



RefugeesReporting.EU
Refugees and Communication Rights in Europe

REFUGEES REPORTING MEDIA MONITORING

NEWSPAPER MONITORING GUIDE

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This methodology guide is adapted with permission from the Global Media Monitoring Project (GMMP) for use in monitoring European migration news. The original version of the guide and accompanying research instruments are available at www.whomakesthenews.org. Active since 1995, the GMMP is a worldwide research and advocacy initiative for gender equality in and through the news media.



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PLANNING & PREPARATION

1. Number of newspapers to code

The number of newspapers you code will depend on the number of newspapers in your country. If there is only one national daily newspaper and a couple of local newspapers, you will code fewer newspapers than a country where there are six national dailies and many local papers.

2. How to select newspapers

Note: The National Coordinators are responsible for the selection of newspapers.

Select only daily* newspapers that appear in print. Do not include Internet editions of daily newspapers. Do not select non-daily or weekend newspapers, news magazines (e.g. 'The Economist'), specialist publications (e.g. Foreign Policy').

Select national dailies first. Then select regional or local daily newspapers.

Select the most important daily newspapers, for example:

Those that seem to have the largest circulation
Those that have the strongest reputation for news

Select newspapers that reflect diversity and balance. You should aim for a range of newspapers that reflects the diversity of your media system. Consider factors such as:

Ownership: e.g. private, state-controlled.

Political position: e.g. newspapers that support/oppose particular political parties, government.

Target audience: e.g. political/cultural élites, business community, mass market

Appeal: 'quality' and 'popular' newspapers

Language: newspapers in different official languages of your country.

Geography: newspapers from different regions/areas of your country

Note: If necessary seek advice - for example, from experts in media or communication studies - to help you to select the most appropriate newspapers.

3. What to collect and code

Collect clippings of all news stories published on **May 30, June 7 and June 12** on the topics of **refugees and migration**. Topics can include, for example: European and national asylum legislation, displacement, access to Europe, detention, smuggling, children on the move, etc. See the full list of topics in Section B of this guide.

On the clipping, write down:

- i. The name of the newspaper
- ii. The publication date
- iii. The number of the page on which the story begins

Collect regular news stories only - not editorials, commentaries, letters to the editor.

If a story begins on one page and continues elsewhere, clip out the entire story.

Some news items consist of a photograph with a headline, caption or short text. Collect these as well, for coding just like longer stories.

If you are unsure whether a particular story should be included, clip it and while coding, make a note on the coding sheet to explain why you were unsure.

Do not collect:

Editorials, commentaries, letters to the editor.

Story listings. On the front page of some newspapers, you will find a listing of the stories that appear on the inside pages. Do not collect these listings.

Cartoons and jokes.

4. Practicalities while coding

Work with a partner, to ensure accurate coding

Print all information clearly on the coding sheets.

Use a dark pencil (not a pen) so that you can correct mistakes and make clear photocopies.

Check each completed coding sheet for errors and omissions.

Keep photocopies of the sheets in case the originals are lost.

5. Before you start coding

For each news story you will need to provide five types of information:

- (I) about the newspaper
- (II) about the story
- (III) about the journalist(s)/reporter(s)
- (IV) about the people in the story
- (V) analysis of the story

In the next section of this Guide, the Newspaper Coding System details all the information required, as well as the range of possible answers. You are asked to choose a number or 'code' that corresponds to your answer, and to enter this code on the Newspaper Coding Sheet.

We suggest that first you read through the Coding System to get a general idea of what is involved. After that you should try to code one or more articles as an exercise prior to the coding day, to see if everything is clear or if you still have any doubts. Do this in advance, so there is time to ask for more clarification!

After that you should be ready to start coding!

NEWSPAPER CODING SYSTEM

A. BASIC INFORMATION

Enter this information **once** for each newspaper - in the top right-hand corner of the newspaper coding sheet.

Monitor name: Enter your full name, in legible letters.

Country: The name of your country, in English

Name of the newspaper: Be as specific as possible. If the paper has different regional editions, write in the name of the edition you are monitoring - e.g. 'La Repubblica - Rome edition'.

Media Type: Tick box 2 if the paper is clearly produced from a faith-based organization, e.g. church-related agency or publishing house. Otherwise, tick 1.

B. STORY

Code this information **once** for each news story - on the first coding line for the story.

1. Topic

We have developed a list of possible topics, which are grouped into broad categories (Politics, Economy etc.). For each of the broad categories we suggest a number of topics to help you fit the news story into an appropriate topic area. For instance if the story is about dire living conditions in a refugee camp, you will code it 19, Living Conditions.

