>

These recommendations target nine major areas:<sup>40</sup>

1. Identification of religion, majority, ethnicity  
E.g. only refer to a person’s religious or ethnic background when it is strictly relevant to the story and when this is done, refer to it in context. (Society of Editors/ NUJ)
2. Negative representations and stereotyping  
E.g. avoid stereotyping, try to question your own biases and prejudices, be aware of creating negative images and avoid making minorities synonymous with the things that worry everyone (like terrorism etc.). Also, avoid ‘us and them’ imagery and remember that most people from minorities are actually born in the country. (Society of Editors/ MDI)
3. Reporting causes, background, context  
E.g. always report and explain the (political, historical) background and context of a story and supply people with a better understanding of what happens. Always try to tell both sides of the story. (NUJ, Society of Editors, MDI)<sup>41</sup>
4. Sources/ experts  
E.g. research the subject you are talking about accurately and seek the advice/ opinion of experts, specialist organisations and representatives (i.e. of minority groups), especially when

<sup>37</sup> Society of Editors and the Media Trust (2005) *Reporting Diversity: How journalists can contribute to community cohesion*, p15-16

<sup>38</sup> Ibid. p18-20

<sup>39</sup> Examples:

Audience/Business: Including people of different backgrounds is not just a question of fairness and balance but is important for the media from a business perspective as well. Many media outlets limit their potential audience by presenting only the perspective of a single group. If they make an effort to expand coverage to highlight other communities, they can also expand their audience at the same time (see MDI).

Media organisations could supply staff with detailed information about local demography and the faith groups that make up the community (some in UK already do so) (see Society of Editors).

<sup>40</sup> These recommendations were extracted from the following guidelines:

National Union of Journalists: *Guidelines on race reporting* (NUJ)

[[www.mediawise.org.uk/www.mediawise.org.uk/display\\_page8a15.html?id=648](http://www.mediawise.org.uk/www.mediawise.org.uk/display_page8a15.html?id=648)]

Tuller, D. (Media Diversity Institute). *Reporting Diversity Manual*. London (MDI)

[<http://diversity.commedia.net.gr/files/studies/diaforetikotita/Reporting-Diversity-Manual.pdf>]

NUJ & UNHCR (2009); Society of Editors and the Media Trust (2005) (Society of Editors)

<sup>41</sup> MDI Guide “Reporting Diversity Manual” also gives detailed tips for journalists “how to ease rather than exacerbate tensions when reporting on refugees and internally displaced persons” (p.89).

reporting an unfamiliar subject. Always make sure you use a variety of balanced sources and opinion and be aware of possible misinformation. Try to cover life and concerns of ethnic, social, religious or other minorities but do not make assumptions about a person's cultural background. Ask the people. Also, take care in reporting about extremists and generally quote people who are representative. (NUJ & UNHCR, NUJ, MDI)

5. Approaching minorities/especially refugees  
E.g. always be clear about your purpose, inform yourself about country of origin and be sensitive to requests for anonymity. Be aware that some might be afraid of stereotyping, negative coverage and public hostility. They might also fear reprisals 'back home' and might not want their full name or photo being published. Report about such individuals with care and compassion and be sensitive and thoughtful.<sup>42</sup> (NUJ & UNHCR, NUJ, MDI)
6. Photographing/filming  
E.g. seek permission for using images. Take care when publishing images that may identify individuals. Make sure the image corresponds to the essence of the story and add an accurate caption to the images that gives context to the illustration.<sup>43</sup> (NUJ & UNHCR, MDI)
7. Care with use of words/ terms  
E.g. think carefully about the words and expressions you use. This relates to descriptions of colour, ethnical background (e.g. "black" or "mixed-race" instead of "half-cast") or status. Be aware of how members of a minority prefer to be called and what words they object to and be careful when quoting certain individuals as they might use insulting language and offer unsubstantiated comments. If you decide to quote such individuals directly, you should mention that members of the minority being discussed consider such language to be insulting and inflammatory. Avoid phrases like "as everyone knows" or "it is evident that" since these reflect personal biases. (NUJ, NUJ & UNHCR, MDI)
8. Positive stories  
E.g. find positive stories and contact minorities for "ordinary" stories that are not related to race, faith or minority background. Report minorities as you report the majority. (Society of Editors)
9. Racist organisations/other  
E.g. when interviewing representatives of racist organisations or reporting meetings or statements or claims, journalists should carefully check all reports for accuracy and seek rebuttals or opposing arguments. Seek to publish or broadcast material exposing the myths and lies of racist organisations and their anti-social behaviour. (NUJ, Society of Editors)

The Media and Diversity Institute's (MDI) *Media Monitoring Manual* (2003)<sup>44</sup> and the Maynard Institute's *Reality Checks: Content Analysis Kit* (nd)<sup>45</sup> are noteworthy examples of guides of this sort. Likewise is MDI's 'Five W's of Journalism from a Diversity Perspective':

- Who: Who is missing from the story?
- What: What's the context or focus of the story?
- Where: Where can we go for more information?
- When: When do we use racial or ethnic identification?
- Why: Why are we including or excluding certain information?<sup>46</sup>

<sup>42</sup> MDI Guide "Reporting Diversity Manual" supplies detailed tips for journalists on how to best approach and deal with "people from other groups" (p19-20)

<sup>43</sup> MDI Guide "Reporting Diversity Manual" states more detailed recommendations on how to handle images (p115-16).

<sup>44</sup> Milivojevi, S. (MDI) 2003. *Media Monitoring Manual*. [[http://media-diversity.org/en/index.php?option=com\\_content&view=article&id=1335:mdi-media-monitoring-manual&catid=106:training-resources&Itemid=24](http://media-diversity.org/en/index.php?option=com_content&view=article&id=1335:mdi-media-monitoring-manual&catid=106:training-resources&Itemid=24)]

<sup>45</sup> Maynard Institute for Journalism Education (no year). *Reality Checks: Content Analysis Kit* [<http://media-diversity.org/en/additional-files/documents/Z%20Current%20MDI%20Resources/How%20inclusive%20is%20your%20coverage%20%5BEN%5D.pdf>]

<sup>46</sup> See: [http://www.media-diversity.org/en/index.php?option=com\\_content&view=article&id=985:the-five-ws-of-journalism-from-a-diversity-perspective](http://www.media-diversity.org/en/index.php?option=com_content&view=article&id=985:the-five-ws-of-journalism-from-a-diversity-perspective)

MDI has also published a 'Checklist for Reporting Diversity', which is targeted foremost at reporters, but which is also intended for desk and assignment editors and for senior management.<sup>47</sup>

Apart from national publications some initiatives can also be identified at the European level. The "Diversity Toolkit" for example was produced by a number of European public service broadcasting professionals that had been meeting for 10 years in the context of a European exchange and co-production effort under the auspices of the European Broadcasting Union's Intercultural and Diversity Group. This toolkit is a very practical collection of examples of good practice, shared experience and general information, with a particular focus on electronic media. The toolkit is aimed primarily at "broadcast journalist, trainers and journalism students as well as producers and programme-makers generally ... human resources professionals, trainers and managers in broadcasting organisations."

In addition to manuals aimed at journalists and other media producers, a number have also been produced specifically for teachers and instructors.<sup>48</sup> These generally base their recommendations on the direct experiences of media practitioners and present examples of modules/training sessions focusing on different aspects of diversity. Such guidelines typically cover some or all of the following topics: sensitivity to diversity and reflection on experiences ("sensitivity training"); definition and discussion of basic terms and theories to increase sensitivity to (and understanding of) diversity/interculturalism (e.g. what is culture? What does intercultural mean?); case studies on how issues of diversity and interculturalism are reported and how these topics are dealt with in general; exercises for techniques that can be useful when approaching interculturalism.

Examples include the following:

- *Reporting Diversity Curriculum Framework* (2003)<sup>49</sup>  
Provides detailed outline of a number of elements for possible modules (giving three sample modules); different techniques and practices; examples for exercises and; recommendations for assessment
- *Reporting Diversity Manual* (2002)<sup>50</sup>  
Provides extremely detailed outline for the preparation of a training session; provides in-depth indicators for assessing media content; offers materials for different levels of training sessions, either as part of a longer journalism course or as a stand-alone seminar; modules build upon one another and give trainers the option to pick and choose these to suit particular audiences
- *Toolbox Journalism Training, Discrimination & Diversity* (2009)<sup>51</sup>

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<sup>47</sup> Developed at a workshop at Carleton University in June, 1995., see [http://www.media-diversity.org/en/index.php?option=com\\_content&view=article&id=973:reporting-diversity--checklist-1&catid=45:miscellaneous&Itemid=16](http://www.media-diversity.org/en/index.php?option=com_content&view=article&id=973:reporting-diversity--checklist-1&catid=45:miscellaneous&Itemid=16)

<sup>48</sup> Despite various efforts we were unable to obtain information on actual training sessions by a) media organisations (e.g. RTÉ) or b) the regulatory bodies/ unions etc. (RTÉ, INM, BCI/BAI/Press Ombudsman, Irish press Council, UNHCR, NUJ, IFJ, Society of Editors, OFCOM were all emailed. However, these either do not engage in training activities, were unwilling to share policy papers or else simply did not respond. We have also requested training outlines for MDI's 'Ethical Journalism Initiative', however we have not yet received them).

<sup>49</sup> Winston, Brain (Media Diversity Institute, Samizdat B92) 2003. *Reporting Diversity Curriculum Framework*. London

<sup>50</sup> Tuller (2002)

<sup>51</sup> Council of Europe, 2009. *Tell us about diversity! A practical approach to intercultural media content*. Toolbox Journalism Training, Discrimination & Diversity, Council of Europe, Strasbourg

Assembles practical exercises from different journalism training institutions (and drawing on practitioner experience) and consolidates teaching methods and examples from a number of different countries.

- *Intercultural Media Training in Europe - Handbook for Community Media Trainers and Editors* (2006)<sup>52</sup>

Provides detailed modules specifically catered for diversity training within community radio.

- *Guidelines on Anti-Racism and Intercultural Training* (2001)<sup>53</sup>

This manual is not specifically designed for anti-racism training in media, yet the concepts, definitions and tips are undoubtedly relevant. In line with the suggestion that diversity training must be targeted at all organisational groups and should seek to transform the professional cultures of media organisations and institutions, this document describes anti-racism training as essential “to creating the conditions within an organisation which make it more difficult for racism to exist” (p7).

