

B I S H K E K
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**External assessment report on
The Central Asian Summer
School of Contemporary
Journalism
of the OSCE Academy in
Bishkek and the Deutsche Welle
Akademie (Bonn)**

O S C E
A C A D E M Y



***External assessment report on
The Central Asian Summer School of
Contemporary Journalism
of the OSCE Academy in Bishkek and
the Deutsche Welle Akademie (Bonn)***

The assessment was conducted by
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Toktogulova

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I. Introduction

The purpose of the assessment

This external assessment of the Central Asian Summer School of Contemporary Journalism, implemented jointly by the OSCE Academy in Bishkek (Kyrgyzstan) and the Deutsche Welle Akademie in Bonn (Germany), was conducted upon the order from the OSCE Academy in Bishkek and Deutsche Welle Akademie in Bonn.

The purpose of the assessment. This evaluation has been conducted to assess the relevance, effectiveness, impact, and sustainability of the Summer School project.

Relevance – to assess whether the Summer School Programme meets the needs and priorities of the target group and stakeholders.

Effectiveness – to assess whether the Programme has achieved its goals.

Impact – to assess the impact: positive and negative, expected and unexpected.

Sustainability – continuation of the programme results after the project's closure.

In addition to the above criteria, the assessment includes the School's comparison with similar media development programmes in the region.

The Summer School Programme builds on the acknowledgement of the fact that the freedom of the media is a serious problem in Central Asian countries. State policies, restrictive laws, and arbitrary application of the laws have been among the main problems for many years.

The situation in the media sphere in Central Asia differs country-wise with regard to the level of freedom and restrictions, and financial sustain-



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ability of the media (the capacity of the advertisement market), while it has similarities in the existence of the post-Soviet heritage of propaganda media and introduction of elements of European and American journalism schools. Another post-Soviet feature in Central Asian countries is the development of media in local languages, which currently represent a majority in the market, have a wider audience and influence, while lagging significantly behind local Russian-language media in terms of quality.

The low capacity of the advertisement market which leads to insufficient financial sustainability of independent media, the political situation characterized by frequent changes of the ruling elites, as well as authoritarianism, are the reasons of bias in the media, which are forced to fulfill either political or business orders.

Numerous journalism departments in universities and short-term courses organized by media-related NGOs are not yet able to form a critical majority of journalists capable of implementing a socially responsible function and working professionally in accordance with journalism standards (unbiased, balanced and reliable reporting). Newly established media centers have just begun their work and have not yet demonstrated their potential.

Thus, the project of the OSCE Academy and the Deutsche Welle Akademie is aimed at the relevant necessity – to increase the potential of media workers. This task is part of activities of the OSCE Academy in Bishkek and the Deutsche Welle Akademie.

The Central Asian Summer School of Contemporary Journalism (hereinafter Summer School or School) is a joint project implemented by the OSCE Academy in Bishkek and the Deutsche Welle Akademie since 2010. The project has included 10-week theoretical and practical study annual courses for journalists from four countries — Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. The average number of participants is 11-13 during summer months every year. The School is based in the building of the OSCE Academy in Bishkek. The School's trainers are practicing journalists from Deutsche Welle and media consultants with the experience of work in European media.

Purpose of the project. The Summer School project aims to contribute to professional training of Central Asian journalists, to give them the knowledge and skills necessary for working in line with international requirements to information quality, thus forming a practice of reliable and responsible journalism that meets the social demand for information.

Target audience of the project. The programme targets young (below 30 years old) active journalists from Central Asia that show high motivation for training and will become part of the journalist network of Central Asia in the future.

The 10-week course offers intensive professional training in print, TV, radio, and online journalism. The participants of the course also learn about news reporting, interviews, analysis, and conflict coverage.

Modules. Modules have been prepared by experienced trainers from the OSCE Academy and the Deutsche Welle Akademie and are aimed at introduction of the best international journalism standards in such key aspects as:

- Information quality (unbiased, balanced and

non-party approach; sources).

- Different types and formats of journalism (news, analysis, interview, online, radio, and print journalism).
- Ethics in journalism.
- Coverage of inter-ethnic issues, economics, etc.

The training programme reflects the many-year experience of the OSCE Academy and the Deutsche Welle Akademie in the training of Central Asian journalists. Such approach facilitates the formation of new professional habits and thus promotes higher standards in regional journalism. The School remains the only regional school for young journalists in Central Asia.

Project organizers:

The OSCE Academy in Bishkek is a regional centre for post-graduate education, capacity building, research, and regional dialogue. The Academy offers an absorbing and demanding program for its key stakeholders, including scholars and researchers, civil society activists, policy makers and academic and developmental institutions. The Academy is designed to promote and enhance the principles and values of the OSCE in Central Asia. Located in Bishkek, the OSCE Academy is strongly embedded in the wider Central Asian academic and political context and follows a distinctive regional approach. The Academy provides a regional and international public forum for professionals and students in the spirit of co-operation in the fields of international relations, comprehensive security, democratization, the rule of law and human rights.

The DW Akademie is Germany's leading organization for international media development. As part of Germany's international broadcaster Deutsche Welle, the DW Akademie supports the development of free and transparent media systems, quality journalism and advanced



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media skills in developing countries and Eastern Europe. The DW Akademie provides assistance in media restoration in post-conflict regions and international journalism training. The DW Akademie also established the "International Media Studies" Master's program in 2009 which combines the areas of media development, media management, journalism and communications. The DW Akademie fo-

cuses on professionalizing media workers and managers, and training up-and-coming journalists. The DW Akademie has been active in media development and training of journalists in Central Asia since 1991.

II. Methods

This assessment was conducted using the following methods:

1. Data collection: Project documentation — the Summer School project justification, Summer School programmes (4), lists and questionnaires of participants 2010-2013 (47 questionnaires), and interviews with the organizers and trainers (10 persons), participants (15 persons) and employers (10 persons).
2. Data processing and analysis of results according to established criteria: relevance, effectiveness, impact, and sustainability.
3. Conclusions and recommendations.

The assessment involved most of the organizers and trainers (8), three of whom acted as both organizers and trainers; 47 questionnaires of all the participants; more than 30 percent of the participants (15) were interviewed; plus 10 employers/media managers/media experts.

The OSCE Academy and the DW Akademie provided all the necessary documents for the assessment and rendered organizational support.

The assessment consultant prepared a short list of questions for interviews with the organizers and trainers, participants and their employers. The questions were approved by the assessment's customers and sent out with a letter to the involved groups. The questions aimed to reveal the opinion and assessment of the project participants of the project's results, whether the results have achieved the goals and tasks of the project, and potential contribution of the School to the media sphere development.

Below are the approved questions for each of the groups:

1. Questions for the organizers

- a. Why did you choose a two-month format for the Summer School, and how did you form the content of the curricula?
- b. How did you select participants of the Summer School — ways to advertise the School, requirements to participants, selection criteria?
- c. What were the requirements to trainers, selection criteria?
- d. Did you have feedback from participants and their employers after the School?
- e. How do you assess the Summer School's contribution to the media sphere of countries participating in the project? What are the main results of the School during its 4-year operation?

2. Questions for trainers

- a. How did you form your curriculum? What was the main goal of your curriculum?
- b. What are, in your opinion, the main problems of journalism in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan, and to what extent have you learned about them during the project?
- c. What is the main result of your work with the participants?
- d. What should be optimized in the Summer School to improve its effectiveness?

3. Questions for participants

- a. What is your motivation for participation in the Summer School?
- b. What are, in your opinion, the main problems of journalism in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan, and to what extent have you learned about them during the project?
- c. What do you think of the results of the training course? What have you acquired professionally in the School?
- d. Have you used the knowledge and skills acquired in the Summer School in your work? Any example?
- e. Could you suggest the most effective ways to improve journalists' professionalism that could be used in the Summer School?

4. Questions for employers

- a. Have you noticed any changes in the work of your employee (professional knowledge and skills) after the Summer School?
- b. What other opportunities do employees of your media organization have to improve their professional level?
- c. What do you think of the professional level of the media in your country, and what are their problems?
- d. Could you suggest the most effective ways to improve journalists' professionalism that could be used in the Summer School?

