

# CROSS-COUNTRY RECOMMENDATIONS FOR MEDIA REPORTING

Migrant children and communities in a transforming Europe



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The project Migrant Children and Communities in a Transforming Europe (MiCREATE) aims to stimulate inclusion of diverse groups of migrant children by adopting child-centred approach to migrant children integration on educational and policy level.

[www.micreate.eu](http://www.micreate.eu)

Authors: Vlasta Jalušič, Veronika Bajt, Lana Zdravković (Peace Institute)

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**Research partners:**

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DYPALL NETWORK: Associação para o Desenvolvimento da Participação Cidadã, Portugal (DYPALL)  
Fakulteta za dizajn, Slovenia (FD)

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*So many voices are missing. The voices of immigrants, asylum seekers, refugees, Roma, people with disabilities, gays, lesbians, bisexuals and transgender. Add them to the voices of those living outside major urban centres and the voices of those living in poverty, extreme poverty and indigence. And do the voices of children, women and the elderly merit as much space as the mainstream male?*

*Mike Jempson, What happens when people are denied a voice?<sup>1</sup>*

## 1. Introduction: background and the aim of recommendations

EU and its nation-states are becoming more and more diverse. From 22.3 million people living in the EU in 2018 who were non-EU citizens, more than 5 million were younger than 18 years. This group of underage migrants, accompanied by parents, family members, guardians or unaccompanied, represent a unique and vulnerable group of migrants, who have specific rights and needs. European countries and their education systems encounter manifold challenges due to the growing ethnic, cultural, and linguistic diversity. A successful integration of migrant children is therefore one of the key tasks of all European countries. While in principle, the EU and Member States guarantee them to be treated as any other children and fully enjoy their rights, they are confronted with several cultural and social barriers. To enable them to become accepted, active, and full members of the reception societies, European countries need adequate policies and social innovations that will enhance their successful inclusion and long-term integration. Such a multi-dimensional process requires several stakeholders' engagement, in which several challenges are addressed; for instance, migrant children's language needs, different cultural values, different ways of life, and how to improve children's feeling of safety and their general wellbeing.

The previous studies, as well as the results of the MiCreate project, show that there is a gap between international and EU principles, the existing promotion of good practices and how Member States understand the integration of immigrant children. They still "integrate" their immigrants in a way that too rigorously emphasises the concepts of national identity, history, culture, values and norms, which is especially pronounced in the field of education. For example, children who speak a different language than the standard of the host society are often not perceived as enriching the school environment by their bilingualism, but as a problem to be addressed in segregated language classes. Children in general and migrant children in particular, like many other minority groups, lack a voice. The UNCRC has noted that

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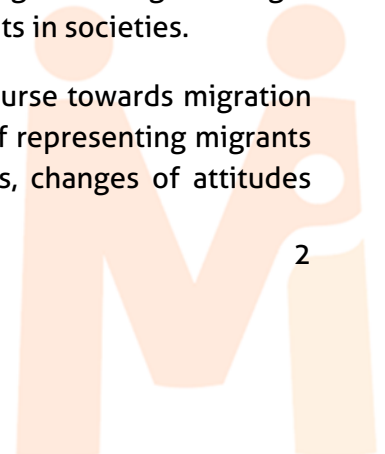
<sup>1</sup> Available at <http://www.mediawise.org.uk/what-happens-when-people-are-denied-a-voice/>.

in most societies the implementation of the child's right to express her or his view on the wide range of issues continues to be impeded by many long-standing practices and attitudes, as well as political and economic barriers. It has been recognized that the CRC as a legally binding document is an important element in making children not a passive member to be taken care of, but a player of his or her own existence. It is significant not only for what it has to offer in terms of protection, but also because it recognises the child as a full human being, with integrity, personality, and with the ability to participate fully in the society. Stemming from the need to revisit the integration policies in EU and its Member States, the MiCreate research project carried out a comprehensive examination of contemporary integration processes pertaining to migrant children in order to identify specific barriers and facilitators of their inclusion and to empower them. It has tackled several aspects of integration of children in educational processes by means of the child-centred approach. Research activities with newly-arrived, long-term migrant and local children took place in Slovenia, Denmark, Spain, the United Kingdom, Austria and Poland from September 2019 to September 2021. More than 6,000 migrant children took part in research activities, including newly-arrived migrants, long-term residents, as well as migrants living in camps, detention centres and asylum homes.