Within each broad category, we include a code for 'other stories'. Please use these codes **only as a last resort**.

Choose **one** topic that best describes how the story is reported. Remember that a single event can be reported in different ways. Sometimes several topics will be covered within the same story. Choose the one that is given most prominence - e.g. in terms of the amount of time or commentary devoted to it.

Politics & Governance	
1	European asylum legislation (debates, approvals, rejections, Common European Asylum System)
2	National legislation (asylum, immigration, visas, etc.)
3	Returns and deportations
4	Sanctuary
5	Integration
6	Externalisation of migration controls (partnerships with third countries, EU-Turkey deal, Valletta Summit)
7	Access to Europe (fences, closed borders, impossibility to enter, etc.)
8	Search and Rescue at sea
9	Family reunification
10	Relocation
11	Detention
12	Other stories on politics and governance (specify the topic in the 'Comments' section of coding sheet)
Economy	
13	Economic impact of refugees

14	Poverty, social welfare
15	Employment
16	Other stories on economy (specify the topic in the 'Comments' section of coding sheet)
Social and health	
17	Health
18	Education
19	Living conditions
20	Children
21	Religion
22	Popular opinion
23	Other stories on social and health (specify the topic in the 'Comments' section of coding sheet)
Displacement	
24	Displacement from wars, conflicts
25	Displacement due to persecution/discrimination
26	Displacement due to economic factors
27	Displacement due to climate change, disaster
28	Other stories on displacement (specify the topic in the 'Comments' section of coding sheet)
Crime	
29	Crime, terrorism by refugees
30	Smuggling, trafficking, danger of passage
31	Attacks, crime, discrimination against refugees
32	Child abuse, violence against children
33	Other stories on crime (specify the topic in the 'Comments' section of coding sheet)
Other	
34	Other (use only if no other option available – try to avoid using this code)

2. Scope of story

Code the widest geographical scope that applies: if the event has both local and national importance, code national.

Code the scope from your own perspective in the country where you live. Example: A story on national elections in France is 2 - National to anyone living in France, and 4 - Foreign to people in any other country.

- 1 **Local:** Has importance within your city, community, area
- 2 **National:** Has importance across your country
- 3 **Sub-Regional and Regional:** Involves your sub region and region
- 4 **Foreign, international:** involves other countries or the world in general (e.g., global warming)

3. Space

Code the widest space that applies: if the story takes up three-quarters of the page, code '1-Full page'. If the story is spread over several pages, add up the space and select the appropriate code.

- 1 Full page
- 2 Half page
- 3 One third page

- 4 Quarter page
- 5 Less than quarter page

4. Reference to refugee law / human rights legislation/ policy:

Various international, regional and national instruments are in place to promote refugees' and human rights. This could be local or international legislation or policies, including the 1951 Refugee Convention (sometimes called Geneva Convention), the 1967 Protocol, EU Directives and the Common European Asylum System, etc.

Scan the full news story and code '1' if it quotes or makes reference to any piece of legislation or policy that promotes refugees' rights or human rights.

- 1 Yes
- 2 No

IF YOU REPLIED NO TO QUESTION 4), SKIP THE FOLLOWING QUESTION AND PROCEED TO THE NEXT.

5. Specify the level of legislation mentioned:

If you replied yes to question 4), please indicate the level of the legislation mentioned:

- 1 International (Refugee Convention, etc.)
- 2 Regional (EU Directives, Dublin Regulation, etc.)
- 3 National (national asylum laws, etc.)

C. JOURNALISTS AND REPORTERS

For each newspaper story, you should code **each journalist/reporter** who wrote the story and whose name appears.

Do not code:

Unnamed journalists (e.g. 'Staff reporter', 'Our correspondent')

News agencies

Code each journalist/report on a separate row of the coding sheet. Code them in the order in which they appear.

6. Gender

- 0 Do not know
- 1 Female
- 2 Male
- 3 Other: transgender, transsexual

D. PEOPLE IN THE STORY

For each newspaper story, you should code:

Any person whom the story is about, even if they are not interviewed or quoted.

Each person in the story who is interviewed

Each person in the story who is quoted, either directly or indirectly*

* A person is **quoted directly** if their own words are printed in the story - e.g. 'I am disappointed and angry about the continued use of drugs in sport' said the President of the Olympic Committee.
A person is **quoted indirectly** if their words are paraphrased or summarised in the story - e.g. The President of the Olympic Committee today expressed anger at the incidence of drug use.