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III. Analysis of interviews with the organizers

a) Format of the School

The Summer School organizers decided that the optimal format and organization of the School are:

1. Selection of participants on a competitive basis.
2. Participation of journalists from four Central Asian countries: Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan, with a total of 10-12 persons.
3. Full-time training (i.e. no work at the main job during the course).
4. Duration of the training course — 10 weeks.
5. Focus on practical training.
6. Participants get universal skills in different types of journalism.
7. Trainers are professional journalists with experience working in leading European media. Trainers work in groups of two or three.
8. Training is free of charge, with compensation for travel expenses and payment of stipends to each participant.
9. Participants that show good results get certificates.

The organizers' attempt to involve the participants' employers/managers in the Summer School process encountered some organizational and communication problems, so it was decided to work with the participants only. Nevertheless, the organizers support the idea of involving in the project the participants' media organizations that would participate in practical modules and publish/broadcast ready materials.

The initially planned duration of the Summer School (three months) was reduced to two

months, to involve working journalists that can not leave their job for a longer period of time.

Participation in the School is free of charge. The organizers cover travel and accommodation expenses, and pay a stipend of 200 euros. According to the organizers, this factor also motivates the participants and partially compensates for the lost income in cases when journalists take unpaid leaves for the period of training.

The organizers regularly check the School's effectiveness by surveying the participants, as well as organize meetings with the School graduates in order to learn about their further career and get their ideas and proposals for improving their professional level. Having improved their professional level at the School, some graduates have found more prestigious jobs, which proves the effectiveness of their study.

b) Selection of trainers and participants

All trainers were selected on a competitive basis and through letters of recommendation. Selection criteria included their suggested curricula/modules and past experience. All candidates were interviewed and the selection was done on a collegiate basis. During four years the OSCE Academy has rejected one trainer, based on the participants' feedback.

One of the goals set by the organizers was "to create a network of journalists from each Central Asian state who would stay in touch with

each other after the School, share information, and comment certain events at the request of colleagues from other countries". This goal preconditioned a regional approach — participation of journalists from four countries. The organizers thus formed professional ties between journalists, which could be used for better understanding of events and developments in neighboring countries and for preparation of materials that require information from colleagues in other countries of the region.

Announcements inviting participants to the Summer School were posted on different media, in universities in four Central Asian countries, on the Deutsche Welle and OSCE websites, the websites of the German embassies in those countries, and on social networks. The announcements highlighted the contents of the Summer School programme, and contained the list of documents and materials required for application. The announcements were also distributed through an e-mail list with contacts of the previous years' participants.

According to the organizers, there were around eight applicants for each place at the School.

Selection of participants was conducted by two representatives of the organizers (the OSCE Academy and DWA) according to the following criteria: young professionals or senior students with experience of work in the media (below 30 years of age), character of motivation for improving professional level, the quality and topics of the applicants' materials published in the media, relevance of topics proposed for covering during the study at the School (justification of the topic's relevance, plan of the material with indication of sources and the target audience), basic computer skills, and the knowledge of Russian language. University degree was not a must.

Considering applications, the organizers paid

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special attention to the following questions: Does a candidate really want to work as a journalist in the future? Does a candidate have a critical approach — whether he or she has an understanding that journalism might be wider and more complicated than his/her past experience and concepts. Are there journalistic talents/skills in the applicant's works?

From 2011 the School has introduced the age limit of maximum 30 years, in order to attract young journalists that are more susceptible to changes and motivated for career growth.

The analysis of the participants' resumes showed that 80 per cent of them work for social and political media editions and 30 per cent combine the work in the media with the work with NGOs.

c) The School's contribution to solving the existing problems in the media sphere of the countries participating in the project and the main results achieved over the project's four years

Given the number of participants and the courses conducted, the organizers do not claim a significant contribution to solving the existing problems in professional training of journalists in Central Asia and improving the quality of information in the local media. How-

ever, they pointed out significant changes in the media organizations of the participating journalists.

The School can not change the level of freedom, censorship practice, and access to information, but it can and has contributed to the formation of a young generation of journalists with a high professional potential who, with time, will be able to significantly change the existing media system.

Over the four years of its operation the School has formed a network of its graduates who maintain professional ties and exchange information and opinions via a social-network page. It will continue involving all new participants of the School, creating a wide professional network under the School's aegis.

One of the organizers believes that insufficient knowledge of foreign languages is an obstacle for young professionals in Central Asia for their better integration into the international practice of journalism, which employs the standards, knowledge and skills taught at the School.

VI. Analysis of interviews with the trainers

Understanding of the media context in the participating countries by the organizers and trainers is very important. The interviews with the trainers and organizers revealed their opinion of the problems and opportunities in the local journalism sphere and the Summer School's role in this context.

a) Problems in journalism

The trainers said the problems in the media of the Central Asian countries include lack of finance, absence of the freedom of speech, and a low professional level. The content of the media is not synchronized with the information demand of the audience; there is a low percentage of reports on relevant topics that interest and concern the wide audience.

Analyzing typical features of journalism in each participating country, the trainers pointed out that the media in Kazakhstan are dominated by the position of the government, and the interests of the state prevail over the problems of ordinary citizens. The media in Kyrgyzstan are not accurate with the facts, and do not observe journalism styles. The media in Tajikistan are characterized by the absence of competition in the media sphere, tribalism, and traditionalism. The media in Uzbekistan are under strict control and censorship, one of the trainers believes.

The trainers believe that local journalism is characterized by non-observation of quality standards. The trainers also pointed out a high percentage of materials in the media that are based on rumors, or the materials themselves are rumors released through the media. Bias

remains an acute problem in today's journalism in some Central Asian countries.

At the same time, the trainers said that the participants included many potentially strong journalists, and the media sphere also has many people with motivation to work and develop their professional level. The trainers pointed out local journalists' habit to use stereotyped methods in preparation of materials (press releases, opinions of several experts, meetings with several sources). At the same time, journalists do not set for themselves more ambitious goals — to saturate the report with more facts, reveal the unknown sides of the story, and make the audience interested. The trainers, however, admit the participants' aspiration to master more professional practices.

The trainers pointed out the readiness of journalists from different media to help each other, but noted insufficient solidarity of journalists in critical situations related with conflicts and violation of journalists' rights.

b) The trainers' goals in preparation of modules

According to the trainers, one of the main goals during the preparation of the training programmes was to teach the participants to have critical thinking and be able to estimate the social importance of the subject and fully cover it.

The trainers aimed at revealing the possibilities of accurate and unbiased journalism, giving the instruments for preparation of interesting materials that are important and useful for the audience: to acquaint the participants (or

refresh their knowledge) with the principles of balanced journalism, journalist ethics, diversity of genres, effective approaches to work with information sources, search for topics, characters and style, as well as “healthy” journalist methods to cover inter-ethnic relations in analytical reports.

c) Goals and achieved results, contribution to media development

The trainers claim to have achieved results primarily in practical skills of quality journalism. The trainers believe that the participants have mastered the skills in preparation of materials that will help them to develop a taste for the freedom of speech, socially-oriented reporting, and aspiration for accurate information obtained from different sources. One trainer said, “The more young people will feel it and test their feelings in practice, enroot the principles of contemporary journalism in their minds and hearts, the more people will they be able to inspire in their countries — even if they will not work in the media in future.”

Assessing the School’s effectiveness, the trainers pointed out the difference in the professional level of the participants at their entry and graduation points towards improvement. The trainers emphasize that the participants’ skills of professional quality journalism have not reached the level of automatism, which requires a longer and more regular practice with the observation of quality standards. This assessment is subjective, as it used no methodology to compare the participants’ works before and after the School.

However, the School has formed an understanding of the difference between responsible and formal approaches to preparation of materials, of the benefit that good practical training provides for being in demand in the journalist market, and of a better perception by the audience of high quality materials,



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which, in the trainers’ opinion, gives a hope that the participants will continue to work after the School using new skills and knowledge. By doing so, the trainers believe, they will contribute to developing professional standards in the local media.