### 3. Key findings on media training practices to promote diversity and encourage migrant integration

- There is a divide in the number and range of training opportunities available across Europe, particularly between countries of the North and West of Europe and those of the South and the East.
- Public broadcasting institutions across Europe are playing a leading role in diversity training and awareness-raising
- Many diversity policies remain overly general and usually lack mechanisms for accountability (hence, procedures for monitoring and evaluating diversity training initiatives are crucial)
- The specificity of third country nationals (TCNs) is not addressed in the extant literature<sup>54</sup> (save for when these are understood as monolithic groupings e.g. refugees or asylum seekers). This relates to homogenising of “migrants” more generally (see Frachon and Sassoon 2009).
- There is a need to focus training activities beyond narrow occupational groups (e.g. journalists) to include editorial staff, senior management, HR etc. “Whole organisation” initiatives are much more likely to transform organisational culture (see NCCRI 2001).
- Employing workers of minority background and developing diversity policy is necessary but insufficient; there is a need for structural change in media organisations (Graf 2011). Such developments may in turn impact norms and values – as well as processes of professional socialisation – in the broader interpretative community
- Training should include cultivating sensitivity and developing intercultural communicative competence: “All media workers should be facilitated in acquiring a critically reflexive understanding of the belief structures and feelings they bring into their relationship with ethnic diversity” (Downing and Husband 2005: 188). Other suggested training components include; anti-racism, ethics, slander and libel laws.
- Diversity training must occur prior to, as well as during, professional practice and should be integrated as a core *component* of professional development (including HR policy), rather than a voluntary add-on (see below)

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<sup>52</sup> Bildungszentrum BürgerMedien (ed.)/ Inter.Media project 2006. *Intercultural Media Training in Europe - Handbook for community media trainers and editors*. München: Kopaed Verlag,

<sup>53</sup> NCCRI (2001) *Guidelines on Anti-Racism and Intercultural Training*. Dublin

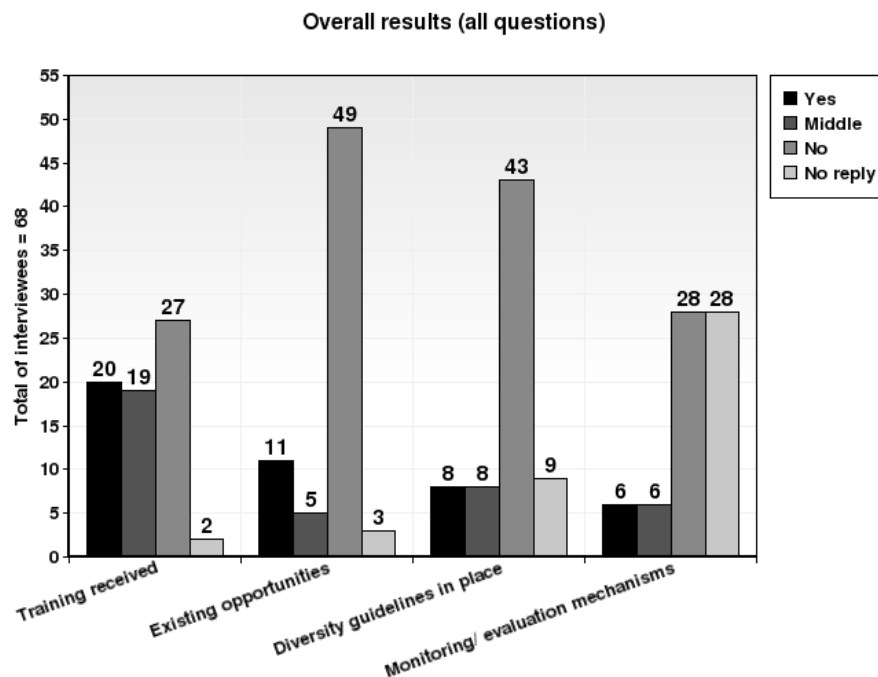
<sup>54</sup> For example, Lehane (2011) employs the term “new nationals”.

- Care has to be taken when integrating (which does not mean assimilating) staff of different ethnic backgrounds; issues include how to acknowledge “difference” without essentialising it [Some evidence of essentialist understandings of “culture” (cf. Stolcke 1995)] The challenge is to “normalise” the presence of minority workers (see Lehane 2010)
- Migrant background should be treated as an additional *competence*, not as a hindrance or incompetence (see Graf 2011). Indeed, business literature emphasises the value (economic, social and professional – better journalistic products) of a diverse workforce (see McMillan-Capehart 2005).
- Diversity training policies are generally voluntary, which raises problems of implementation. For example, Titley, Kerr and O’Riain (2010: 179) make the following point with regard to the diversity policy of RTE: “It is not clear what these policies mean across the institution, and to what extent action in relation to the three pillars of programming, training and recruitment is aspirational or binding. It may also be the case that the range of terms and concepts developed as part of a fruitful institutional reflection require public clarification and consolidation.”
- Training components should include input of migrant organisations, such as organisations catering for refugees and asylum-seekers etc. (see Moolard 2001)
- Training sessions should limit number of participants to foster openness, honesty and interaction – tools might include brainstorming, group discussion and experiential exercises (e.g. role play)
- Training should be flexible enough to accommodate individual learner variation (e.g. learning styles, levels of training needed, availability etc.) (see BCI 2007)
- Mainstream media should look to the community media sector, which has been much more active in building diversity policy and undertaking training initiatives. Moylan (2009) suggests that community media are “participative” while, to-date, mainstream media have been merely “illustrative” (with regard to diversity).

## 4. Empirical research findings and analysis

In light of the above literature review, this section reports on specific findings emerging from 68 interviews with senior journalists and other professional media staff across the abovementioned Member States.<sup>55</sup> Interview responses analysed below both converge and diverge with recommendations arising from the literature review (above).

In what follows we first present an overview chart of all interview questions and responses for each country, which is followed by a detailed breakdown of responses for individual Member States.

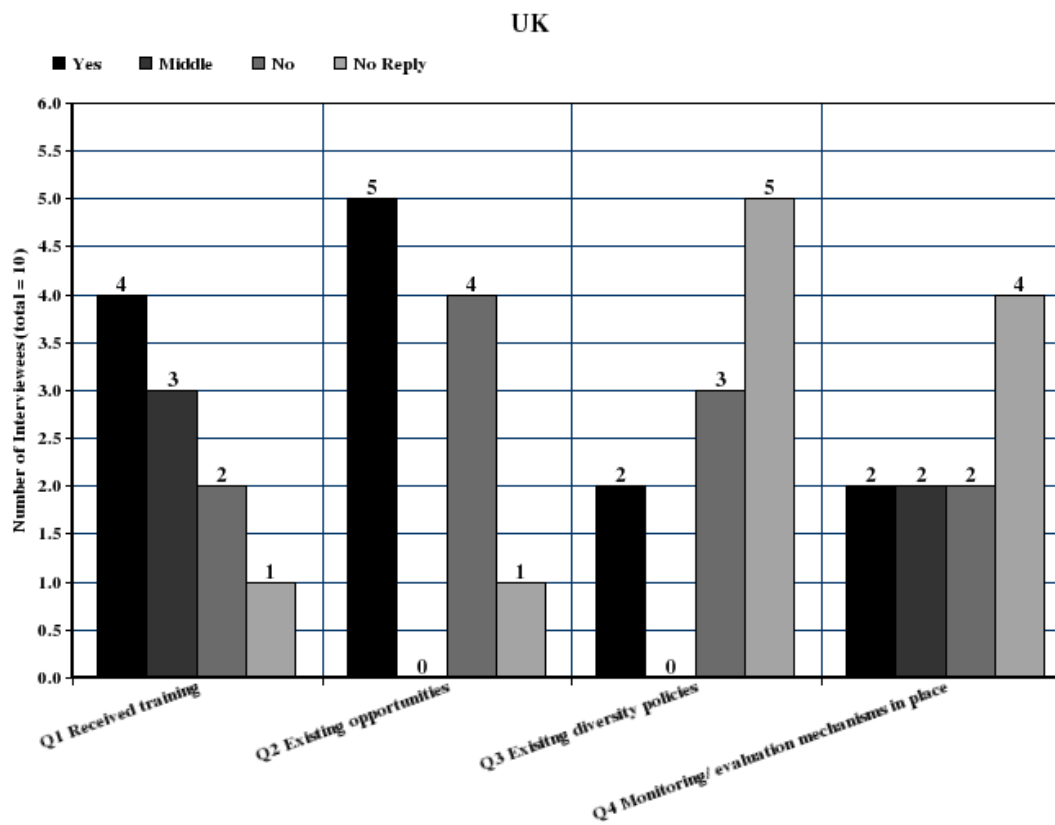
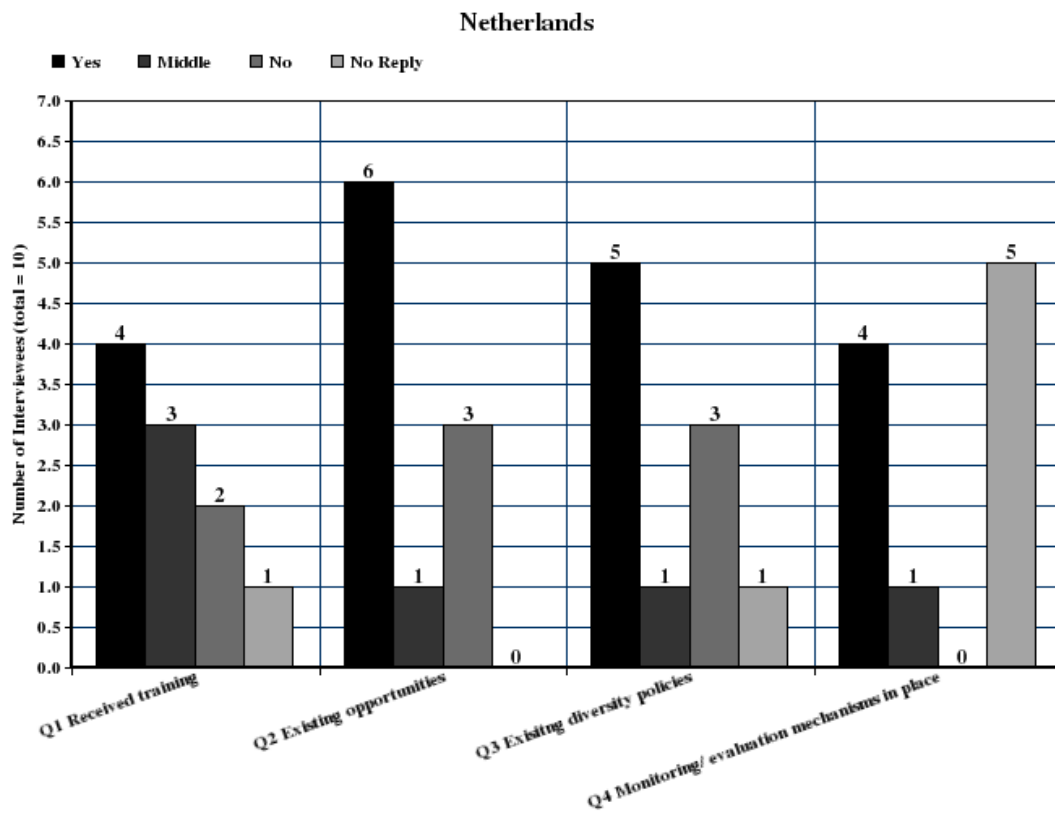


Readers should note that although the interview responses were also coded for media ownership (public or private/mixed ownership) and type of media (broadcast, print, news agency, online), responses failed to deliver clear results (with the exception of Question 2).