Code individual people ONLY

DO NOT code:

Groups (e.g. a group of nurses, a group of soldiers)

Organisations, companies, collectivities (e.g. political parties)

Characters in novels or movies (**unless** the story is *about* them)

Deceased historical figures (**unless** the story is *about* them)

People who are simply mentioned or listed in the story (**unless** the story is *about* them)

7. Gender

- 0 Do not know
- 1 Female
- 2 Male
- 3 Other: transgender, transsexual

8. Age

Code the age of the person **only if it is specifically mentioned in the newspaper story**. A person's age is not always relevant to the news. We want to find out whether refugees and non-refugees are equally likely to be described in terms of their age.

Even if you know the age of the person concerned, you must code 0 if this person's age is not explicitly stated in the story. Similarly, although you might be able to guess the age of the person - e.g. because there is a photograph - you must code 0 unless their age is actually mentioned in print.

- 0 Do not know
- 1 12 years or under
- 2 13-18
- 3 19-34
- 4 35-49
- 5 50-64
- 6 65 years or more

IF THE PERSON IS NOT A REFUGEE, MIGRANT OR ASYLUM SEEKER, SKIP TO QUESTION 14.

9. If below 18:

If you replied 1 or 2 to Question 8, please specify if the underage person is referred to in the story as:

- 0 Do not know/Not specified
- 1 Unaccompanied minor
- 2 Accompanied minor

A minor is unaccompanied if s/he is without any family members (if someone is within a group of friends or people they know, but without any family members, they are still considered unaccompanied). An accompanied minor is someone who is with a member of her/his family (even if only a distant relative). If a minor is with a brother/sister, who are also under 18 years, code 1, Unaccompanied minor.

10. The person is identified as:

This question help us identify how many times people in the news are referred to as refugees, migrants, both or neither. It is useful to understand if the media you are analysing has a proper understanding of the difference of the terms implied. If the person is referred to as 'economic migrant', code 2, Migrant.

- 1 Refugee
- 2 Migrant
- 3 Asylum seeker
- 4 Illegal migrant
- 5 Two or more terms are used interchangeably to refer to the same person
- 6 None of the terms are used

11. Region of origin

Please specify the region where the person is identified as coming from. **If the specific country is named, please write it down (in English) in the comments section of the sheet.** If you are uncertain about the region of origin, please consult with your National Coordinator.

0 Do not know / Not specified	7 Rest of Asia (Bangladesh, India, Vietnam, China, etc.)
1 Middle East (Syria, Jordan, Lebanon, Iraq, Iran, Palestine, Yemen, etc.)	8 Eastern Europe (Turkey, Russia, Kosovo, Albania, Serbia, Ukraine, etc.)
2 North Africa (Egypt, Morocco, Tunisia, Libya, Algeria, etc.)	9 Central or South America
3 Eastern Africa (Somalia, Eritrea, Ethiopia, Sudan, South Sudan, etc.)	10 North America
4 Western Africa (Gambia, Mali, Nigeria, Guinea, Senegal, Ghana, Niger, Ivory Coast, etc.)	11 Oceania
5 Central and Southern Africa (DR Congo, Angola, Mozambique, Zimbabwe, South Africa, etc.)	12 Central, Southern and Western Europe (Germany, UK, Italy, etc.)
6 Central Asia (Afghanistan, Pakistan, Georgia, etc.)	

12. Is the person mentioned alive or dead?

- 0 Do not know/Unclear
- 1 Alive
- 2 Dead

13. Religion

Code this if the religion is explicitly mentioned or clearly implied in the article. Do not make guesses based on someone's country of origin. If the person comes from a Middle Eastern Muslim majority country but is not explicitly identified as being Muslim, code 8, not mentioned. However, if the person is said to observe a well-known religious festivity, eg. Ramadan, code 6, Muslim.

- 0 Not mentioned
- 1 Atheist or no religious affiliation
- 2 Buddhist
- 3 Christian
- 4 Hindu
- 5 Jewish
- 6 Muslim
- 7 Other

14. Family relationship

People are often defined in the news in terms of their familial relationships. Is this person described, at any point within the story, in terms of a family relationship (e.g. wife, husband, daughter, son, aunt, uncle, grandmother, grandfather etc.)?

- 1 Yes
- 2 No

15. Occupation or position

Code **one** occupation or position for each person in the news. If the person is described as having two occupations, you will have to make a choice - e.g. choose the occupation that seems most relevant in the context of the news item.