The trainers made the participants understand that quality materials with accurate and balanced analysis on the basis of solid evidence

are less vulnerable to potential lawsuits and complaints. An expected result of the above is an increase in the number of accurate and balanced publications covering acute social problems and conflicts.

The trainers say that the participants have learned to do their best to reflect the interests and the angle of view of ordinary citizens, not just the viewpoints of the authorities and deci-

sion-makers.

Another expected result of the project is professional ties between the participants from different media and different countries after the School.

d) Ideas and proposals to optimize the School

The trainers believe that an option to develop the School in the future is inclusion of training in international reporting. In their opinion, the opportunity of working with international information agencies or editions, or exchange materials, would become a strong motivation factor for future participants. Co-production of international reports would be also attractive. The curriculum of such course must include a module, “English and/or Russian language for journalists”.

The trainer spoke of the necessity of tougher discipline requirements for the participants. The trainer noted that the violation of discipline negatively affected the training process, and such violations must be eliminated or minimized in the future.

The trainers believe it would be possible and efficient to establish the School’s cooperation with the editorial offices of sustainable media organizations, so that materials of the participants reach a wider audience and contribute to the social function of journalism. It will raise motivation, responsibility, and effectiveness of practical training.

V. Analysis of the School's curricula

The format and curricula of modules were developed based on the study and comparison of similar curricula and their effectiveness, discussion with media specialists and trainers, analysis of the past courses' results and questionnaires of participants in the first course in print journalism.

The organizers believe that contemporary trends in media development and information technologies suggest that journalists should be more universal in their knowledge and skills. Therefore each curriculum of the course included several modules on each type of the media. The participants were supposed to acquire the knowledge and practical skills of working in different types of the media and in different genres, while observing the basic standards and principles of work with information.

Possessing such knowledge and skills, they would be in demand in the market, and would be able to make a well-thought choice of a media organization for their future employment.

Curricula were organized so that modules logically followed each other, topics for practical works were chosen taking into account the most relevant problems in Central Asian countries, with the focus on topics that had not received due coverage by the existing media. The modules also paid special attention to the compatibility of the type of a media organization and the chosen topic.

By combination of 3-4 modules the trainers aimed to give all the necessary basic knowledge and skills on the existing media types.

The curriculum consisted of several modules:

TV, Radio, Multimedia, and Print. While preparing modules, the trainers consulted with media specialists, took into account the experience of the applicants, their knowledge, skills, and ability to use modern technologies.

As a result the modules had the following structure:

- Theory and samples of quality reports — 20%,
- Introduction into technical aspects, the use of media technologies and equipment — 30%
- Practice (preparation of materials about real events and people) — 50%.

Each module consisted of daily theoretical and practical training, mistakes correction, analysis and discussion of quality report samples, group work.

Each module had a particular theme for practical lessons (for instance, "Economics" in 2010 or "Health" in 2011). Inter-ethnic conflicts in Central Asian countries made the School's curricula include the coverage of such topics.

From 2011 the School's curricula have been more standardized, unlike the first year (2010), when the format of modules was not clearly determined.

The School reconstructed a newsroom atmosphere with a high pace of work and everyday results of practical training.

Modules included individual and group training. Each participant received a maximum of consultation from the trainers.

In the Multimedia module, practical training



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was organized as self-study in groups. The trainer explained the principles, showed examples and mechanisms, but did not give details of their work from the technical point of view. According to the trainers, all the mechanisms are based on intuitive understanding and the task of a group (users) was to rapidly grasp the technical side to create a comprehended content.

The training also included trips, with the financial support from the German Agency for International Development (GIZ), to remote villag-

es, to mountain pastures, as well as meetings with NGOs and clinics that help drug addicts, in order to make practical lessons maximally close to real work of a journalist.

The training also included discussions on the topics "Sponsorship assistance to the media and their independence" and "How to stay unbiased in today's realities?"

VI. Analysis of questionnaires and interviews with the participants

Over the past four years of its operation the Summer School has trained 49 participants from four countries — 10 from Kazakhstan, 20 from Kyrgyzstan, 14 from Tajikistan, and five from Uzbekistan:

	2010	2011	2012	2013	Total
Kazakhstan	4	2	2	2	10
Kyrgyzstan	6	4	6	4	20
Tajikistan	2	3	3	6	14
Uzbekistan	1	2	1	1	5
	13	11	12	13	49

The assessment of the Summer School analyzed the questioning of the participants trained between 2010 and 2013, and conducted interviews from distance.

Analysis of the participants' questionnaires:

a) Each year questionnaires were developed in regards to the format, assessment system, and the list of questions, so it is difficult to sum up data on the results for the past four years due to differences in the basic data. Questionnaires were filled in after each module of the Summer School.

Questionnaires assessed different aspects: general assessment of the Programme, organization of the course and logistics, the volume of materials, the pace and duration of the course,

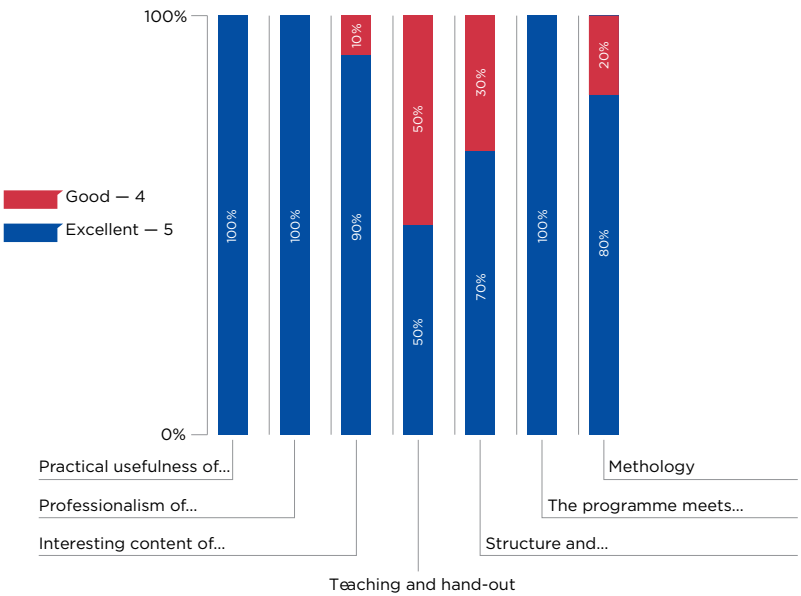
structure, practice, theory, combination of theory and practice, rating of the course, trainers, hand-out materials, training classes, availability of material, discussions, the atmosphere, nourishment, out-of-class activities, results, readiness to recommend the School to colleagues, criticism and proposals.

The questionnaires also contained the question “Do you plan to stay in Central Asia?” which was supposed to clarify whether the School’s contribution to improving the professional level of local journalists will be invested into local media. Over the past four years only two participants answered they planned to move to Europe if they had an opportunity, the others planned to stay and work in Central Asian countries.