<sup>55</sup> A total of 68 people were interviewed (15 Greece, 12 Poland, 11 Ireland, 10 Netherlands, 10 UK, 10 Italy); these media professionals were categorised under four occupational groups: senior-management (9), editorial staff/producers (23), journalists (31) and other (3). Thirty nine of the selected media organisations are owned privately (or have mixed-ownership), 30 are public media organisations and 9 are not defined.

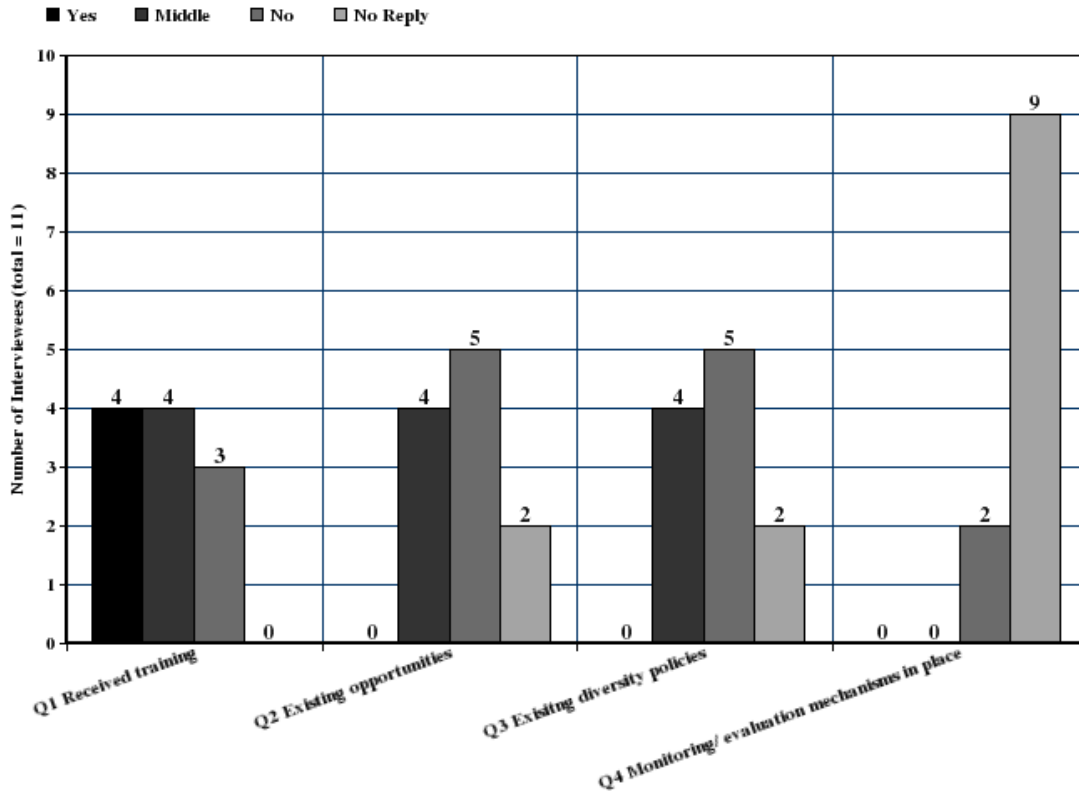


Breakdown of all questions per country

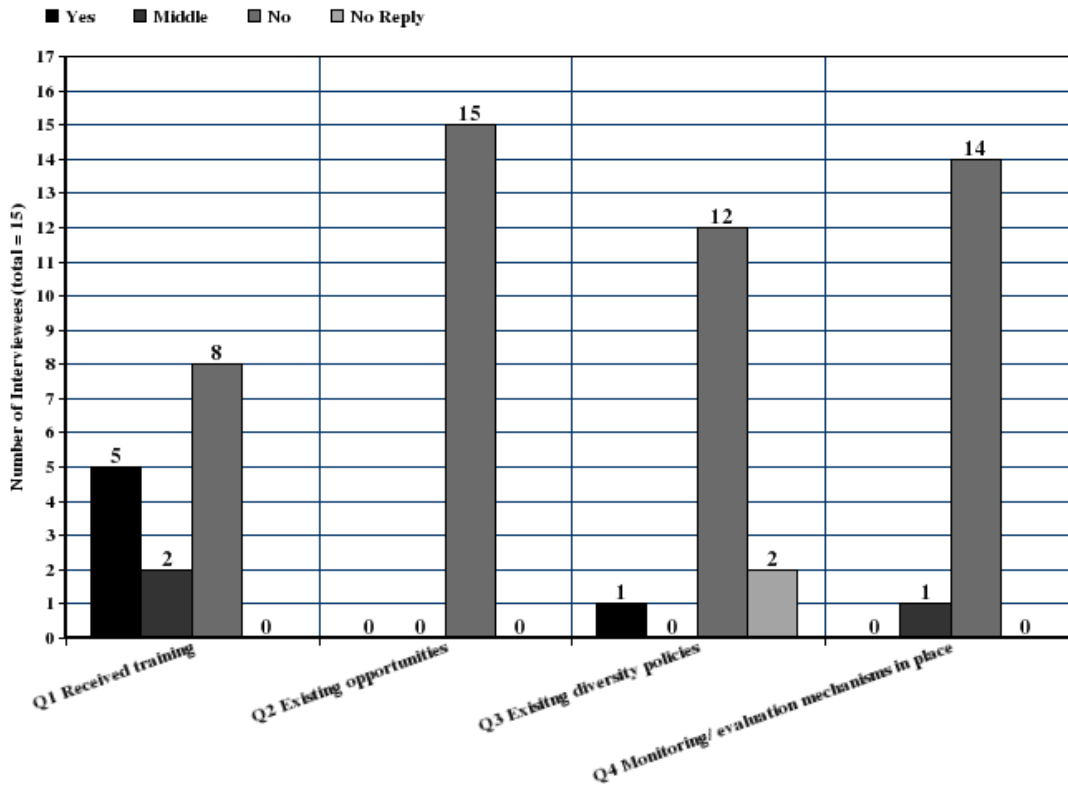


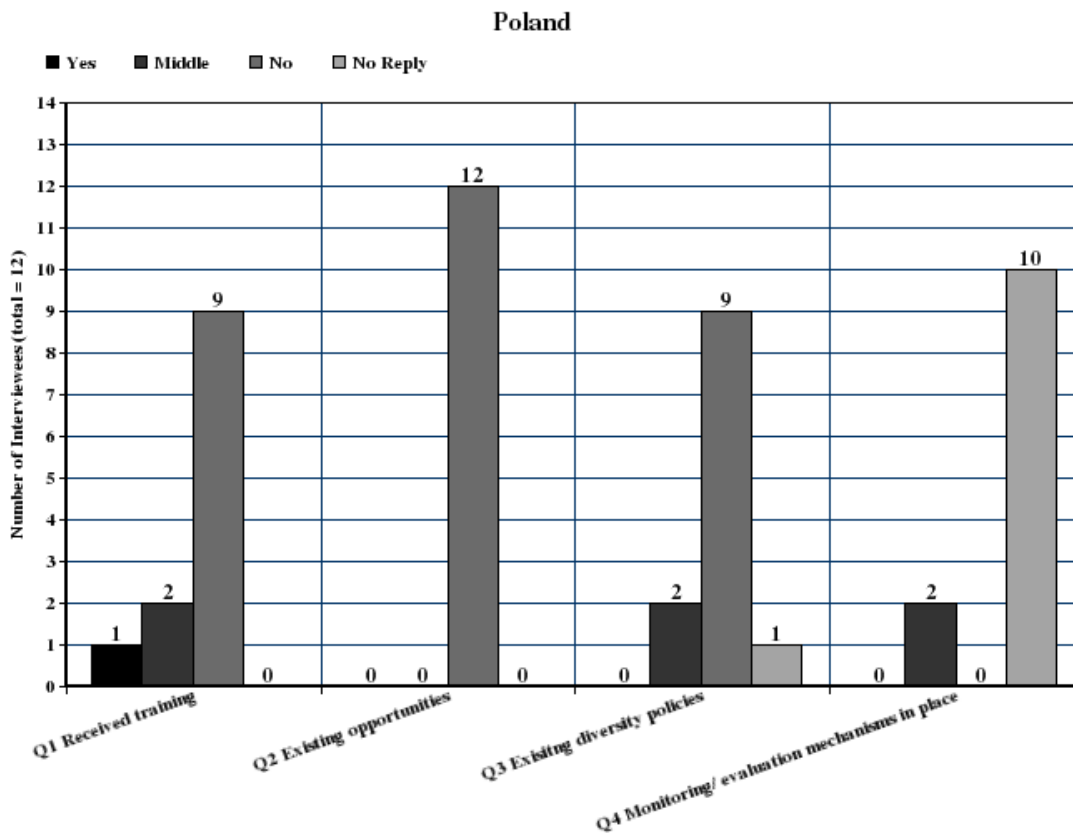
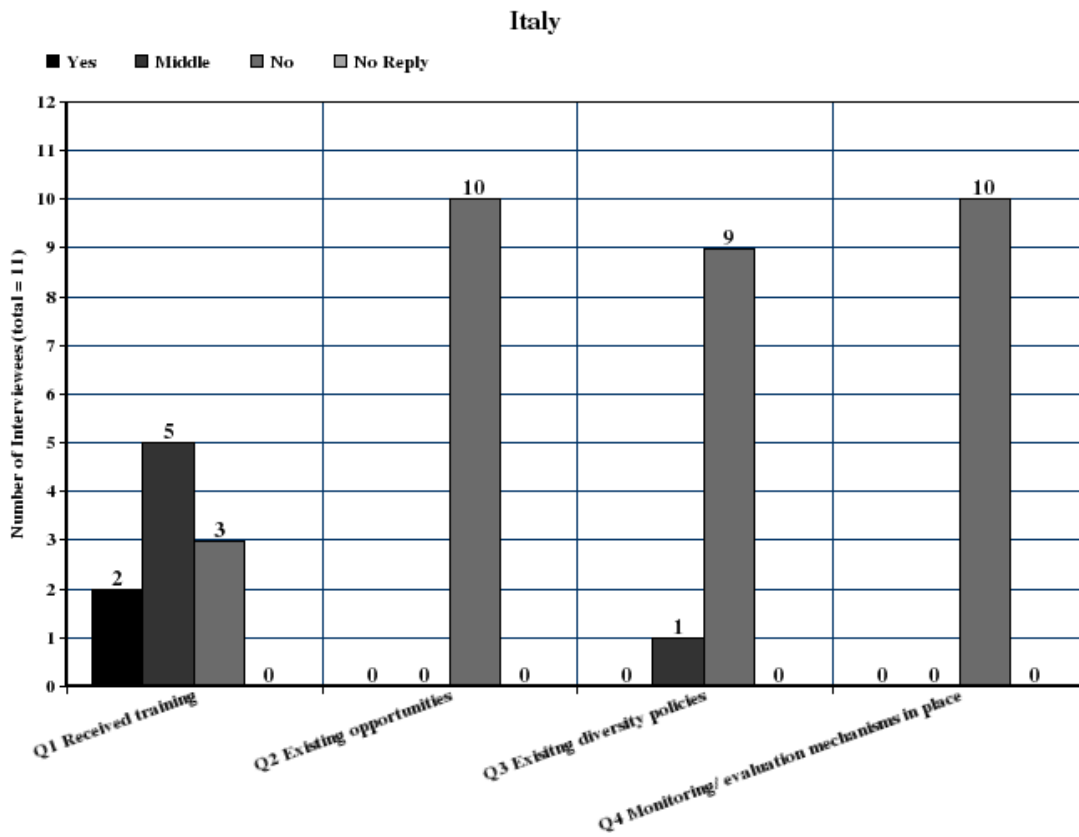
## Training