People who are self-employed should be coded in the category that corresponds to their area of work. In the case of persons who are well-known to the general public - e.g. Angela Merkel, Sean Connery, your country's president - code the occupation even if it is not apparent from the content of the news item.

In the case of persons who are not well-known to the general public, but who are known to you personally, code 0 if the occupation is not apparent from the content of the news item.

- 0 Not stated. Story does not describe the person's occupation or position.
- 1 Government, politician, minister, spokesperson...
- 2 Government employee, public servant, diplomat, etc.
- 3 Police, military, para-military, militia, fire officer
- 4 Academic expert, lecturer, teacher
- 5 Health professional, social worker, childcare worker
- 6 Religious figure, priest, monk, rabbi, mullah, nun
- 7 Worker in an inter-governmental / international organisation (UN, EU, etc.)
- 8 Activist or worker in civil society org., NGO, trade union
- 9 Lawyer, judge, magistrate, legal advocate, etc.
- 10 Unskilled labourer
- 11 Student
- 12 Person identified only as a 'migrant', 'refugee', 'asylum seeker', etc.
- 13 Unemployed
- 14 Other (only as last resort & explain)

16. Function in the news story

In what function or capacity is this person included in the story? Choose **one** code only for each person in the story. If there are several people in the story, some of them may have the same function. E.g. the story might be about two people, in which case both of these people would be given code 1; the story might include three eye witnesses, in which case all three would be given code 5.

Code 1 takes precedence over other codes. E.g. if the person is both a subject and a spokesperson, choose code 1= Subject.

- 0 **Do not know:** the person's function is not clear.
- 1 **Subject:** the story is *about* this person, or about something the person has done, said etc.
- 2 **Spokesperson:** the person represents, or speaks on behalf of another person, a group or an organisation
- 3 **Expert or commentator:** the person provides additional information, opinion or comment, based on specialist knowledge or expertise
- 4 **Personal experience:** the person provides opinion or comment, based on individual personal experience; the opinion is not necessarily meant to reflect the views of a wider group
- 5 **Eye witness:** the person gives testimony or comment, based on direct observation (e.g. being present at an event)
- 6 **Popular opinion:** the person's opinion is assumed to reflect that of the 'ordinary citizen' (e.g., in a street interview, vox populi etc); it is implied that the person's point of view is shared by a wider group of people.
- 7 **Other. Use only as a last resort** (describe the function in 'Comments' section of coding sheet).

17. Does the story identify the person as someone who has experienced...?

Choose **one** of the codes below for each person in the news. If someone is identified as having experienced more than one event or circumstance you will have to make a choice - e.g. choose the event or circumstance that is given most prominence in the news story.

- 0 Not applicable
- 1 An accident or natural disaster
- 2 Human-induced disaster, war, state violence
- 3 Terrorism
- 4 Domestic violence, rape, murder, etc.
- 5 Non-domestic sexual violence, rape, assault, etc
- 6 Other non-domestic violence, crime, robbery, etc .
- 7 Violence or discrimination based on religion (eg. FGM, Islamophobia, etc.)
- 8 Violence or discrimination based on nationality, race, ethnicity
- 9 Violence or discrimination based on gender, age, ability, etc.
- 10 Difficult economic situation, poverty
- 11 Other (specify in 'comments')

18. Does the story identify the person as a perpetrator of...?

- 0 Not applicable
- 1 Perpetrator of acts of war, crimes against humanity, state violence, etc.

- 2 Perpetrator of acts of terrorism
- 3 Perpetrator of domestic violence, rape, sexual assault, etc.
- 4 Perpetrator of non-domestic sexual violence, rape, assault, etc.
- 5 Perpetrator of non-domestic violence, crime, robbery, etc.
- 6 Perpetrator of violence or discrimination based on religion (FGM, Islamophobia, etc.)
- 7 Perpetrator of violence or discrimination based on nationality, race, ethnicity
- 8 Perpetrator of discrimination based on gender, age, ability, etc
- 9 Other Perpetrator (specify in 'comments')

19. Is this person directly quoted in the story?

- 1 Yes
- 2 No

A person is **directly quoted** if their own words are printed, e.g. **"Stopping people from dying in the Mediterranean is our priority" said European Council President Donald Tusk.** In this case, you would code 1 in column 19.

If the story paraphrases what the person said, that is **not a direct quote**, e.g. **European Council President Donald Tusk stated that his priority is to stop people from dying in the Mediterranean.** In this case, you would code 2 in column 19.

20. Is there a photograph of this person in the story?

- 0 Don't know (There is a photo in the story but you do not know whether the person you are coding is in it)
- 1 Yes
- 2 No

In the notes sections of the coding sheet describe any photographs included in the story and the conclusion you draw from it.