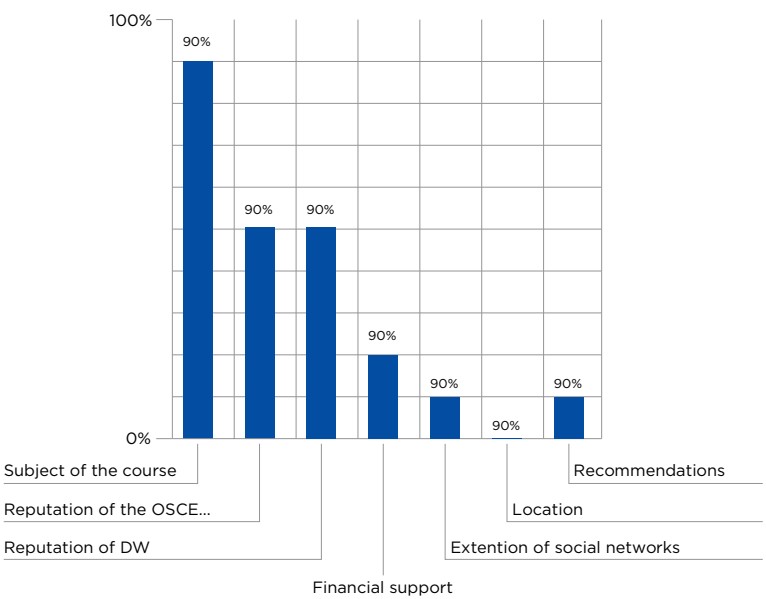
1. Summer School-2010

	Excellent - 5	Good - 4
Practical usefulness of the course	100%	
Professionalism of the trainers	100%	
The content of the Programme (interesting)	90%	10%
Teaching and hand-out materials	50%	50%
Structure and consistency of materials	70%	30%
Consistency of the Programme with the goals it set	100%	
Methodology	80%	20%
Sources of information of the Programme		
Newspapers	0%	
Internet	20%	
The OSCE Academy website	0	
Friend/colleague	40%	
Company management	40%	
Motivation to enter the School		
The subject of the course	90%	
Reputation of the OSCE Academy	50%	
Reputation of DW	50%	
Financial support	20%	
Expanding social networks	10%	
Location	0%	
Recommendations	10%	
Comparison with other programmes		
Better due to more practice, duration, optimal combination of theory and practice		

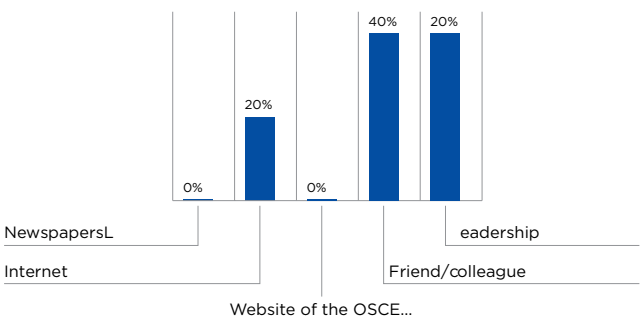
General assessment:



Motivation for application to the School:



Sources of information about the School:



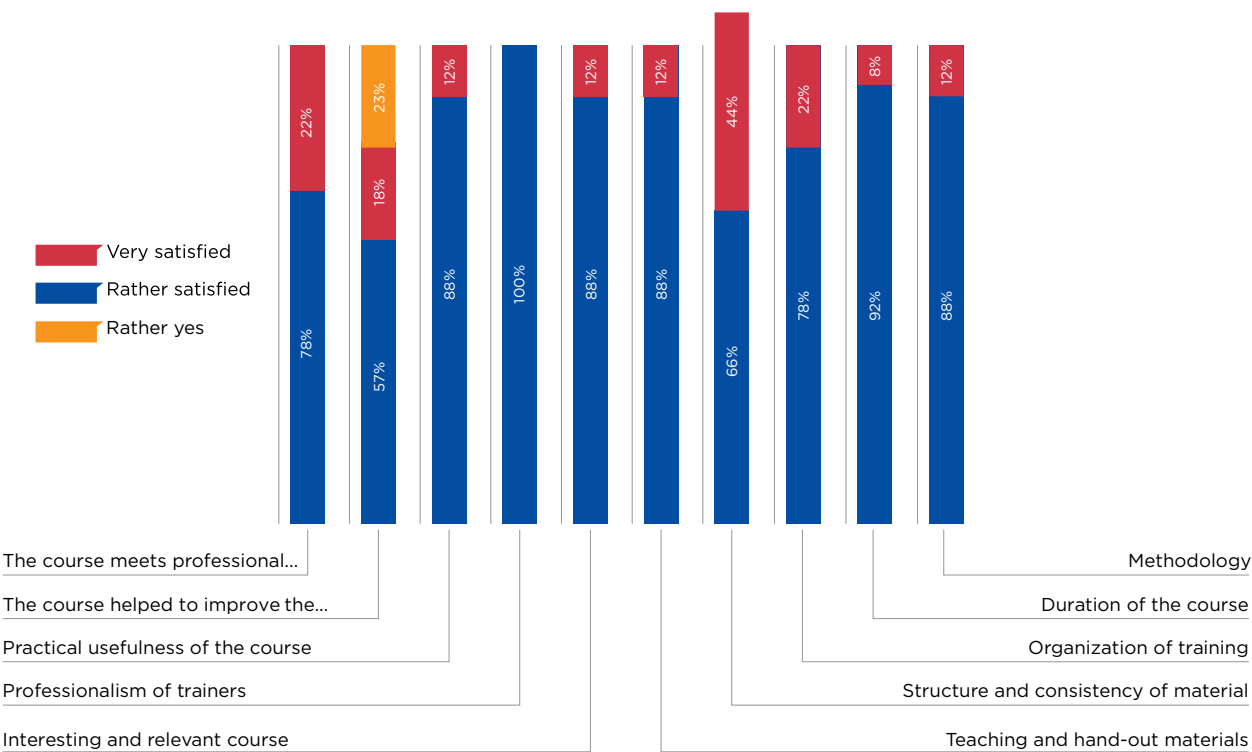
Proposals for improving the Programme:

1. Participants proposed the organizers to be more selective with applicants. The reason is that some participants were not able to master the material of the course, while others (with the work experience of up to 20 years) could not refuse from their old habits and at the end of the course still prepared reports using their old, habitual schemes.
2. To prepare a Manual for journalists in printed and electronic forms for expanding the target audience of the School.
3. To establish a web network of Central Asian journalists that have participated in similar training courses and are familiar with the methods of “non-Soviet-style” journalism. To turn the School’s website into an independent web edition that could employ the School’s graduates for payment. With time the website could become a self-financing organization.
4. To strengthen the individual approach to each participant in all modules of the Programme.
5. To increase the Programme’s duration to 4-5 months.
6. To change computer equipment for participants.
7. Proposals for each module: Printed media — to combine lectures with practical training (instead of separate lectures followed by practical lessons), to have more time for preparation of reports; Radio — more practical training; Online — more individual work and less work in groups.
8. To make the courses specialized — each group should work according to its specialization, instead of touching upon each media dimension as it is now.

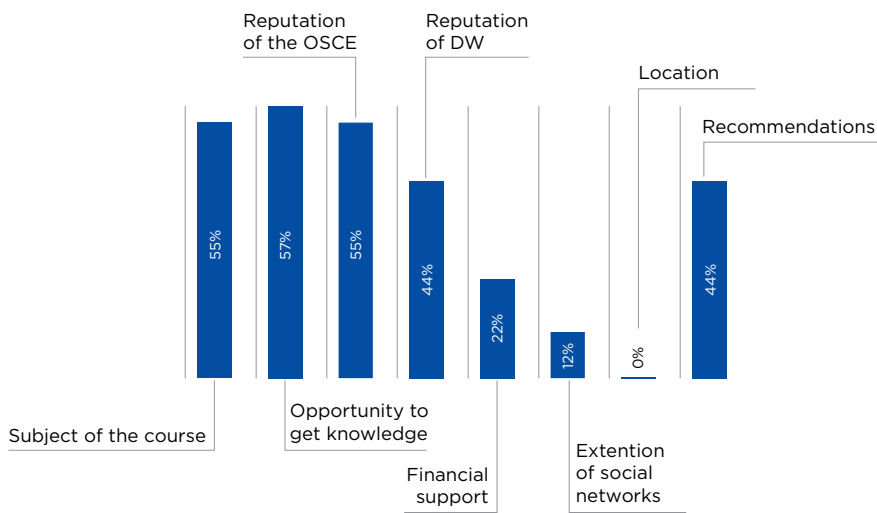
1. Summer School-2011

	Very satisfied	Rather satisfied	Rather yes
Compliance of the course’s subjects with professional demands	78%	22%	
The course helped to improve the knowledge and skills	57%	18%	23%
Practical usefulness of the course	88%	12%	
Professionalism of trainers	100%		
Interesting and relevant course	88%	12%	
Teaching and hand-out materials	88%	12%	
Structure and consistency of materials	66%	44%	
Organization of the training course	78%	22%	
Duration of the course	92%	8%	
Methodology	88%	12%	

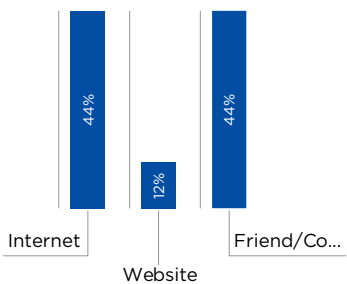
General assessment of the Programme:



Motivation for application to the School:



General assessment of the Programme:



Proposals for improving the Programme:

1. Participants proposed the organizers to be

Proposals for improving the Programme:

1. Some participants proposed to dedicate more time to TV and Radio modules, instead of Multimedia.

2. One participant proposed to shorten the training course from 10 to eight weeks, while the others approved the course's duration and even suggested to increase it, to have more time for practical work.