### Ireland



### Greece



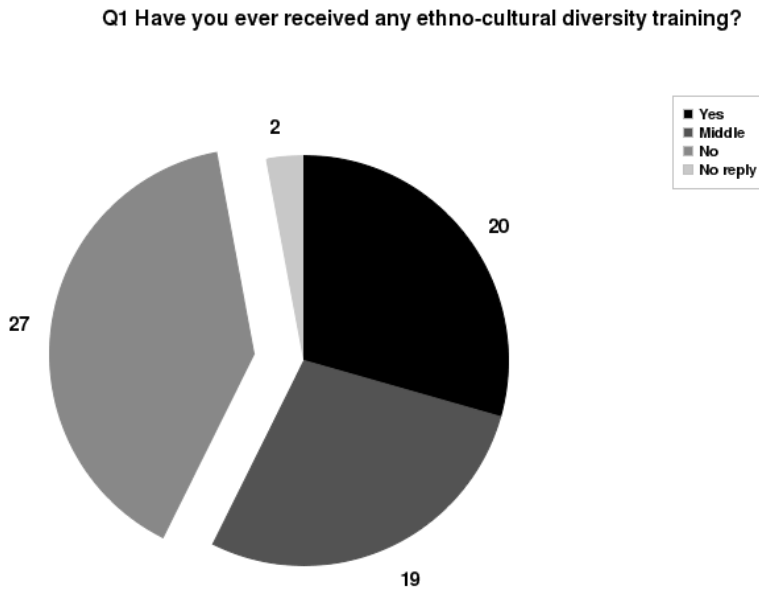


#### 4.1. Level of received diversity training among media professionals

The purpose of the first question<sup>56</sup> was to establish if the interviewee had ever received any kind of diversity training. It was pointed out to interviewees that their answers need not be restricted to their current employer i.e. if they received diversity training elsewhere (including educational institutions) then this would count as a “yes-answer”.

Affirmative or “yes-answers” were those interviewees who stated that they had received some kind of specific, formal diversity training (courses, workshops, training sessions etc.). “No-answers” include those who did not receive any kind of diversity training (as well as those who felt they were exempt from such activities).<sup>57</sup> A remarkably high number of responses were also placed in a “middle-category”, which we used to identify cases where no formal training was undertaken but where the interviewee felt that they had considerable knowledge in the area, acquired by other means (e.g. travel).

The diagram below shows that only approximately one third of all interviewees stated that they had ever received any kind of formal diversity training.



<sup>56</sup> Question 1: Have you ever received any kind of diversity training – either as a student or as a media professional?

<sup>57</sup> One of the persons who claimed not to have received any diversity training is of an ethnic minority background and argued that in his case there was no need for diversity training.

#### 4.1.1. Yes-answers:

Of the 20 interviewees who stated that they had received diversity training, nine received it in a work environment, while five attended specific seminars or courses during their education. Six attended professional seminars or workshops on diversity that were not offered by their employers but by specific bodies (e.g. the EBU). The findings suggest that diversity training is not prioritised in journalistic education or professional development but is very often considered an “extra-curricular” subject.

Our findings indicate that Greece is the only Member State examined in which none of those who answered “yes” to this question received diversity training in the work environment. Indeed, as responses to Question 2 (below) further highlight, none of the Greek organisations investigated offer opportunities for diversity training *nor* do they grant time-off to employees wishing to attend courses/workshops elsewhere.

In short, our findings suggest that Greek media professionals – and news workers in particular – have little or no opportunity for such training if they have not received it *prior to* employment.

Of those who have received formal diversity training, more than two thirds of these work for a media outlet that is publicly owned.<sup>58</sup>

#### 4.1.2. Middle position

The 19 interviewees (out of 68) who claimed not to have received formal training but who nevertheless felt they had considerable knowledge about diversity (acquired by other means) identified a variety of sources including; living abroad, attending conferences, extensive reading on the topic, discussing the issue in more informal ways at work (e.g. at the BBC), extended interaction with experts or community members, work experience in the field or training that was received in other occupations (e.g. police, migration lawyer).

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<sup>58</sup> Definition for classification:

**Ownership**

- Public;
- Private = anything not public, not specified in detail (could be mixed ownership etc.); also trusts etc.

**Occupation**

- Journalists/ reporters: anybody producing content; anybody not on editorial, producer or management level (e.g. also columnist; also presenters)
- Editor/ producer: all people with some responsibility on decision making level, however not top management (including managing editor, head of production etc.)
- Management: top-level management like director, head of HR etc.
- Other: people who do not fit in other groups: head of diversity, archivist, policy adviser etc.
- Note: if interviewee stated two occupational roles (e.g. journalists, web producer) the higher ranked position was used

**Type of media**

- Print: All print media (mainly newspapers but also magazines etc.)
- TV
- Radio
- Mixed (combination of above)
- Online (all online publications like web magazines, news portals etc.)
- News agencies

## Training

In some cases these individuals felt that this informal knowledge was such that there was no need for them to receive formal diversity training. Rather, they suggested that the knowledge gained through experience sufficiently equipped them for dealing with diversity/intercultural issues. As put by the following interviewees:

“I don’t think it [diversity training] is useful. I don’t know what I would have to learn there. I am a member of this society for a long time, I have seen many aspects of it, with different cultures, I have travelled around the world as journalist ... training is not vital for me.” (Interviewee 30)

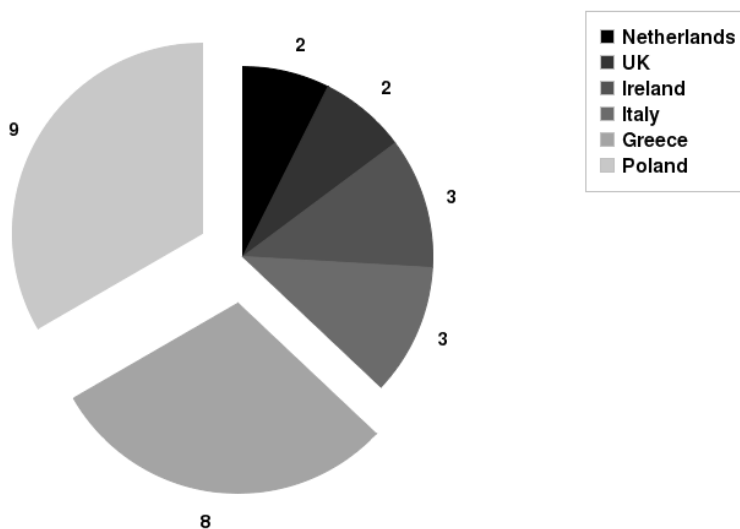
“I have never received any particular type of training but I have read a lot, keep myself informed on the various cultural, historical, political issues and in this way I build my knowledge on diversity issues.” (Interviewee 63)

“I mean I suppose I use common sense for that, to be quite honest. And also I have quite a varying background living as an immigrant myself in Japan and Slovenia. So you build up a certain sensitivity ... and you would hope that your common sense would bring you through.” (Interviewee 41)

### 4.1.3. No-answers:

The largest number of interviewees who responded to this question (27 out of 68) claimed that they had never received diversity training in any form whatsoever, (nor did they consider informal knowledge gained through travelling etc. a sufficient alternative).