MiCreate project addressed the problem of migrant children's integration from the child-centred perspective. A child-centred integration policy approaches migrant children as *children* through the prism of their present well-being in several domains and dimensions: their subjective well-being, economic well-being, health, family and peer relations, feeling of home, an individual feeling of safety and identity, aspirations, agency, and self-confidence (Fattore et al., 2021). The project created a "space" where migrant children of different ages could communicate and share their experiences, present their needs, desires and expectations, tell about what is important to them, what makes them feel happy and secure. Besides primary research, including fieldwork in schools, dissemination activities and innovative solutions, child-centred policy recommendations were developed in our Integration and Policy Labs, which are to be disseminated in 23 EU and non-EU countries.

While there exist policies and initiatives that focus on the wellbeing of children, adopting a "whole-school", "whole-child", "child rights" approach, or pedagogic practices that put children's needs into focus, the main framework of educational policies and school practices still rather take the adult-centred approach. This means that, even if promoting child rights in education, diversity, intercultural education, and social inclusion, the focus of existing policies is still not fully taking into consideration the children's current wellbeing and the EU consensus that integration is not assimilation but a two-way process. That is why at the European level the Member States must aim to guarantee children's rights among their high-priority objectives, since they constitute the main test of Human Rights in societies.

MiCreate reviewed public attitudes and analyses of media discourse towards migration issues in several European countries and identified the main ways of representing migrants and refugees from 2014 onward, while addressing central debates, changes of attitudes



towards migration, and representations of immigrants and refugees. Several findings can give guidance for media reporting on integration and migrant children in a more child-centred way.

Media, politician's and policy discourses in receiving countries are important factors in framing the public opinion and people's attitudes towards immigration issues. This paper addresses media coverage of integration, particularly the integration of immigrant children, and proposes some key recommendations for media reporting, while building on the results and findings of the MiCreate project.

The recommendations we list in this document are intended for the media – primarily for the working professionals. They are to be used as a reference tool or self-learning guidelines for journalists and editors at all stages of their career. Some sections will be of help also to senior management, to help them consider which policies and practices they can put in place to improve reporting on migrant children from the child-centred perspective. The recommendations are also to be of use as a reference resource for both students as well as teachers of journalism.

## 2. Recommendations for media reporting

### 2.1 Recommendations regarding integration and immigration in general

- **Problem: The importance of the reception community is not recognised**

While a successful inclusion of immigrants hinges on the level of acceptance among the reception community, migration has acquired the highest level of politicisation both in the EU and in its Member States (Jalušič and Bajt, 2020: 2; Pannia et al., 2018: 9). After the EU refugee crisis in 2015 and the Brexit decision in 2016, reception communities became more intolerant and less inclined to diversity education. The debates among many political players reveal worrying features while they misuse the theme of migration for electoral campaigns and populist triumph. Moreover, we saw media space teeming with disturbing images of migration and immigrants. These phenomena fail to contribute to a more successful integration of migrant children or to a more effective and appropriate policy-making. Reception communities play a pivotal role in the experiences of immigrant groups in every country and have a vital influence on the potential success of the integration process. Moreover, supportive atmosphere and acceptance are of particular weight for the success and wellbeing of migrant children – whose vital needs are belonging, safety, support, recognition, confidence and understanding.

**There is a need** for research and implementation of EU policies which underline that integration practices and inclusion of immigrants are to be understood as a two-way process whereby the newcomers are becoming an accepted part of the society. While migration and

integration policies importantly frame the integration process, integration is not only about policies, but about people's acceptance of immigrants based on degrees of personal proximity and rates of inter-ethnic interactions.