3. Participants proposed the following changes: to spend more time for practical training, to focus on website moderation in the Multimedia module, to choose less difficult topics for the Printed Media module, to dedicate more time for the TV module (particularly for the work of the cameraman).

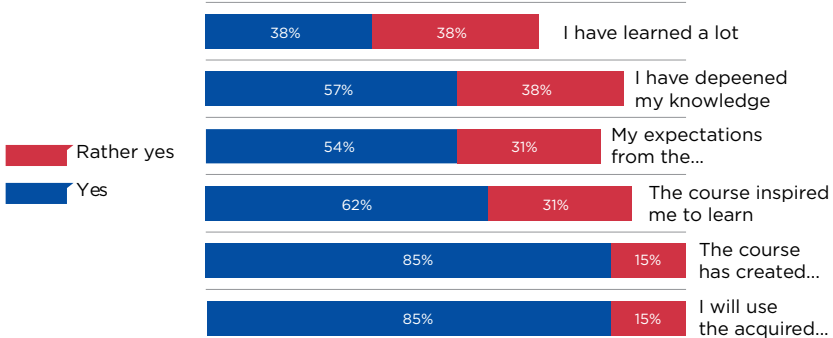
3. Summer School-2012

	Very satisfied	Rather satisfied	Hard to answer	No answer
General satisfaction with the results	77%	23%		
Assessment of the training's aspects				
Professional standards	69%	23%	8%	
theory	54%	46%		
practice	77%	15%	8%	
Combination of theory and practice	77%	23%		
Professional level of the course	54%	31%		15%
Trainer Eric Albrecht	100%			
Trainer Natalia Yefimova	100%			

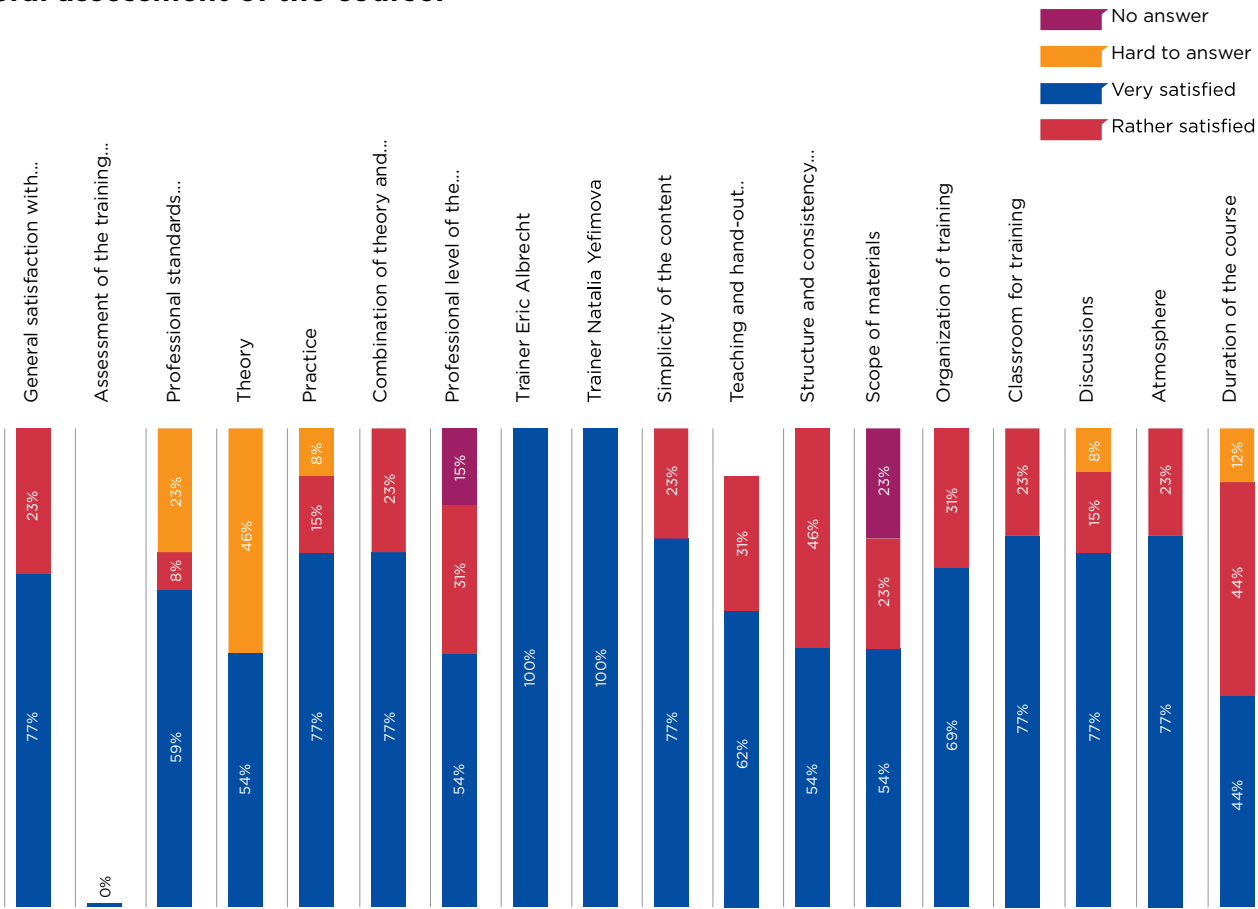
3. Summer School-2012

	Very satisfied	Rather satisfied	Hard to answer	No answer
Simplicity of the content of the course	77%	23%		
Teaching and hand-out materials	62%	31%		7%
Structure and consistency of materials	54%	46%		
Scope of materials	54%	23%		23%
Organization of the training course	69%	31%		
Classroom for training	77%		23%	
Discussions	77%	15%	8%	
Environment	77%	23%		
Duration of training	46%	46%	8%	
Opinions about the course	Yes	Rather yes		
I have learned a lot	38%	38%		24%
I have deepened my knowledge	54%	38%		8%
My expectations from the course have been fully met	54%	31%		15%
The course inspired me to learn	62%	31%		7%
The course has created conditions for exchange of opinions and ideas	85%	15%		
I will use the acquired knowledge and skills in my everyday work	85%	15%		

Opinions of the participants about the course:



General assessment of the course:



Proposals for improving the Programme:

1. Lectures of invited experts need to be lively, or more experienced speakers need to be invited (for instance, an invited lawyer’s lecture was dull and not interesting).

2. Dedicate more time for practical work if a practical task must be finished without postponing it for the next day.

3. Extend the list of countries participating in the Programme, as it would be very interesting to exchange experience with young journalists from countries with absolutely different journalism cultures and traditions. This, however, will require solution to the language barrier problem, especially if the Programme expands beyond Central Asia.

4. Regularly monitor the training course, and if participants are not interested in this or that component, change it.

5. Participants from other countries and regions should be provided with accommodation immediately upon their arrival, as there were cases when they were looking for accommodation during their study.