Q1: Number of people who haven't received diversity training/ breakdown by country



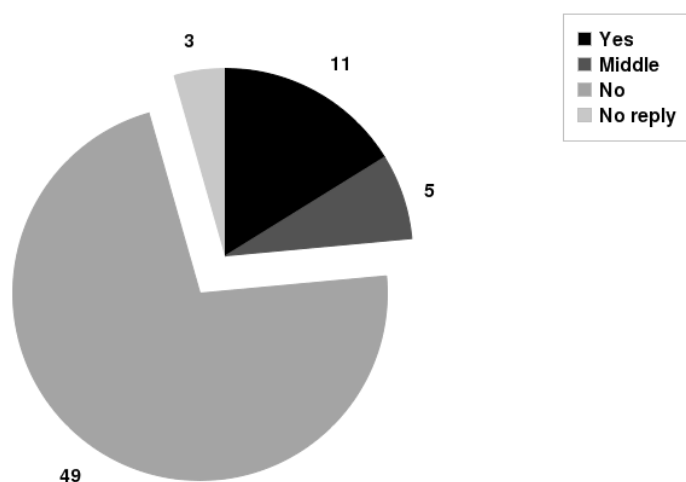
## 4.2. Available opportunities for attending diversity training

Question 2 asked interviewees if their employer offered any opportunities for diversity training, or whether they would facilitate staff in participating in this elsewhere (e.g. by allowing them time-off for workshops etc.).<sup>59</sup> Responses indicate a significant lack of such opportunities across all Member States examined, with the exception of the Netherlands and the UK.

Again, responses were split into three categories (with three interviewees not responding at all).

The “yes” category includes interviewees who were able to describe such opportunities for diversity training (courses, training sessions etc.). The “middle” category includes media organisations which may not offer training but which nevertheless allow or encourage staff to participate in external events/workshops. It should be noted that responses in this middle category vary considerably from active encouragement to passivity bordering on indifference (e.g. “nobody would stand in my way if I wanted to attend”). “No” responses were those which indicated that no such opportunities (or encouragement) exist.

Q2: Are there opportunities for diversity training in the organisation you currently work for?



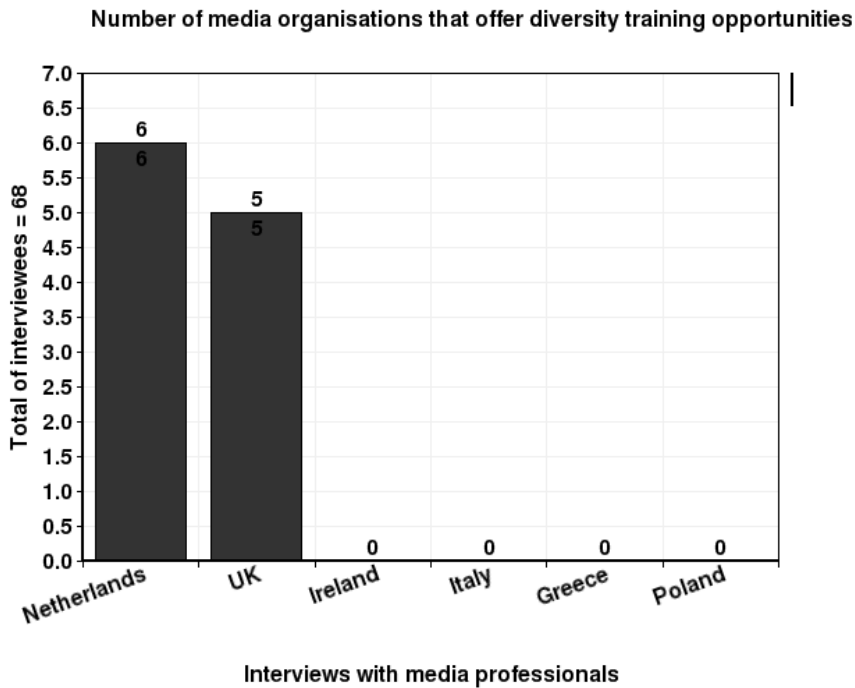
### 4.2.1. Yes-answers

All 11 media organisations which offer opportunities for diversity training are based in the Netherlands or the UK.<sup>60</sup> However, five interviewees from Ireland and one interviewee from the Netherlands also stated that they would be allowed to attend training sessions, courses, workshops etc. if a sufficient case for attending was put to their employers.

<sup>59</sup> Question 2: Are there opportunities for diversity training in the organisation you currently work for?

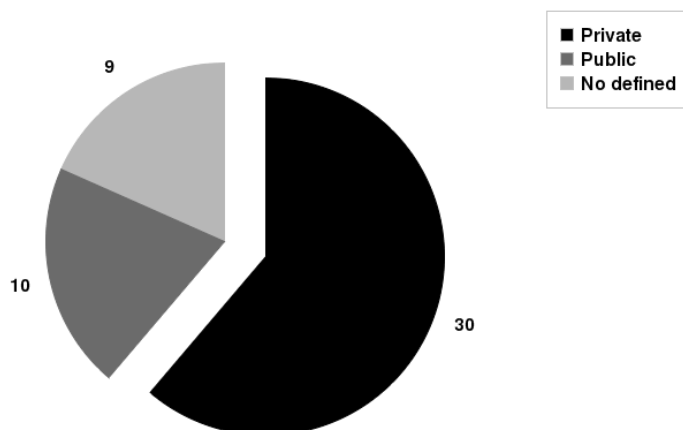
<sup>60</sup> At least one news organisation in Ireland is proactive in encouraging staff attendance at externally-arranged training events.

## Training



It should be noted that of the above, the majority of organisations offering training are publicly owned (a finding also emerging from the literature review).

Q2: Ownership of media organisations that DON'T offer any opportunities for diversity training



A very positive example is the BBC, as described by a British freelance journalist (Interviewee 10):

“The BBC offered plenty of opportunities for diversity training. Everyone would receive a house pamphlet of available courses. They have to get their editor’s permission to attend. All the diversity training courses were in-house and were conducted during working hours. Diversity courses would be just one day while editing courses lasted for 6 months”



Some interviewees made suggestions as to how to best approach/conduct diversity training. For example, the Head of Diversity at a Dutch TV station (Interviewee 24) identified an optimum time in making training more attractive to staff:

“The training is always during work hours, there is no attendance out of office hours, therefore I organize lunch meetings, between 12 and 2 ...[They] are the most effective, you offer a lunch, and they come.”

A Dutch assistant editor-in-chief (TV) underlined the importance of starting diversity training at the senior management level (i.e. the decision-makers), especially if resources are limited:

“[Diversity training is] not immediately [available] for everyone but we have started with the decision-makers in the newsroom, editors in chief, heads of department, coordinators, people who decide which news is covered by whom.”

#### **4.2.2. No-answers:**

The majority of organisations (49 of 68) do not offer diversity training or their employees are unaware of it. Thirty of these organisations are privately owned while ten are public organisations (9 were not defined).

The results reveal starkly that none of the examined organisations in Greece, Poland or Italy offer diversity training of any sort. And while interview data are not sufficient to differentiate clearly between different types of media (for all Member States), the trend shows that print media has the highest share of organisations which do not offer diversity training, followed by TV (18, 15).

### **4.3. Existing diversity policies and guidelines**

In Question 3 interviewees were asked if they were aware of any kind of diversity guidelines or policies that the organisation they currently work for has in place.<sup>61</sup> Their replies revealed that the majority of organisations (43 out of 68) do not have specific diversity guidelines or policies in place.<sup>62</sup>

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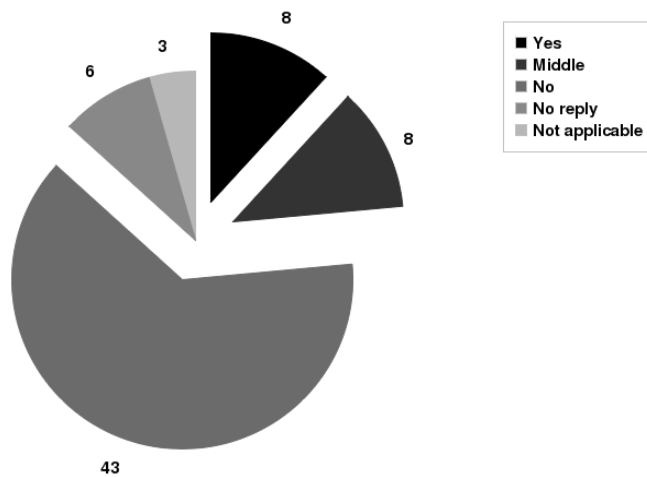
<sup>61</sup> Question 3: Does the organisation you currently work for have any kind of diversity guidelines or policy that you are aware of?

<sup>62</sup> Definition of Answers:

- Yes: Clear diversity guidelines or policies in place
- Middle: No specific diversity guidelines but interviewees mentioned other guidelines/handbooks etc. that cover similar issues (e.g. dignity, human rights, ethics, anti-discrimination etc.)
- No: Clearly no diversity guidelines or policies in place or the interviewee is not aware of any.
- Not applicable: Organisation solely focuses on interculturalism/diversity

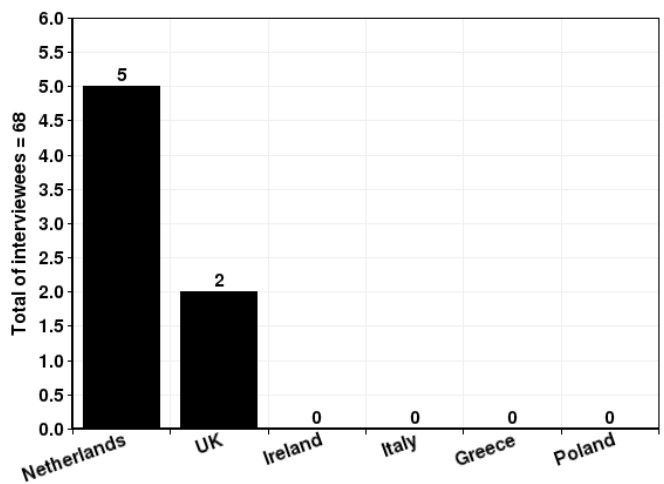
Training

Q3: Diversity guidelines or policies in place?