### ***Recommendations***

- Politicians and other relevant actors in a position of power in public discourse who spread intolerance and hatred should not be given attention of the media. If their intolerant views need to be mediated, they cannot appear in uncritical format but should entail a critical stance.
- Good practices of integration in local/reception communities should be highlighted more often.
- Personal stories of migrants should be given more room in the media.
- Problem: Crisis framework.

Central debates about migration in all of the researched MiCreate countries were in recent time framed particularly in terms of a crisis. The debates among many political players revealed worrying features; they misuse the theme of migration for electoral campaigns and populist triumph and the media space is packed with many disturbing images of immigrants. Media reports share a common feature whereby immigrants are often portrayed as either a humanitarian or a security issue, while they are not visible as human actors. This takes them away from the opportunity to express themselves as political subjects, standing for their rights. If one is constantly seeing and hearing the news about immigrants' crimes and deviant behaviour, this normalises the ongoing discrimination and criminalisation, hence making it easier to legitimise exclusion.

**There is a need** for media to change the narrative about migration by abandoning sensationalist and/or biased reporting only about negative events related to migration.

### ***Recommendations***

- The media ought to endeavour to understand the wider picture, i.e. structural causes for migrations, and always keep this in mind whilst reporting.
- The media ought to stick to the facts, avoid stereotyping, criminalisation, securitisation and terminology related to disasters such as "flood", "invasion", "swarms", or "influx". Such choice of words dehumanizes immigrants. The reporting should avoid adopting a perspective that invites the public to consider a "defence against" a problem, but rather formulate media reporting in terms of a considered and thoughtful response.
- The media should always check all the information, stick to the facts and legislation.

- **Problem: Distorted facts**

In the last decade, and particularly after 2015, strong sentiments about migrants and migration in general accumulated in the public discourse in the EU and UK. There is a trend of strained relations concerning the receiving of newcomers in all the countries and it affects policymaking, public debates as well as media representations. These influence the opinions and the way policies are formed. A significant dimension of public opinion is the exaggerated perception of the share of immigrants present in the EU (both regular and irregular), which in many countries far exceeds the factual number of foreign nationals in a given state.

**There is a need** to counter any and all distorted perceptions of facts and numbers related to migration.

***Recommendations***

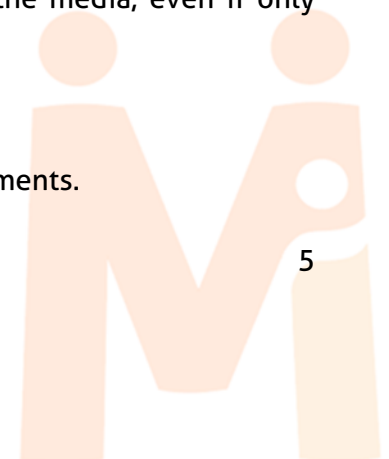
- The media should always present exact data and verify the information on which the data is based.
- The media should always use proper language and expressions; this entails avoiding too specific jargon terminology at the same time as not overly simplifying the facts in order to reach clarity.
- The media should know the law and legislation. This means journalists should familiarize themselves with the context, background, formal circumstances and existing jargon when reporting on the topic.
- **Problem: Ideological divisions.**

With a general shift in political debates and media coverage, migration as a topic has moved from the margins to the mainstream, yet public opinion was not quick to follow, and has remained relatively stable. According to the OPAM study results, the majority of people do not have very strong feelings towards migrants but are forced to choose since they are faced with the polarised public discourse (Dennison & Dražanová, 2018: 10–11). Media representations in this regard matter to a great extent, especially if they target “ideologically” divided publics and pre-existing political conflict: in such cases, they are likely to activate pro- and anti-immigration attitudes (Dennison & Dražanova, 2018: 8). Therefore, one should not underestimate the power of media representations, especially not the prevalent negative trends in social media.