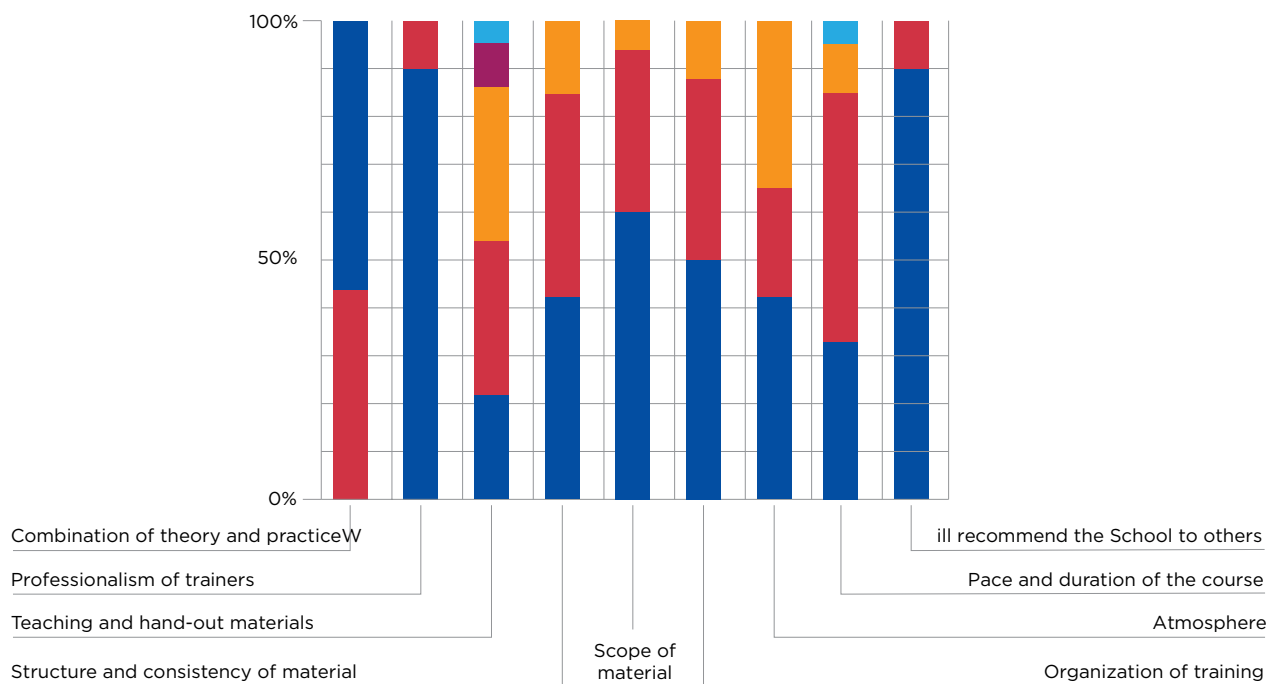
6. Selection of participants should be more stringent.

7. Improve the quality and increase the amount of hand-out materials. It would be good to prepare a practical textbook based on the School’s modules so that participants would have it at hand during their everyday work and many journalists outside the School would study its content.

4. Summer School-2013

	Very satisfied	Rather satisfied	Hard to answer	Rather dissatisfied	No answer
Combination of theory and practice	46%	54%			
Professionalism of trainers	92%	8%			
Teaching and hand-out materials	24%	32%	32%	8%	4%
Structure and consistency of materials	46%	38%	16%		
Scope of materials	64%	32%	4%		
Organization of training	54%	32%	14%		
Environment of training	46%	24%	30%		
Pace and duration of training	38%	46%	8%		8%
Will recommend the School to others	92%	8%			

Assessment of different aspects of the Programme:



Proposals for improving the Programme:

1. To reduce the theoretical part and increase practice. Give more time for preparation of reports.
2. To avoid practical work in pairs, as not all of the participants have the same professional level and one participant often works for the other.
3. To extend the duration of the course.
4. To improve the organization of training — workplaces of participants (there were problems with the air conditioner).
5. To optimize the schedule, observe deadlines.
6. To improve the quality and amount of hand-out materials.

Analysis of interviews with participants:

Questions for interviews with an accompanying letter were sent out to all the participants of the School via e-mail; other types of communication were used as well. Answers were received from 15 participants (more than 30%, as required for the assessment) from four countries (Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan).

The analysis of the interviews with the participants has shown a high demand for and effectiveness of the Summer School, and that its training methods improve the professional level of journalists and influence their further career.

Given the School's focus on the relevant problems in the media sphere of Central Asian countries, the interviews included a question, "What are the most topical problems in the media sphere?" Given the difference in media practices and specifics of the social and political situation in each country, here are the most typical problems the participants pointed out for all participating countries: weak practical training of journalism students, curricula are

not adapted to the requirements of the media market, no links between universities and employers (the media), difficulties with access to information from public bodies. See below for more details on each of the questions.

1. What are, in your opinion, the main problems in journalism of Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan? To what extent have you learned about them during your participation in the School?

The most acute problems mentioned by the participants included: censorship and self-censorship, access to information, and closeness of public bodies to the media (especially in covering acute social, economic and political issues). These problems are particularly relevant in Uzbekistan and Tajikistan, to a lesser degree for Kazakhstan, and there is better access to information in Kyrgyzstan.

At the same time, Kyrgyz journalists pointed out the problem of excessive influence of politicians and business on the content of the media in Kyrgyzstan. Participants from other countries also said that the media in their countries do not give the audience a full and objective picture of events, especially if it concerns conflict situations (including on a national scale). As a rule, events are covered from one side — the power or large political groups or business.

The participants said a relevant problem in their countries is low confidence in the media, which is caused by journalists themselves not observing the principles of neutrality, accuracy, balance, and ethics. In many cases lawsuits against the media are the result of "illiteracy" and non-professionalism of journalists and their superiors.

Another problem is the absence, or a lack, of experts capable of objectively commenting on events and developments.

One more problem is that local journalists are not aware, and are not willing of learning, of

the situation in neighboring countries, although the social, political, and economic processes and events in the region are closely interrelated and demand that journalists have a deep interest and study, not superficial knowledge.

The participants said that printed journalism in their countries is characterized by the “bureaucratic language”, a heritage of the Soviet-era style when the media were the official mouthpiece of power.

The participants said that despite lack of freedom of the media in Kazakhstan, relations between government bodies and the media in this country are more formalized (that is governed by the law and institutions, not by personal relationship).

In Uzbekistan, the participants noted the problem of underdeveloped modern multimedia editions (the existing media are mainly represented by print media and television).

Professional training of journalists in each country needs improvement, the participants believe. The gap between the quality of training in universities and requirements in the market is too large. Teachers in universities are non-specialists or theorists that have no idea of the realities of contemporary media functioning. The media sphere does not receive duly prepared professionals. However, the media themselves are not able/do not want to train professionals. The participants mentioned cases when their fellow journalists wished but were not able to participate in the Summer School because their media organizations did not allow them to be absent from work for a long period of study, and for fear of possible dismissal.

2. Motivation: Why do the participants want to study in the Summer School of the OSCE Academy?

a) Training according to international standards by practicing journalists from Europe.

Applicants to the Summer School expect to

learn more about Western European journalism standards in direct contact with practicing journalists from leading western media. Some participants said they were attracted by the practical character of training that helped to practice reporting in line with the western standards of information quality.

b) The absence of similar courses in the local market. The participants admitted that even having worked in the media sphere, they often have a poor knowledge of journalism gen-

res (analysis, interview, etc.), quality standards, and specifics of work with different sources of information. So the School has given them practice they could not get at the university and their media organization.

c) Duration of the course. The participants welcome the course’s duration — two months of full-time study with job suspension, which is different from other, short training courses (3-5 days) and implies a deeper plunge into practical and theoretical study.