The graph below (number of organisations that have diversity policies in place) again indicates that Dutch media organisations fare comparatively well; out of eight organisations that replied yes to having diversity guidelines, five are from the Netherlands, and all are public media organisations. The graph also shows clearly that the selected media organisations from Greece, Italy and Poland are entirely lacking in policies and guidelines relating to diversity.<sup>63</sup>

Q3: Organisations that have diversity guidelines or policies in place

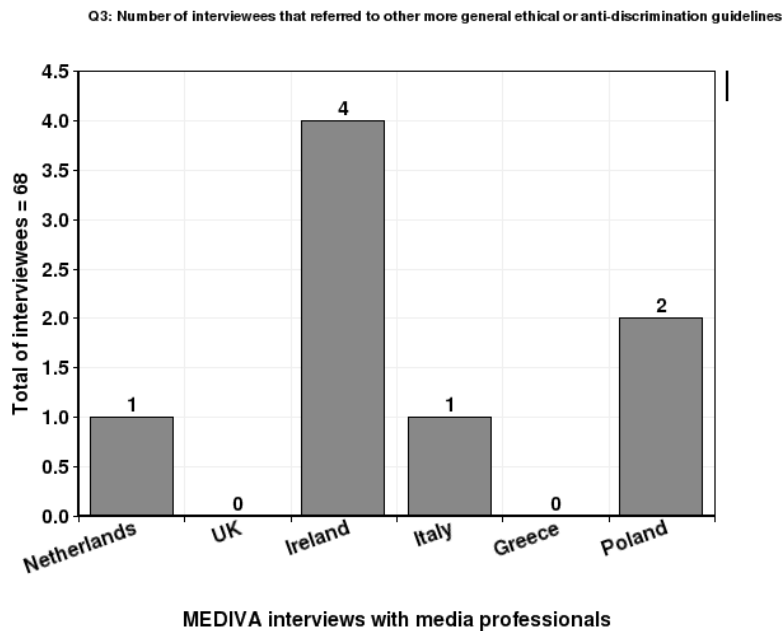


MEDIVA interviews with media professionals

However a small number of interviewees (8) referred to more general ethical or anti-discrimination guidelines. In some cases interviewees appeared knowledgeable of these; however, in other cases interviewees appeared ill-informed about existing guidelines, suggesting that they would seek these out only when confronted with a particular story or issue. In most cases the guidelines described were

<sup>63</sup> There were also 8 middle answers: 4 from Ireland, 2 from Poland, and 1 each from Italy and the Netherlands.

extremely broad; for example discrimination in terms of gender, ethnicity and disability was generally mixed in with ethical codes of practice and human rights.



These results offer added weight to the analysis of interview responses for Questions 1 and 2.<sup>64</sup>

#### 4.4. Monitoring/evaluation mechanisms for diversity guidelines and policies

With Question 4 we tried to establish if and how the selected media organisations monitor or evaluate their diversity guidelines or policies (in the event that they have these).<sup>6566</sup> Taking into account the results from Question 3 and the fact that of 68 selected media organisations only eight have some type of specific diversity guidelines/policies in place, it is not surprising to find that only a total of six organisations monitor or evaluate these guidelines in a formal way.

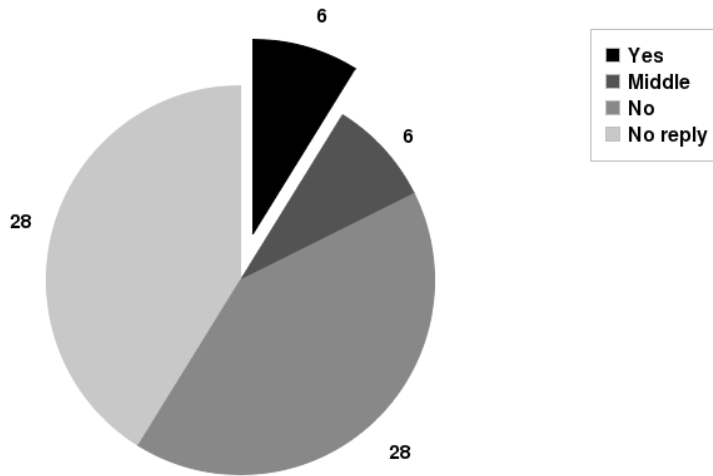
<sup>64</sup> There was an option for three sub-questions in the interview: (If yes, what does this consist of?) (If yes, does this include anything specifically about training?) (If yes, how are employees made aware of this policy? However, given the amount of negative answers/ lack of data no results could be established for these questions.

<sup>65</sup> Question 4: Does your organisation monitor and evaluate if/how guidelines are followed?

<sup>66</sup> Definition of answers:

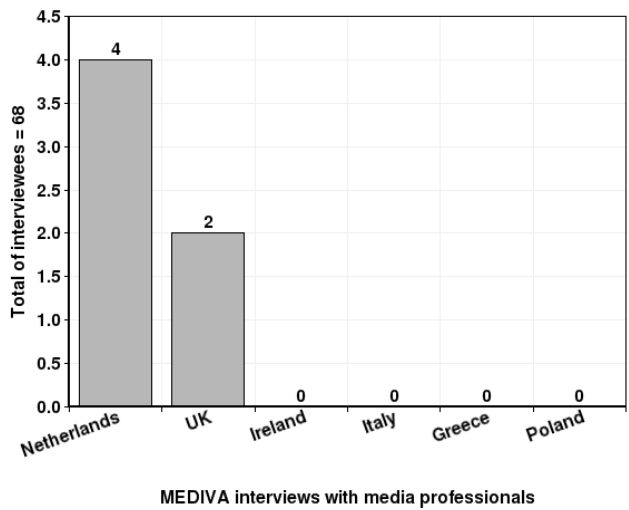
- Yes: Some type of formal monitoring mechanisms in place
- Middle: Informal monitoring or evaluation (through round tables, discussions etc.)
- No: No monitoring or evaluation at all

Q4: Does your organisation monitor/ evaluate if and how guidelines are followed?



Four of these are Dutch, two are based in the UK (see graphs below) and again, all are publicly owned broadcasting organisations (radio or TV).

Q4: Organisations with formal monitoring/ evaluation mechanisms in place



An additional six interviewees (2 UK, 2PL, 1 NL, 1GR) stated that the organisation they currently work for undertakes informal monitoring exercises (e.g. round-table discussions).<sup>67</sup>

<sup>67</sup> However only four of these were able to refer to specific guidelines or policies.

Fifty-six out of 68 interviewees stated that there were no monitoring/evaluation mechanisms for (diversity) guidelines in place in their media organisation (or they did not provide an answer to the question, indicating that they are ill-informed about evaluation mechanisms).

Our findings overall suggest an alarming lack of formal evaluation/monitoring mechanisms across the European media organisations examined (again with the exception of the Netherlands and the UK).<sup>68</sup>

#### **4.5. Should media industries be making greater efforts to provide diversity training?**

Answers to Question 5, which asked interviewees to comment on whether the media industries in general (and their own industry in particular) should be making greater efforts to provide diversity training, capture especially well the entire range of opinion on this subject.<sup>69</sup> As a whole, answers to Question 5 paint a rather unclear picture; answers were often littered with qualifications and caveats, blurring the line between those who favour diversity training and those who oppose it.

In the below diagram it can be seen that over half of all interviewees were of the view that media organisations should indeed be making greater efforts to provide diversity training. However, in the vast majority of cases this yes was highly “qualified”; interviewees frequently followed an affirmative response with a caveat of some sort. For example, an interviewee from the UK insisted that training must not be “superficial training ... real, informative training is needed” (Interviewee 7). In other cases interviewees who supported the idea of diversity training were often pessimistic about its likelihood of succeeding and noted the difficulties of assessing if such initiatives have actually “worked”. For example, one interviewee from the Netherlands insisted that such training “does not work if you don’t internalize it” (Interviewee 25), which is of course impossible to deduce.

In the below diagram interview responses are divided into yes, no and “middle” answers, with those who failed to answer the question also shown. Interview responses placed in the middle category were those which failed to answer the question directly (e.g. by redirecting the question to another topic) or those which left the analyst unclear as to the interviewee’s opinion. Examples of this middle position are as follows:

“In relative terms, if you are looking at organizations providing diversity training, media is down the last. It is always about representation and there is always awareness. The understanding of diversity in the media is much more sophisticated than in other organizations. The awareness is always there” (Interviewee 3).

“I don’t know how much of an impact diversity training has. I don’t know if there have been any studies on that. I mean, people may even resent the tone of diversity training. I haven’t attended any diversity training, but, people don’t want to be shoed into this politically correct...err...I don’t know. I’m not sure diversity training is the main issue. Probably

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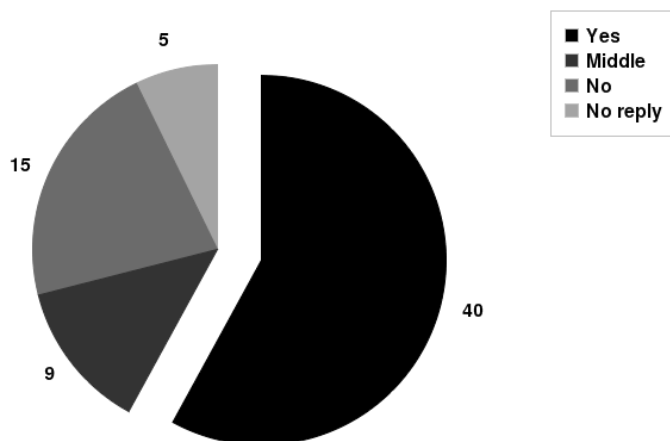
<sup>68</sup> It is important to stress here that an absence of formal monitoring and evaluation mechanisms pertaining to diversity issues is not intended to suggest an absence of monitoring and evaluation mechanisms *in a general sense*. For example, it can be assumed that all news organisations operate with a range of internal accountability structures (e.g. reader’s editors), which may include diversity matters.

<sup>69</sup> Question 5: In your opinion, should media industries – including your own – be making greater efforts to provide diversity training?

## Training

diversification of the media staff is the main issue. Because if someone has a colleague from an ethnic minority background I think that works as diversity training” (Interviewee 35).

Q5: Should the media industries be making greater efforts to provide diversity training?



In what follows we analyse in detail specific answers given in each of the above categories. (Of particular note are the various overlaps between these ostensibly opposed positions).

### 4.5.1. Yes answers

Allowing for various caveats (as noted above), those who supported the idea that the media industries should be making greater efforts to provide diversity training typically invoked one (or both) of two positions, one ideological and one practical.