**There is a need** to avoid and counter divisionist reporting in the media, even if only quoting politicians’ tweets or expressions.

***Recommendations***

- The media should always critically examine politicians’ statements.





- The media should avoid repetition of divisionist statements for the sake of sensationalism.
- The media should regularly expose negative consequences of exclusion for the whole community.
- **Problem: Who deserves integration?**

Many current debates in the six countries are circling around economic aspects of migration or the (social) benefits immigrants allegedly receive in the reception countries. The criteria of deservingness are assessing whether the immigrants contribute to the national economy, whether they represent a threat to the local population, and whether they follow the gender and sexual norms in the host society (Holzberg, Kolbe & Zaborowski, 2018). In the UK, despite the positive view on the economic contribution of migration to the country, the debates surrounding immigration are still focusing on the economic aspects (Popan et al, 2019: 91). Immigrants can, accordingly, be used in the debates as both those who are bringing economic benefit or as those who represent an economic threat to the receiving society (ibid., see also Bulandra, Kościółek, 2019: 43).

**There is a need** to ground the debates surrounding economic benefits and costs of immigration in actual numbers and wider societal context.

### ***Recommendations***

- The media should provide evidence to support the fact that immigrants are a vulnerable group, no matter their status.
- In their reporting of immigration, the media should expose the wider context, and responsibility of the Global West/North, including an open discussion of the postcolonial context and historical effects it has had in the Global East/South.
- The media reporting on migration ought to remain grounded in the international protection and human rights legislation, meaning the fact that people have a right to migrate and seek better life.
- **Problem: No public visibility of counter voices to exclusionary discourse and policy**

In all countries, counter-movements and alternatives to the restrictive policies and hateful debates are present. To mention just a few: for example, in Denmark, Austria and Slovenia, volunteers started to welcome refugees, especially from September 2015 onward. The movements grew via social media and mobilised many people: in Denmark, the *Venligboerne* (the friendly neighbours) movement reached the number 150,000 in 2019 and became an important voice in the debates. Refugees Welcome, a trans-national initiative, started offering legal advice, assistance and information to the asylum seekers (Hellesdatter Jacobsen et al., 2019). In Poland, especially in local communities, where the immigrants

reside, activists and initiatives emerged providing shelter from the national propaganda and hatred that exists both in the governmental institutions as well as in the symbolic channels of communication in the media (Bulandra, Kościółek, 2019). In Slovenia too, other initiatives, though minor, less visible and heard, such as Refugees Welcome and Are you Syrious surfaced. However, in all of the countries, there were attempts to criminalise such grassroots initiatives which work as counter movements or alternatives to restrictive policies or provide support to refugees (Fekete, 2001; Jalušič, 2019).

**There is a need** to make these voices more visible and heard in the public domain.

### ***Recommendations***

- The media should report about the existing counter-movements, migrant movements, initiatives, and alternatives to hateful debates and restrictive policies.
- The media should give public visibility to reports of positive developments and alternative practices.
- The media should give a voice to activists and immigrants; they should talk to the migrants directly, expose their personal stories and opinions.
- **Problem: Understanding of integration is inadequate.**

While the EU framework insists on viewing integration as a two-way process, a rising number of nation-states' factual policies shift responsibility for integration from the reception community entirely onto the individual newcomers. Integration is understood in assimilationist way and as responsibility of immigrants alone. This is worrying and in the case of migrant children reflected in their perception of integration as a process in which they have to fully adapt and learn the main national language and culture. The burden of becoming a part of the host society is on them alone. Integration should not be perceived as a sole responsibility of migrant children and their parents, but as a two-way process in which all involved parties must adapt.

**There is a need** to create awareness about integration as a two-way process, as inclusion and adaptation and interaction of both the reception society and immigrants.