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d) Training on different types of the media. Some participants were motivated by the opportunity to learn different types of journalism (TV, radio), which later influenced changes in their career.

e) Reputation of the Summer School of the OSCE Academy and Deutsche Welle. The participants said they applied to the School following recommendations from its previous graduates. In their turn, the participants now recommend their colleagues, and even their leadership, to attend the Summer School to improve their professional level and get practical skills in different genres and types of journalism. One of the participants said that the confidence in the quality of training was so high that he even made up his mind to lose his job in order to attend the School.

f) Opportunity to visit and learn another country. One of the participants mentioned this aspect as a factor of motivation.

3. Your assessment of the training results? What changes have occurred in your professional career after the School?

All the participants pointed to the high effectiveness and quality of the Summer School, which has given them theoretical knowledge and practical skills in international-standard journalism. One participant said, “The training methods used in the School were effective — full-time study, analysis, practice, discussions. During two years of my Master’s degree course at the university I received less than during three months at the School.”

The study of different types of the media has helped some participants to choose in what media to work. The knowledge and skills acquired at the School helped them to look for and obtain a more interesting position in the media and develop their career. After graduation from the School, some participants have changed jobs, started their own projects, started to cooperate with foreign media, and begun to act as train-

ers for secondary-school students planning to study journalism. These changes were directly influenced by their participation in the School.

The most effective methods mentioned by the participants were mistakes correction and detailed discussion of reports, shortcomings and successes, which they lacked in everyday work and which helped them master new skills and standards.

The questioning revealed the most useful knowledge and skills the participants have acquired in the School and now use in their everyday work:

1. Mastering of new online and multimedia technologies.
2. Skills — to make a report interesting to the audience, to depart from using the official dry language, to make a report vivid and interesting to ordinary readers, to cater for the interests of ordinary citizens when covering problems.
3. Practical use of the basic quality standards in journalism (accuracy, balance, neutrality).
4. Skills of composition and choice (structure, completeness of information, diversity of sources, focus and angle of the subject/report).
5. Practice in different genres (interview, analysis, report, news report, coverage of conflicts).
6. Using critical approach while perceiving information from the media and preparing one's own material — not to succumb to emotions and stereotypes, to make a report concise and take out unnecessary details.
7. Expansion of professional contacts (making acquaintance with new experts in different spheres and using them as information sources and for comments).
8. Increased pace of work — the new pace of work acquired in the School, plus new skills, increases productivity.

Some participants said that upon returning to work, they could not use all the acquired knowledge and skills due to existing censorship and self-censorship (in Uzbekistan), or because there is no demand for western standards in the editorial policy of their media organizations. But most of the participants successfully use new professional skills.

4. Have you applied the knowledge and skills acquired in the School in your work? Examples?

A bright example of applying the new skills was given by a participant from Tajikistan: Upon his return from the School, he prepared a critical report about a boarding school whose publication led to threats to the editorial staff from the management of the boarding school. But they did not file a lawsuit because all the facts in the report were proven with evidence. According to this participant, similar situations happened to other reports he made.

Another participant, having learned to work with video equipment, started his new project, entitled “Initiative social group 734”, to make social videos on topical problems in Tajikistan. He has made two videos so far, and is finishing a documentary about WWII veterans.

Several participants use the new skills working as trainers — they teach journalism to secondary-school students and their colleagues. One of the participants plans to open a journalism school of her own.

Several participants said they were able to start cooperation with large media and web editions (the IWPR, the Voice of Freedom, the EurasiaNet, editions in France) only thanks to the use of skills and knowledge acquired in the Summer School.

All the participants praised the effectiveness of the format used by the Summer School — 10-week course with a full-time study, on every type of the media, with practical work

on preparation of reports on real subjects and with real sources of information.

5. Suggest the most effective ways the Summer School could use to improve the professional level of journalists

One of the participants suggested focusing on a particular type of the media — TV or radio or print journalism, which would increase the effectiveness of study. He also suggested adding more practical work to the Radio module, giving more time for analysis of the portfolio of radio materials, and increasing the time of the technical part of the TV module (particularly for the study of material editing). He also suggested adding a module on production of short documentaries (or investigative reports).

Another participant also suggested adding a module on “Investigative journalism”, saying that journalists have no possibility to get the necessary knowledge and skills in this field from experienced professionals.

One of the participants recalled that when they had practical work with the previous years' graduates in 2013, they all were unanimous that it was very useful to come together from time to time and exchange experience. “It would be good if new participants meet with graduates to share their experience and contacts. Graduates would act as mentors to some extent. It would be a good experience for both the graduates and the newcomers”, he said.

All the participants pointed out the effectiveness of practical sessions and asked to increase them in the future. The participants also suggested establishing partnership with the functioning media that could publish their reports. Here is a typical opinion: “The most efficient part of training was practical work and trips with Bettina Ruiges to the country's oblasts (country's provinces). It was the most efficient part of the programme after the theoretical part. The only suggestion for the Academy is to establish partnership relations with certain

media that would be ready to accept participating journalists for training as part of their practical work or publish reports of graduates. It was never a problem for journalists from Kyrgyzstan, but it was a problem for journalists from other countries who have no connections in Kyrgyzstan.” Another opinion about trips during the training course: “Thanks to my trainers I was allowed to not confine to the limits of Bishkek but make trips to mountain villages (to cover a flood threat), to Batken (to cover a border conflict). It raised my self-assessment and helped to see what I can and what I should strive for.”

The participants suggested publishing handbooks on the subjects taught by the trainers with reference to additional samples, explanations and commentaries, so that the participants could learn in their free time without taking the trainers' time.

The participants asked to toughen the requirements for the application texts during selection process, because during the training the trainers spent much time for poor texts of some participants thus reducing the potential time of work with the other participants. Touching upon the issue of selection and preparation for the study in the School, some participants spoke in favor of a more serious preparation of participants at home on the subjects of their future reports indicated in their applications.

One of the participants said that the 10-week format of the School was inconvenient and should be reduced in order the participants not to leave their jobs for long. Another participant resigned from his recently obtained job in a media organization in favor of study in the School. All other participants were positive about the School's format, and three of them suggested increasing the duration to 4-5 months.

VII. Analysis of interviews with employers

The assessment planned interviews with the employers and managers of the Summer School graduates (10 respondents were planned). Due to some organizational problems (participants themselves are the heads of media organizations or their own media projects, conflicts between some participants and their former leadership, resignation or dismissal of some participants from their media organizations, or employers did not reply to contacts indicated by participants), it was decided also to include chief editors and heads of training centres in the interview process. The total number of respondents remained 10.

a) State of the media and the main problems in the media sphere

According to the respondents, the level of development of journalism in Central Asian countries is very mixed — from amateurs and dilettantes to professionals (the latter are very few). The main problem is outdated university education which does not provide the necessary training and is not customized for practical work.

Another problem is the country's economy and its effect on the media. Journalists often have no incentive to develop because their work would not be adequately paid.

According to the head of a Central Asian news agency, assessing the situation of the media in Kyrgyzstan and comparing it to other Central Asian countries, one can say that Kyrgyzstan has the most favorable conditions for professional growth and training of journalists. In Tajikistan the situation is better than in Uzbeki-

stan. Due to more freedom, Kyrgyzstan has more professional journalists. But they do not become professionals overnight but only after gaining some experience. University graduates represent another big problem — their level of education is extremely low and they “need to be taught practically from zero”.

According to the head of an international web edition, the level of the media in Central Asian countries is “the lowest, they write whatever they want, private or state propaganda, with the exception of a few media editions and journalists, ethical norms are not observed, journalists easily sell themselves and consider it normal.”

Heads of media organizations believe that editorial staff always consists of innovators and outsiders. Each media organization would like to have an the same level professional staff, but the existing advertisement market and laws affecting the financial situation of the media do not allow managers to achieve sustainability and get rid of the worthless staff. They have no possibility to hire and keep professionals.

Professionals are rare and job-hopping is flourishing. The head of a print edition said there is no point for him to invest in professional growth of his employees because after improving their professional level, many journalists leave for bigger and more financially successful media.