#### 1. Responsibility and representativeness

A number of interviewees who supported the suggestion of increased diversity training did so on the grounds that journalists – and media organisations in general – have a responsibility to both reflect diverse audiences in their textual output and, by association, ensure that their workforce is ethnically diverse. As put by one, “I think we have a role in sensitising the public so in doing that we should be sensitised ourselves” (Interviewee 39). A number also suggested that journalism remains by and large a white, middle class profession, and consequently that many journalists remain “quite sheltered” (Interviewee 10). While perhaps not deliberate or even conscious, cultural ignorance can negatively impact journalistic work. As recounted by an interviewee in Greece: “Recently a colleague of mine went for reportage to an improvised mosque in the centre of Athens. He entered the mosque wearing his shoes because he didn’t know that it is not allowed. Therefore, he offended them because of his ignorance on issue” (Interviewee 56).

#### 2. Journalism is a practical craft

Very few interviewees who supported the idea of diversity training provided examples of how such initiatives might be useful. As suggested above, in most instances support for the idea rested primarily on some notion of professional responsibility or obligation. On the few occasions where concrete examples were given, the rationale often shifted from the ideological to the practical. For example, one interviewee from Italy stressed that Italian journalists are generally ignorant of how residence permits function and therefore that training should focus on practical things, like how and where to get up-to-date information about policies and laws relating to immigration (Interviewee 59).

#### 4.5.2. Middle position – sceptical supporters

##### 1. Diversification of workforce

The majority of interviewees adopted what can be described as a liberal humanist position; most were supportive of social diversity in a general sense. Nevertheless, a number of these were sceptical about the potential benefits of diversity training. While they appeared willing to participate in such initiatives and were of the opinion that training should be given serious consideration by media organisations, these individuals nevertheless raised a number of concerns about how training would be conducted (e.g. should it be voluntary or enforced?) and questioned its likelihood of succeeding (e.g. in the face of increasing time pressures and demands for new and multiple skill-sets). Several instead argued that the only worthwhile measure of diversity should be workforce diversity. The implication here is that genuine learning – including such things as intercultural sensitivity – can only come from ongoing professional engagement with individuals of different ethno-cultural background. Some interviewees also argued that in addition to diversifying the media workforce, practitioners should make efforts to engage with and experience diverse cultures. As put by one interviewee from the Netherlands: “I doubt whether training is the right tool. Firsthand experience with diversity is more important” (Interview 28).

#### 4.5.3. No answers

Few interviewees were against the idea of diversity training *per se*. Instead, those who were against its introduction offered a number of reasons which – just like those who supported its introduction – can be divided into ideological and practical arguments.

##### 1. Professional “know-how”

In attempting to answer Question 5, a number of interviewees argued that while diversity training *per se* might be beneficial to certain sectors of society, it runs counter to certain principles of good journalism. One interviewee from the UK argued that it is not just the content of training that must be considered but also the manner in which it is introduced and delivered to staff. In this interviewee’s opinion, diversity training (wherever it occurs) should not be overly didactic; it should be introduced in such a way as “to not get people’s backs up” (Interviewee 8). Here the interviewee implies that journalists tend to value their independence and autonomy and can therefore be hostile to efforts to direct or encroach upon their craft. As put by one Irish interviewee: “You know journalists are very much individualists in how they approach their work and they recoil at the idea of someone bringing them into a room and saying “this is how you should cover something” because typically they don’t like to be seen to be echoing an agenda – we don’t” (Interviewee 39).

Other interviewees underscored this point, arguing that any kind of external interference (as they view it) is anathema to the very character of journalism as a profession. As one interviewee puts it, journalists “resent being told what to write ... Even if it’s good advice, they don’t like that. It’s kind of in the character, maybe in the DNA” (Interviewee 35). Continuing in this vein, several interviewees implied that training is for the most part unnecessary because it is experience “on-the-job” that ultimately counts; this is the primary source of professional instinct or “know-how”. As one interviewee in Ireland put it, “it’s just that mindset; once you have it, it doesn’t matter whether you’re talking about migrants or travellers or anyone. You would apply that same formula ... you just have the mentality” (Interviewee 34). Here the suggestion is that if journalists have internalised the principles of good journalism – balance, respect etc. – then they should not need diversity training because they will be operating colour blind as it were. Indeed, some implied that singling out ethno-cultural diversity for special training may itself be prejudicial. Related to these arguments, some interviewees suggested that news content might also suffer:

“I think in our business specific training on anything tends not to happen because what you end up then is kind of a “modulist” way of dealing with something. I think the way we operate in terms of how we commission programmes and get ideas is that we want it from an as broad a palette as possible. I think if you started introducing training, possibly there would be some benefits in terms of terminology and in terms of representation and dignity, awareness raising. But how far should you go? Because then if you’re very prescriptive you might find people ... you might get a blandness and sameness to the output” (Interviewee 42).

## 2. Deprioritizing diversity

Some interviewees made the point that it is not just diversity training that has been overlooked by newsmaking organisations but training in general. These interviewees insisted that the nature of journalism is such that basic skills (such as fluency in verbal and written expression) must be prioritized and hence that immigrants who are not fluent in the native language of the host country will have little prospect of employment. Where specialist training is made available, a number of interviewees felt that diversity training should be a low priority. Other subjects like libel and defamation – which are likely to have much more immediate material consequences for news organisations – should be given priority. As put by one interviewee in Ireland: “higher on my agenda would be sort of things like understanding the economic crisis, legal issues, new laws and so on ... that’s much more crucial ... You know, we could end up closing the newspaper over an issue there ... But getting something wrong in the area of migrants isn’t going to bankrupt us” (Interviewee 33). This de-prioritisation of diversity was also strongly evident in interview responses from journalists working in countries with comparatively small immigrant populations. As put by one Polish interviewee: “Yes, they should [train for diversity]. But there is no need to do it now, because Poland is not an immigrant country” (Interviewee 11).

## 3. Diffusion of responsibility

A number of interviewees were of the opinion that while media organisations have a general responsibility to reflect their diverse audiences, diversification of news content is less important than, for example, diversification of children’s programming and soap operas (Interviewee 39). Likewise some argue that diversity training is beyond the scope of their duties. Several interviewees suggested that other organisations and institutions, including journalist representative bodies but especially universities and colleges – should assume primary responsibility for diversity training. In other words, just as news organisations should be entitled to assume that journalism graduates have internalised principles of good reporting (such as balance and fairness) and have the requisite skills in news writing, using recording equipment etc., they should also be able to assume that such graduates have



been schooled on diversity issues. As put by an interviewee in Greece: “I believe that media alone are incapable to do it [diversity training]. In my opinion, it is the school and the overall education system which should undertake the responsibility of teaching it” (Interviewee 45)

#### 4.6. Summary of Answers to Question 5

As the above analysis makes plain, interview responses to this question display both overlap and opposition, making a clear-cut consensual position impossible to identify. Rather, these findings suggest a great deal of uncertainty and reservation on the part of interviewees, including those who broadly support the idea of diversity training (which is the majority of interviewees). Overall, this is well summed up by the deeply hesitant and uncommitted answer given by one journalist working in the UK: “I guess, if it [diversity training] is seen as needed, then yes” (Interviewee 5). This tentative answer places the onus elsewhere; “if it is seen as needed” externalises responsibility.

It is noteworthy that ideological and practical arguments are advanced *both* by those in support and those against diversity training. Several were guarded and defensive in answering questions about diversity training, sometimes citing examples of how their own particular news organisation was pro-diversity. However, for the most part such examples merely added weight to the critical position, painting “diversity” as thinly coated and surface-level. This is exemplified in the following passage:

“From a programme point of view we have people in regularly from ethnic minorities, be it on cookery programmes, fashion shows ... last week there was a band from goodness knows where [Describes several bands, dance troupes and a choir]. I think we celebrate diversity anyway because we ... reach out to the whole community in that way” (Interviewee 40).

Rather tellingly, some interviewees working in the Netherlands – the region which comes out best across all questions relating to diversity training – remain somewhat pessimistic and cynical about efforts to date. As put by one interviewee:

“... White journalists [say] we want more diversity, but they don't mean it. In the end the change in the newsrooms does not take place. Take the daily Parool, the local Amsterdam newspaper, where 50% of the population is migrant, and the newsroom is 99% white, and then they say we can't find them. But how come we do manage to find them? They are either not motivated enough, and have too high demands, or they are taking it easy, they simply employ those who have a lot of experience. So they keep in their own circle and maintain a white appearance. I know not one newspaper or even TV that has an active diversity policy. I do know some broadcasters have a diversity department but that is one girl, often an intern, who looks for guests who are more diverse in background, but that is all. The awareness that you need more women and more culturally diverse staff is developed very weakly in the Netherlands” (Interviewee 29).

## 5. Recommendations

The above analysis raises a number of points of interest. Firstly, this report finds a strong positive correlation between immigration history/experience and diversity policy development. Of the six Member States examined, the two with comparatively longer histories of immigration – the Netherlands and the UK – fare best in terms of training policies and practices, as well as monitoring procedures. Secondly, our findings suggest a pressing need for structural change and workforce diversification in media organisations (see Graf 2011), although this cannot be regarded as a panacea nor can it be assumed that this will have a direct positive correlation with more diverse output (see Glasser, Awad and Kim 2009).

In the remainder of this section we draw out a number of specific problems emerging from the above analysis and make recommendations for each. It is important to highlight that these recommendations are not directed solely at newsmaking organisations. Rather, we argue strongly for cross-sectoral and inter-institutional collaboration, including for example, media organisations, journalistic associations, and state bodies.

- Specific problem: Poor communication and information-sharing (about diversity training) between and across newsmaking organisations

Recommendation #1: Newsmaking organisations in each Member State should establish a collective forum for exchanging ideas and information about diversity training (e.g. proposed initiatives, success stories etc.). Stemming from such a forum, yearly workshops might be established to encourage collaboration and enhanced dialogue across newsmaking organisations. A handbook of best practice emerging from cases discussed at workshops might be distributed to all members. While we see journalist bodies as having a role here, we suggest that representatives of media organisations take the lead

- Specific problem: Diffusion of responsibility

Recommendation #2: There is a need for a specific diversity champion/department in each organisation so that responsibility is not pushed outwards to journalist bodies, educational institutions etc. (though clearly these also need to play a role)

- Specific problem: Poor intra-organisational communication on matters relating to diversity (e.g. guidelines, opportunities for training etc.)