### ***Recommendations***

- The media need to report more frequently about stories that show how fruitful the process of integration can be if there is lively and welcoming interaction between the majority society and the migrant communities.
- The media should report about good practices of integration in local communities.
- The media should allocate room in public discussion to experts on integration who can elaborate what it means that integration is a two-way process that requires mutual

accommodation between cultures and groups, learning from each other and evolving together. Such experts should be given more space in the media (i.e. academics, representatives of think tanks and non-governmental organisations, politicians, representatives of government departments and national statistical bodies, intergovernmental organisations, unions and business organisations).

## 2.2 Recommendations specifically concerning immigrant children's integration

- **Problem: Migrant children are not treated as a vulnerable group**

The EU Guidelines for the Promotion and Protection of the Rights of the Child from 2016 state that migrant and refugee children are children in vulnerable situations who face particular risks and are exposed to discrimination, marginalization, institutionalisation and exclusion. Regarding immigrant children, there is a great risk of stereotyping, discrimination and racialisation in the educational system if such processes exist in the broader society. Moreover, the immigrant children's integration prospects are much slimmer. Political discourse and its symbolic politics may therefore have actual severe consequences for children's wellbeing. In the social and political climate where non-welcoming stance, hatred and blaming are constantly opposing integration (as such), the focus on immigrant children's needs is impossible. Media reporting is here of crucial importance for the perception of immigration and an important vehicle of successful integration of immigrants and children. This is why problematic stereotyping, contempt and dehumanisation of immigrants should by no means exist and be disseminated in the public and media space.

**There is a need** for more sensitive approach towards reporting about migrant children and their well-being and needs.

### *Recommendations*

- The media should report in rational and balanced way in order to generate an understanding and accommodation among different ethnic, cultural, religious or gender groups.
- The media should report in the best interests of children — their safety and security — regardless of their ethnicity, nationality, gender/sex or religion.
- The media should examine how the government is implementing the Convention on the Rights of the Child and keep on checking whether it has fully complied with the requirement to publicise the Convention's principles and provisions.
- **Problem: The national education system's sole emphasis on language learning**

The national education systems are increasingly becoming fields of contestation where several opposing tendencies compete. A gap exists between the EU child-friendly integration

system and factual national policies. The national policies' emphasis is on language learning and performance instead of holistic and child-centred approach. In parallel to this, the nationalist dictum of protecting national culture and language is pointed against multiculturalism and multilingualism, which are among the most fundamental EU values. This is substantially narrowing the rights of immigrant children, let alone the child-centred approach.

**There is a need** to raise awareness on the factual workings of nationalistic educational practice and publicly discuss its consequences.

### ***Recommendations***

- The media should examine to what extent children can actually enjoy their preferred culture, religion and language.
- The media should investigate the real extent of equal opportunities being enacted for all children within the educational system in the country: for example girls and boys; rural and urban; those with disabilities and members of minority communities.
- The media should show good practices in local schools.
- **Problem: Whose children?**

An opposition exists between immigration and integration (both at the EU and national level) incessantly separating "our" children and the newcomers. Children are therefore not treated "as children" but as members of a specific (usually discriminated) culturally defined (language) group. Even though there exist positive policy moves towards child rights within the EU framework of integration of immigrant children in education, they become less important if children are seen as "foreign others", as the first question that emerges is not the children's right to be included in education but the question "whose" children?

**There is a need** to report about "children as children" with the same rights and not represent them in the framework of "foreign" others.

### ***Recommendations***

- When reporting claims are made about the political intentions of cultural or minority groups, the media need to consider the views and motives of all parties involved, and especially the impact of the controversy on the lives of the children concerned.
- The media should produce the stories from the perspective of the children.
- When producing material about children from minority groups with their own language, the media need to ensure that the children can understand what is being said about them (use translation/subtitles/sharing material with "mother tongue" publications).

- **Problem: Diversity, transnationality, multilingualism**

Diversity is a part of everyday life in schools throughout the EU. Immigrant children's identities are anchored in diverse, transnational settings and in different cultures, religions and languages. The MiCreate research has also shown that most of the children, even many "local" ones (i.e. those who are considered "native") are anchored in different cultures. However, these varying identities can be overlooked both in the monocultural curriculum and in teaching methods that many schools apply. While diversity, transnationality and multilingualism is an asset, it is not represented as such.

