

Knowledge to lead

THE LEARNING PLATFORM ON HUMAN MOBILITY'S COURSE ON:

Addressing public perceptions of migrants, mastering communication strategies and partnering with the media

Virtual Segment

24 April – 8 May 2013

Annotated Syllabus

Instructions

1. On 24 April, confirmed participants will receive the LPHM Virtual Segment of the Course by email. The Virtual Segment is divided into 3 sections: public perceptions; the role of the media; and developing effective communications tools.
2. All assigned readings are in the Annotated Syllabus below and must be read in their entirety.
3. The two writing assignments, "Questions Sheet" and "Self-Assessment Matrix" must be completed in full and sent no later than 8 May by e-mail to: thouez@un.org; kato.vanbroeckhoven@unitar.org.

Annotated Syllabus

I. How Public Perceptions of Migrants are Shaped – What we know

- a) Text taken from the Transatlantic Trends project of the German Marshall fund of the United States on recent (2011) trends in immigration, public perceptions and public policies based on data from the US and some major European countries, but also with relevance for other countries. Clicking on the different headings in this text leads to more information on each of the aspects treated:
<http://trends.gmfus.org/immigration/key-findings/>
- b) Text by Demetri Papademetriou of the Migration Policy Institute on national identity and creating cohesive societies in an age of immigration:
<http://www.migrationpolicy.org/transatlantic/tcmstatement-identity.pdf>
- c) Executive summary of the AMICALL project about the role of local and regional authorities in communicating on migrant integration, co-ordinated by the University of Oxford. The full text of the final report of the project – which will also be discussed in Antwerp - is available on this same website:
http://www.compas.ox.ac.uk/fileadmin/files/Publications/Reports/Amicall_Report_ENG_v3_single_WEB_READY.pdf



Met steun van de
Vlaamse overheid



unitar

United Nations Institute for Training and Research



- d) A statement by the Transatlantic Council on Migration dealing with public opinion, media coverage and migration:
<http://www.migrationpolicy.org/transatlantic/Council-Statement-May-2009.pdf>

II. The Role and Responsibilities of the Media

- e) The complete document from the United Nations Alliance of Civilizations containing recommended guidelines for media covering migrant and migration-related stories. This was developed by a selected group of editors and experts at the UNAOC seminar in Paris, January 2013 and presented to the UNAOC Forum in Vienna earlier this year:
http://www.unaoc.org/wp-content/uploads/Paris-Seminar-Migration_Recommendations_Feb2013.pdf
- f) A piece from The Guardian newspaper (from December 2011) on media coverage of migrants and how such coverage may well contribute to social tensions. According to the International Organization for Migration (IOM), national debates on migration are distorted by misinformation and misperceptions:
<http://www.guardian.co.uk/global-development/2011/dec/12/migration-concerns-politicians-and-media>
- g) From EuroMed Intercultural trends, a piece about the importance of new legislation at the national level concerning diversity and migration issues in the media, as well as positive practices and civil society-led initiatives which reflect a wider social concern for migrants. The focus of this piece is on Spain, but there are broader implications:
<http://www.euromedalex.org/trends/report/2010/addressing-migration-media-landscape-laura-navarro>
- h) From the Transatlantic Council on Migration, this is an excerpt from a piece by Professor Terry Threadgold (Cardiff University) on media and migration in the United Kingdom over the 10-year period from 1999 to 2009, Read only, pages: 9-15: paper attached.
- i) A short video from the 2010 International Cities of Migration Conference, The Hague, Netherlands showing a panel discussion/debate: *Does media shape public opinion on migration issues? Can media be an effective tool for change?* Media experts share insider perspectives on who frames the agenda, where the stories come from and what makes good press:
http://youtu.be/5C_79jeBxBc (11 minutes)

III. Effective Communication Tools – How to Learn Them

- j) The annual IOM World Migration Report of IOM (2011) is partly dedicated to “Communicating Effectively about Migration”. Read Chapter 1 only, pages: 3-39
http://publications.iom.int/bookstore/free/WMR2011_English.pdf



Additional Reading (non-Compulsory)

- Southern African Migration Programme (SAMP) Policy Brief No.26, “Social Media, the Internet and Diasporas for Development “, October 2011:
<http://www.queensu.ca/samp/sampresources/samppublications/policybriefs/brief26.pdf>
- Media, Gender, Generations: Translocal Networking and media spaces of Senegalese in Berlin (and Dakar): Project in development on forms of sociability and media practices of West African Migrants in Germany. The empirical study explores religious and non-religious associations of Senegalese in Germany (Berlin) and their networking within Europe and Senegal (mainly wider Dakar). It is assumed, that through the social practices associated with the production and reception of media, West African migrants locate themselves both within the country of origin but also within the European country of residence. A special focus of analyses lies on the practices surrounding facebook, mobile phones and wedding videos and their appropriation by users of different age and sex. More (albeit limited) information:
<http://www.mcs.ethnologie.phil-fak.uni-koeln.de/mediamobility.html#c35776>
- DIRECT – On engaging religious leaders in working on integration. Not specifically on media, but includes references on communication strategies:
http://www.iom.fi/images/stories/publications/books/direct_discussion_paper_web.pdf

Objectives of the Course (Reminder)

The main objectives of this LPHM Course are the following:

- (a) Enhance participants’ understanding of the relationship between effective communication strategies, public perceptions and integration processes;
- (b) Learn how to develop and frame (within larger political context) effective communications strategies amongst local and regional government on positive perceptions towards migrants;
- (c) Help media understand and distinguish differences in migrant categorization (e.g., clearly define refugees, asylum seekers, foreign workers, undocumented workers, etc.) in order to improve accuracy in media coverage and greater understanding within local communities;
- (d) Share new and innovative strategies for the promotion of positive attitudes towards migrants and towards migrant integration at the local and regional levels;
- (e) Engage with local media to discuss their role in covering integration processes.

At the end of this LPHM Course, participants will be able to:

- Exhibit an understanding of methods and approaches used in other cities and regions and how these may apply to their respective contexts;
- Verbalise potential obstacles (financial, inter-agency coordination, inclusion of migrant ownership, conflicting national reporting, etc.) and discuss how to overcome them;
- Demonstrate acquisition of skills required to produce effective communication tools;
- Identify ways to engage with local media and build sustaining partnerships;
- Commit to identifying and taking forward action items within their respective units of work and/or community.