In the notes section of the coding sheet **say what you conclude from what you see** – What does the photo say to you about refugees' aspirations, roles, responsibilities and position in society? What is your reaction to the photo? Different people will come to different conclusions based on their understanding of who are refugees in their specific cultural contexts. Write down your own conclusion from your own perspective.

E. Analysis

When and how do refugees become newsmakers? To what extent does the news increase public understanding of displacement issues and reasons for fleeing one's country? Are refugees negatively stereotyped or portrayed in an egalitarian light? These are the questions addressed in the final part of the coding.

Code this information **once** for each news story - on the first coding line for the story - in columns 21 to 25.

21. Is the story about an individual refugee/migrant of a group of refugees/migrants?

- 0 Do not know/Not specified
- 1 Individual

2 Group

22. What is the tone of the story?

Is the story sympathetic to refugees? Does it portray refugees in negative light? Is it a balanced reporting of the issue at stake? Reply based on your opinion of the news story. Put any comments in the comments section if needed.

- 0 Do not know / Cannot decide
- 1 Sympathetic
- 2 Unsympathetic
- 3 Neutral

23. This story clearly challenges negative stereotypes about migrants/refugees:

Stories that challenge stereotypes include those that overturn common assumptions about refugees in relation to their host societies, their expertise or competence, their interests, their contributions, etc. For example, a story which portrays refugees as proper agents of their future and not passive recipients of aid can challenge a negative stereotype. While some stereotypes are common across countries, you will know your national and local context best, so you will be best placed to identify which stories are challenging a commonly held stereotype.

It is important to note that stories that focus centrally on refugees **do not** necessarily challenge negative stereotypes. For example, a story about a refugee could highlight her/his dependency on state-funded social benefits, unwillingness to find a job, etc. This type of story may actually be promoting a negative stereotype.

Similarly, it is important to note that some stories that **do not** focus centrally on refugees **may** in fact promote stereotyping. For instance, a story about the number of low-skilled jobs being held by non-nationals in a given country may perpetuate the negative stereotype of the low-skilled migrant, even if it does not focus on migration.

If you are unsure, or cannot decide whether or not the story clearly challenges stereotypes, code 0.

This story clearly challenges negative stereotypes about migrants/refugees

- 0 Do not know, cannot decide
- 1 Agree
- 2 Disagree
- 3 Neither agree nor disagree

24. This story clearly promotes negative stereotypes about refugees/migrants

Stories that promote negative stereotypes include, for example, those that portray refugees and migrants as a burden to host countries, as dependent on aid and benefits, as passive recipients of kind actions from good-natured residents. While some stereotypes are common across countries, you will know your national and local context best, so you will be best placed to identify which stories are challenging a commonly held stereotype.

This story clearly promotes negative stereotypes.

- 0 Do not know, cannot decide
- 1 Agree

- 2 Disagree.
- 3 Neither agree nor disagree.

25. Does this story warrant further analysis?

We intend to make a detailed analysis of some of the news stories. The national coordinator will be responsible for this analysis. But we need *your* help in identifying suitable stories. We want to draw attention to certain tendencies or patterns in news coverage – from the worst to the best.

For example:

- (i) a story which illustrates journalism that CLEARLY CHALLENGES negative stereotypes about refugees/migrants
- (ii) a story which illustrates journalism that CLEARLY REINFORCES negative stereotypes about refugees/migrants
- (iii) a story that illustrates a missed opportunity to create better understanding about and/or response to refugees/migrants

What words, descriptors or terminology are used to describe refugees/migrants in the story? How would you describe the tone of the story with regard to refugees/migrants? Is the reporting sensitive, fair, accurate, objective and balanced? Does the reporting style encourage real and nuanced understanding of refugee/migrant lives, their stories, hopes and aspirations? Does the story contain the voices of refugees/migrants in their own words? Does it include statistical facts and figures of the issue being reported? Or do the journalistic choices of vocabulary, style or story angle fuel stigma, discrimination or hostility towards refugees/migrants? Would you say the journalist's choices uphold media professional ethics such as prescriptions for non-racist, non-sexist, non-discriminatory and non-stereotyped coverage? Do the images used identify vulnerable individuals such as children or put at risk people fearing persecution?

Considering this list of sample questions, do you think that this particular story would be a useful example to analyse in more detail?

- 1 Yes
- 2 No

Remember: When you find a story that you think would be useful for further analysis, you will need to send a copy of the clipping to your national coordinator.