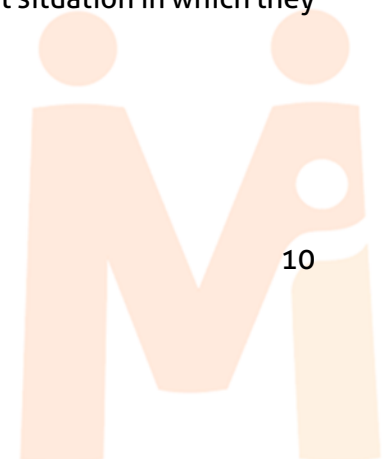
**There is a need** to represent and show the factuality of multilingualism and plurilingualism both in school and the broader society. Children's cultures and home languages need to be valued and welcomed as part of the school and the wider societal environment.

### ***Recommendations***

- The media need to consider various ways of illustrating cultural diversity among children — through guest columnists / presenters, competitions or sponsored events for example.
- The media ought to include more expert migrant voices in every story about migrants.
- The media should always, without exception, endeavour to properly write and pronounce the migrants' names and expressions.
- **Problem: Children in transition (refugee, asylum-seeking, undocumented, and irregular migrant children)**

The EU normative framework demands that children are in the first place seen as children and are guaranteed the right to education, yet at the nation-state level they often remain regarded as foreign "others". Simultaneously, not only the nation-states but also the EU lacks a coherent line of integration requirements and guidelines. The increasing immigrants' feelings of uncertainty and temporariness that have been reported in the MiCreate research undoubtedly reflect the conflict between immigration restrictions (preventing undesired migration and excluding certain groups of immigrants from integration) and integration policies and practices — at both the EU and the national levels.

**There is a need to** see and portray children as children, guaranteed the right to education, no matter their legal status, as they are not responsible for the migrant situation in which they have been pushed.



### ***Recommendations***

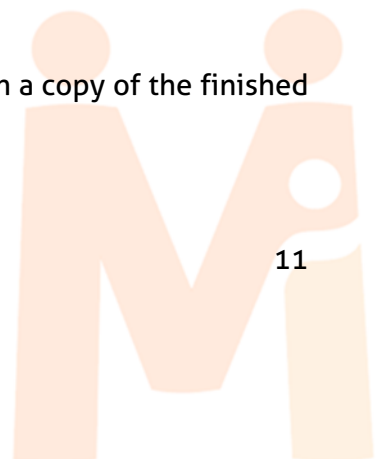
- The media should portray children as children no matter their legal status (refugee, asylum-seeking, undocumented, and irregular migrant children).
- The media should focus, follow and present good practices of supporting children's well-being and overall life satisfaction (feeling of belonging, participation and process of "becoming a part of").
- The media should present how language, peer relationships, leisure activities, supportive teachers/educational staff and the family are important factors in children's education process.
- Problem: Children's well-being is not always at the forefront.

A child-centred approach is a participatory approach that recognizes children as active participants within the social interactions and as autonomous individuals able to communicate information about their own lives and thus provide a valid source of data. When including children in media pieces, ethical principles should always be based on the best interest of a child and include: respecting human dignity and integrity; ensuring honesty and transparency; respecting individual autonomy and obtaining free and informed consent; protecting vulnerable individuals; ensuring privacy and confidentiality; promoting justice and inclusiveness; minimising harm and maximising benefit; etc. However, as practice shows, these standards are not always observed and children are frequently exploited to promote various (political, marketing, etc.) agendas, since their inclusion in the media tends to spur strong emotional reactions of the media audience.