Recommendation #3: More information should be made available “internally” to staff members. This should be one of key roles of diversity champion/department

- Specific problem: Diversity training viewed as “extra-curricular”

Recommendation #4: Commitments to diversity should be mainstreamed, with diversity goals written into organisational charters. While diversity training should not necessarily become “compulsory”, it should be recognised as a central (rather than peripheral) component of professional development

- Specific problem: Perception of diversity training as an infringement on journalistic integrity

Recommendation #5: Newsmaking organisations should encourage and facilitate on-going professional training of staff. As part of this, diversity training should be promoted as a core competence rather than an infringement on journalistic integrity. A creative approach to the delivery of diversity training should also be considered, which might employ a range of methods (including activities like role play) and which also caters for different kinds of learner and learning.<sup>70</sup>

- Specific problem: Lack of commitment of many news organisations to invest resources in building an editorial culture of respect for diversity.

Recommendation #6: Building an editorial culture of respect for diversity requires a “whole organisation” approach and in particular requires firm commitments from senior management.

- Specific problem: Lack of monitoring and evaluation

Recommendation #7: Structural monitoring and feedback mechanisms should be established, with examples of “best practice” shared across collective forum

- Specific problem: Ethno-cultural diversity generally “lumped in” with other forms of diversity in policies and guidelines

Recommendation #8: Disaggregate diversity

Different forms of diversity should be uniquely defined and clarified, and specific guidelines for reporting on and fostering each should be established

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<sup>70</sup> For example, some interviewees suggested that such training was more likely to succeed if trainers adopted a “creative” approach, instead of traditional classroom-based teaching. As put by a media policy advisor in the Netherlands: “What I hear from the broadcasters is that if you address it more broadly and relate it to creativity in general, because that is what it is, think about new perspectives, new themes, new guests, then they do like it. That works better than offering a database and say please implement it, or: this is the way to talk to a Moroccan. That does not work.”

## Training

Transcending the specific findings and recommendations<sup>71</sup> presented in this report is the reality of persistent and ongoing change in European newsmaking. Factors and developments largely bracketed here (such as technological convergence and significant growth in freelance or informal employment) highlight the need for further research, particularly in respect of how these are impacting diversity coverage and training policies across European media. Above all perhaps is the regressive climate of European and global economic recession and the related impacts of structural and market changes which are negatively impacting the profitability of media enterprises.

In these conditions minorities are rendered invisible, their voices unheard; racist and xenophobic messages of unscrupulous politicians are increasingly in play; privacy is breached; there is scant analysis of issues like migration, religious and cultural differences; and little attempt to relieve the anxieties of societies troubled by economic and social dislocation (White 2011: 52).

Amongst other things, future research needs to examine how European newsmaking organisations are responding to the kinds of issues raised in this report and if, and to what extent, regional variations (e.g. between countries of the North and West of Europe and those of the South and the East) are persisting, worsening or diminishing. On a more positive note, a number of recent developments, such as the launch of the Ethical Journalism Initiative in 2008 and the establishment of the Coalition for Ethical Journalism in 2011, suggest that issues of diversity remain central to the concerns of the professional newsmaking community in Europe. In particular, these initiatives underscore the need for diversity commitments to extend across the *entire newsmaking business* in Europe, not just newsrooms.

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<sup>71</sup> The relative importance, as well as relative feasibility, of each of these recommendations was discussed in some detail at the Dublin MEDIVA workshop, which took place in Dublin City University (DCU) on Friday February 3, 2012. A rating exercise was undertaken, with results indicating a diverse range of views on which recommendations are most important and most feasible. Allowing for this range of opinion, the following recommendations were nevertheless considered the three most important [Diversity training central to journalistic development (Rec. #4), Diversity training as core competence for media professionals (Rec. #5), Internal Communications (Rec. #3)] and the following were considered the three most feasible [Internal Communications (Rec. #3), Diversity training as core competence for media professionals (Rec. #5), Diversity champion (Rec. #2)].

The following points/concerns were also raised by participants in relation to some of the specific recommendations:

- Diversity champion: A point of concern here is the potential “ghettoisation” of the diversity champion, whereby this person/department becomes a dumping ground for all diversity issues and/or is used tokenistically to suggest that “diversity is working” in a particular organisation
- Collective Forum: Two points of concern here are firstly, the “language” of the forum (not everybody speaks English) and secondly, the danger of “talking to the converted” i.e. creating a forum in which only like-minded people participate
- Internal communication: The implementation of this recommendation requires editorial support (as indeed do all the others)
- Professional development: The most significant potential obstacle to this recommendation is time constraints and new pressures/routines in journalistic work
- Diversity training as core competence: The biggest concern here is that diversity training could be “fetishized as a one-stop shop”, meaning that staff might simply attend a short course (perhaps a day or half day event) and thereafter give little consideration to this issue (or “tick the box and you’ve done diversity” as one participant put it). A means of potentially counteracting this problem might be to foster relationships with migrant groups and organisations (which could in turn contribute to training and perhaps become involved in a “mentor system”, such as is happening in Netherlands).

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**ANNEX**  
**Profile of Respondents**

No	Country	Media	Gender	Age	Years in media	Role in media	Ethnic origin
1	UK	News agency	Male	44.0	9.0	reporter	White British
2	UK	News agency	Female	47.0	7.0	archivist	Mixed
3	UK	TV	Female	40.0	17.0	creative producer	Northern Irish
4	UK	Radio	Male	52.0	30.0	radio producer	White British
5	UK	Magazine	Male	34.0	13.0	editor	White British
6	UK	TV	Female	49.0	22.0	creative head of productions	White Caucasian
7	UK	TV	Female	42.0	10.0	documentary film producer	South African
8	UK	TV& radio	Female	47.0	8.0	radio presenter	English-Italian
9	UK	TV	Female	43.0	18.0	investigative journalist	Romanian
10	UK	TV & radio	Male	51.0	15.0	investigative journalist	White British-Romani Gypsy
11	Poland	Radio	Female	48.0	20.0	editor-in-chief	Polish
12	Poland	TV & radio	Female	45.0	20.0	journalist	Polish
13	Poland	TV	Female	34.0	14.0	reporter	Polish
14	Poland	Newspaper	Male	40.0	17.0	deputy editor-in-chief	Polish
15	Poland	Radio	Male	48.0	18.0	deputy director	Polish
16	Poland	Radio	Male	38.0	21.0	newsreader, reporter	Polish
17	Poland	Newspaper	Male	63.0	29.0	commentator	Polish
18	Poland	Newspaper	Male	35.0	15.0	columnist	Polish
19	Poland	Magazine	Male	51.0	30.0	editor-in-chief	Polish
20	Poland	Radio	Male	53.0	30.0	deputy editor-in-chief	Polish
21	Poland	TV	Male	38.0	15.0	manager	Belarusian
22	Poland	Radio	Male	42.0	23.0	editor-in-chief	Russian
23	Netherlands	Newspaper	Female	42.0	16.0	editor	Dutch
24	Netherlands	TV	Male	45.0	15.0	head of diversity	Dutch
25	Netherlands	TV	Female	50.0	29.0	assistant editor	Dutch
26	Netherlands	TV & radio	Female	30.0	4.0	diversity manager	Dutch
27	Netherlands	TV& radio	Female	56.0	13.0	head HR	Dutch
28	Netherlands	Newspaper	Male	42.0	18.0	reporter	Moroccan
29	Netherlands	TV & radio	Male	45.0	24.0	reporter	Surinamese
30	Netherlands	Newspaper	Male	54.0	27.0	editor-in-chief	Dutch



31	Netherlands	Newspaper	Male	33.0	11.0	reporter	Surinamese
32	Netherlands	TV	Male	49.0	28.0	diversity manager	Surinamese
33	Ireland	Newspaper	Male	48.0	20.0	reporter	Irish
34	Ireland	Radio	Female	37.0	5.0	presenter	Italian-Shrilankan
35	Ireland	Newspaper	Female	30.0	7.0	reporter, sub-editor, proof-reader	Irish
36	Ireland	Radio	Female	30.0	7.0	reporter	Irish
37	Ireland	TV	Male	0.0	6.0	reporter	Irish
38	Ireland	Newspaper	Male	55.0	36.0	editor	Irish
39	Ireland	TV & radio	Male	56.0	34.0	correspondent	Irish
40	Ireland	TV	Female	44.0	0.3	HR	White European/Irish
41	Ireland	Newspaper	Male	38.0	12.0	correspondent	Irish
42	Ireland	TV	Male	44.0	20.0	editor	Irish
43	Ireland	TV	Male	63.0	46.0	editor	Irish
44	Greece	Newspaper	Female	46.0	26.0	reporter	Greek
45	Greece	TV	Female	47.0	25.0	editor-in-chief	Greek
46	Greece	Newspaper	Female	33.0	10.0	editor-in-chief	Albanian
47	Greece	News agency	Male	50.0	17.0	senior journalist	Greek
48	Greece	Newspaper	Male	42.0	5.0	reporter	Albanian
49	Greece	Magazine	Male	38.0	9.0	director	Greek
50	Greece	Newspaper	Male	51.0	22.0	editor-in-chief	Greek
51	Greece	Radio	Male	49.0	24.0	director	Greek
52	Greece	Newspaper	Male	50.0	28.0	senior journalist	Greek
53	Greece	TV& radio	Female	34.0	11.0	journalist & reporter	Greek
54	Greece	Newspaper	Male	45.0	24.0	editor-in-chief & radio producer	Greek
55	Greece	TV & radio	Male	49.0	25.0	senior journalist & editor-in-chief	Greek
56	Greece	TV	Male	31.0	11.0	journalist & reporter	Greek
57	Greece	Newspaper	Male	30.0	7.0	journalist & reporter	Greek
58	Greece	Radio	Male	28.0	7.0	journalist & reporter& editor-in-chief	Greek
59	Italy	Radio	Male	37.0	5.0	correspondent	Italian
60	Italy	TV	Male	41.0	31.0	director	Italian
61	Italy	Radio	Female	41.0	16.0	journalist	Italian
62	Italy	Radio	Female	47.0	29.0	journalist	Italian
63	Italy	Newspaper	Male	55.0	30.0	journalist & director	Italian

*Training*

64	Italy	TV	Female	40.0	15.0	correspondent	Italian
65	Italy	Newspaper	Female	51.0	30.0	journalist	Italian
66	Italy	Newspaper	Female	37.0	14.0	journalist	Italian
67	Italy	Newspaper	Male	56.0	40.0	journalist	Italian
68	Italy	TV	Male	56.0	40.0	journalist	Italian



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