**There is a need** to formalise rules of conduct and methodology for media reporting when children are involved.

### ***Recommendations***

- Respect children's human rights, in representing them. When conducting interviews with children:
  - ensure they are comfortable and not under duress
  - allow enough time to explain your intentions
  - obtain their consent for the use of their names and the taking and publication of their image
  - make sure they knew how to contact you, and to obtain a copy of the finished item



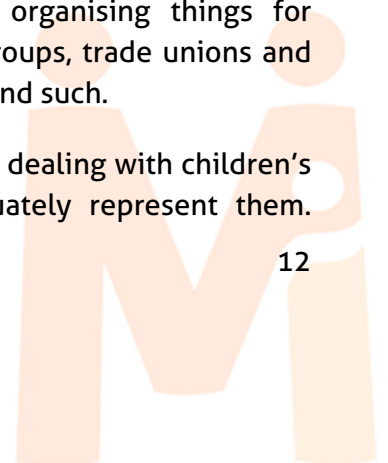
- assess the risk to the child of using her or his name or image, and discuss it with the child, the child's parents or guardian, and with editorial colleagues.
- Do not approach your story with a fixed view about how you want children to respond. Respect what the children actually say — they should recognise themselves in what you have published, their ideas should not be reinterpreted from an adult perspective.
- Apply the same checking procedures as you would with adult informants before publishing allegations or assertions made to you by children. Provide reliable/confidential support or advice for children who respond to items concerning personal health, physical or sexual abuse, commercial exploitation or other forms of criminal activity.
- **Problem: The absence of children's voices and agency.**

Children in the process of integration are shifting from being passive objects to becoming active participants in defining gaps and problems as well as framing solutions. They actively influence their lives and establish social contacts, define their priorities and can also independently describe their wellbeing and their distress. They know how to identify the challenges they face, and they often find the solutions together with their peers. Yet while research findings prove that children can actively influence their lives in the integration process, this is often not recognized in practice. The way in which the media represents, or even ignores children can influence decisions taken on their behalf, and how the rest of the society regards them. The media often depict children merely as silent "victims" or charming "innocents".

**There is a need** to shift from an adult-centric approach to a child-centric approach in integration so that children become active in defining problems and framing solutions. Media can have a big role in this.

### ***Recommendations***

- Provide children and young people with opportunities to speak for themselves – about their hopes and fears, their achievements, and the impact of adult behaviour on their lives. Talk to children from different social and ethnic groups. Remind the public that children deserve to be respected as individual human beings. Make sure that your reporting does not exploit children for commercial purposes.
- Give space to those (including children and young people) who promote the rights and opinions of children. Cover stories about children organising things for themselves — including school councils, street children's groups, trade unions and campaigning groups, as well as clubs devoted to arts, sports and such.
- Monitor the activities of the Ministry/Children's Ombudsman dealing with children's issues and whether or not the children feel they adequately represent them.



Investigate if schools run classes on citizenship and how the political process operates, how children can make use of their right to express their opinions — for example, by producing their own publications, making films, using the Internet, keeping private diaries, running mock elections, etc.

- Investigate children’s rights to freedom of association and peaceful assembly. Report about children making use of these rights.

### 3. Conclusion

Media professionals are well placed to keep children’s rights on the news agenda, by scrutinising efforts to protect those rights, and challenging those who fail to meet their commitments to children (Unicef, 2005). Until immigrant integration policies and practice in the EU and the Member States adopt the perspective of children’s rights in all its dimensions as the only legitimate perspective, the question “whose children” are immigrant children remains. Moreover, as highlighted by many experts, immigrant children alone are the key to understanding their needs and identifying the obstacles they encounter. Therefore, a child-centred perspective should become one of the key efforts of all the actors.

One needs to listen to children more frequently and thoroughly, for they are the ones who experience the barriers and who need to feel able to share freely their concerns with relevant staff who can help them appease their fears. Together with normative guidelines of national policies, teachers, councillors, and the school staff, as well as local communities in reception states need specific governmental incentives and assistance that can enable them to recognise specificities related to migrant children’s educational integration – and integration overall. These skills cannot depend simply on particular individuals’ empathy and willingness to help. They need to be at the core of the curriculum already for students of pedagogy. And they need to become part and parcel of more inclusive national integration strategies across the EU.

#### 3.1 Five-point guide for media reporting<sup>2</sup>

##### 1. BE ACCURATE

Facts and data are at the heart of responsible reporting on migration. Be impartial, inclusive and fact-based in reporting, also always check your own preconceptions and biases. Act independently from narratives that stem from official politics and emotion rather than facts. Fairly and transparently report the impact of migration on communities. Use relevant sources such as: The United Nations, World Bank, ICMPD, IOM and ILO, they all have resources

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<sup>2</sup> See <https://ethicaljournalismnetwork.org/ethical-guidelines-on-migration-reporting>.



and tools to provide accurate and relevant data. Use local sources as well. Be transparent about the source of information. Where information is not available, tell the audience.

## **2. KNOW THE LAW**

Be fully knowledgeable of both national and international legislation that is relevant to migration. International migration law has no one legal instrument but covers the legal definitions and regulations related to migrants in areas such as regional arrangements, human trafficking and people smuggling, human rights, labour laws and maritime law. Understand and use proper migrant definitions correctly and articulate the rights migrants are due under international, regional and national law.

## **3. USE THE RIGHT TERMINOLOGY AND LANGUAGE**

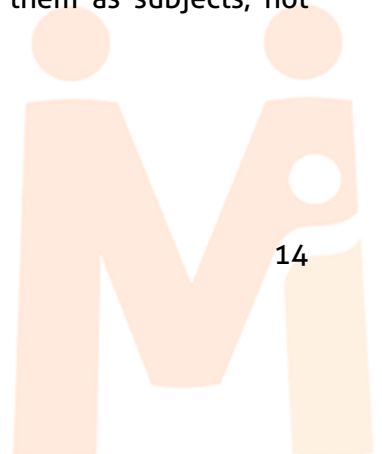
It is important to become familiar with the right language when reporting on migration. Consider the differences between emigration and immigration, between a refugee and an asylum seeker, victim of trafficking or migrant worker, etc. Climate migration and economic migration are both common phenomenon that require explaining. Also consider what an Internally Displaced Person (IDP) is compared to a stateless person. Terms to avoid and critically explain: *alien, illegal immigration, illegal immigrant*. Write and pronounce migrant names properly and with respect.

## **4. AVOID SENSATIONALISM AND STEREOTYPES, CHALLENGE HATE**

It is important to check the negative impact of stereotyping and consider how it might encourage hate speech and racism. Migrants are often viewed, at best as undereducated or criminals, at worst terrorists. Not only should these perceptions be avoided but they should be actively challenged. Avoid any form of extremism. Take the time to judge whether inflammatory content about migrants or those who seek to limit migration can lead to hatred. Words like “swarms”, “floods” and “waves” should be treated with caution, as should indiscriminate use of “racism”, “xenophobia” and “hatred”. Be wary of generalising in any form.

## **5. SHOW HUMANITY AND SPEAK FOR ALL**

Humanity is the essence of ethical journalism. But we must keep our emotions in check, avoid victimization, over simplification and the framing of coverage in a narrow humanitarian context that takes no account of the bigger picture. Use migrant voices. Listen to the communities they are passing through or joining. Question how representative self-appointed community and migrant spokespeople really are. Treat them as subjects, not objects.



## 4. Literature

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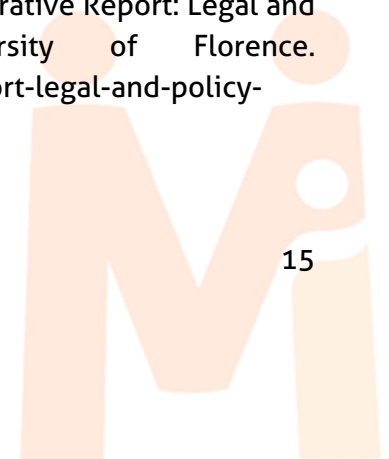
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