The head of a media edition from Uzbekistan said: “There are many problems in our country, including insufficient professionalism of journalists and media leaders. The matter is not only that the authorities do not allow the me-

dia to work openly in accordance with the law, but even those materials that are published in newspapers do not meet the requirements of quality journalism. Many journalists have no idea of what the headline and lead of an article should be.”

b) How to improve the professionalism of the media

Employers believe that courses and trainings for journalists in Central Asian countries give a vector of theoretical knowledge on certain themes (ecology, constitutional reform, parliamentarianism, etc.). Some courses give practical skills, which is the most important, given that the existing university programmes are too academic and theoretical, the employers believe.

They also emphasized that for television journalists, seminars and trainings are the main way to get professional knowledge and skills. Existing journalism departments in Central Asian universities do not prepare professionals able to immediately start working in the media. According to the head of a TV production centre, when university graduates come to work there, they acquire skills they have not heard of at all during their five years of study. Although some universities now have professional media laboratories, it does not save the situation because the teachers there are mainly theorists, say the media heads.

Television managers expressed concern about the decreasing volume and quality of training for journalists. “If in the past the niche of training TV journalists was occupied by Internews, today this organization has lost its strong position in this area. Today Internews does not organize practical seminars for the media, with the exception of a project at the Public TV and Radio Company,” they said. The TV managers admitted the existence of trainings and seminars of different organizations with the focus on training journalists on particular subjects

(AIDS, fighting drugs, etc.), but it is not professional training, rather broadening of the horizons.

Some media heads said they were not aware of all the existing training courses, as there was not a single resource providing the full information. They believe that journalists have very limited opportunities to raise their professional level. One-time seminars are useful but have no systemic effect.

Some media heads said they had introduced a practice of weekly discussion of articles (their strong and weak sides) in their newsrooms, and conducted master classes for their staff themselves.

Another media head said they focus on mentorship in their newsroom. The editor not only edits and makes corrections, but also teaches. “Of course, the editor must have the teaching skills. This new teaching method has proven to be very effective in our newsroom,” he said.

A similar practice was described by another respondent: “The first is internal training (more experienced journalists teach young colleagues). It is also important here that along with new skills, young journalists become familiar with the principles of corporate culture and editorial policies. The second is self-education (it is used mainly when an employee is assigned to work on a new project). And the third is outside training (like the Summer School).” The respondent said that his media organization always welcomed its journalists raising their professional level by participating in seminars and conferences. They always give letters of recommendation to journalists wishing to attend a training course. Journalists participating in long-term training courses (two weeks and longer) are provided with the necessary conditions (vacation and the like). When this media organization receives announcements of new training programmes, it forwards them to the employees to encourage them to raise

their professional level.

Large and sustainable media in Kyrgyzstan and Kazakhstan are already on the way to systematizing the process of raising the professional level of their employees. The largest TV channels (OTRK, EITR) are establishing ties with foreign television channels, sending there their employees for long-term training in different fields. They have a system to inform employees about different training programmes and contests developing their professional skills. OTRK has been involved in a large-scale project to reform public broadcasting, which fully meets its demand for the training of employees.

c) Assessment of the effectiveness of the Summer School

Some media heads said the study in the School had a big impact on the level of their employees: “After her study in the Summer School in 2010, our correspondent on Uzbekistan began widely using new skills, such as a wide use of social networks (Facebook, Twitter) for the distribution of the content of the CA-News news line, and the use of these social networks for searching for news topics. After the Summer School she has learned and began to use Gmail instruments (as Reader and later Feedly.com), news navigator, Flickr (to search for photos and videos), and others. She also began to use different sources of information (her reports always contain sourced information), and more frequently use foreign resources (websites of departments, news agencies, etc.) which she herself translated into Russian.” Another media head said that his employees have obtained valuable practical experience their media organization was not able to provide due to limited resources.

Colleagues from Uzbekistan emphasized that only practicing journalists with big experience of work in the media with clear working standards would be able to efficiently train local journalists: “Training courses directly affect the



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quality and professionalism of media workers on the only condition that such courses are organized by professionals in their field, those who know the ins and outs of journalism and are capable of passing their knowledge and expertise to others.”

d) Proposals for development of the Summer School

Employers believe the Summer School needs a systemic approach, cyclicity and periodicity. Practical work and preparation of real reports must be orientated for publication or broadcasting by certain media (following the example of “New Reporter”, when certain media were chosen with which to work from zero through to multimedia edition).

Another respondent spoke for introduction of post-training in the Summer School: “Why not to continue training online. We have already had such practice: a trainer first conducted a training course, and after the course, when journalists returnWed to work, they sent their materials (before publication) to the trainer to get his last recommendations.”

A TV channel head spoke for introduction of mentorship, when external crisis managers work in a media organization during three to six months to help build up the system from the inside. It will help journalists not only get new knowledge and skills but also use them in practice .

A media expert with the experience of conducting trainings at local media believes that media organizations should pay for training courses themselves, including by pooling their financial resources. It will raise their responsibility, as only those who really want to change and develop will take part in the training.

Media heads from Uzbekistan said the Summer School had the most efficient format that required no big changes.

VIII. General conclusions and recommendations

This assessment has been conducted to assess the relevance, effectiveness, impact, and sustainability of the Summer School project.

1. **Relevance** – whether the Summer School Programme meets the needs and priorities of the target audience and stakeholders.
2. **Effectiveness** – whether the Programme has achieved its tasks.
3. **Impact** – assessment of the intervention effect (positive or negative, expected and unexpected).
4. **Sustainability** – continuation or duration of the Programme's results after the end of the project.

Collected data (the project's justification, the Summer School's curricula, questionnaires and interviews of the participants, interviews of the organizers, trainers, and employers/media heads) were used to prepare a log frame of the project.

Note: the assessment did not include one of the main criteria of assessment of the project's effectiveness – comparison of the quality of materials and/or knowledge and skills of the participants before and after their study in the Summer School.

Relevance:

The Summer School is the only project in Central Asia that meets the demand of the media for quality practical training of journalists.

Participants said that even having worked in the media, they often had a vague idea about

the specifics of genres (analytical reporting, interview), quality standards, and specifics of work with different information sources. So they consider the School as the introduction to practice they could not get in their home countries and in their media organization or university, and due to the absence of such training forums.

Editors and media experts faced with the problem of personnel professionalism in the redactions. The universities do not prepare qualified specialists in the media field, media managers themselves have no necessary resources for on-site trainings, existing media-courses are not satisfied on quality. Media managers do not have ability to create sustainable organizations, where they can build and hold the professional staff. As a result, these problems greatly affect to the overall level of media content. As a consequence, the media cannot fully response to the order from the audience - to provide operative, balanced, accurate information about important and interesting events.

Courses and trainings for journalists in Central Asian countries give a vector of theoretical knowledge on certain themes (ecology, constitutional reform, parliamentarianism, etc.). The media heads point out the decreasing and worsening number and quality of training courses for journalists. In the past Internews Network filled this niche on a regular basis, but in recent years this organization has stopped projects for practical training of journalists.

At the time this assessment was prepared, a training center, KazMediaOrtalygy (KazMedia-Center), started working in Kazakhstan, offer-

ing a wide choice of training programs for all types of the media. Training is free for public and regional media, while university students and privately-owned media have to pay for study. The training centre works permanently, and is funded from the state budget and its own income. Several programmes are taught by foreign media specialists. Independent media experts believe this training center will not fully meet the demand of the Kazakh media sphere for professional training. They also believe that training methods used by the centre are orientated for journalists from the state-run media, which implies certain restrictions.

Tajikistan has launched a Media Academy under the State Committee for Television and Radio, established upon the initiative of the President of Tajikistan in 2014. The Academy plans to organize training courses for the media, conduct research, and cooperate with foreign specialists. Representatives of private media believe that the Academy, established by a state body and controlled by the Government, will not be able to train contemporary, independent journalists, and would rather act as a traditional university department of journalism. The head of NANSMIT, the largest media organization in Tajikistan, believes the country has a huge demand for training staff for the media, but neither the state, nor the private sector or NGOs have been able to solve this problem.

The National Media Centre at the Public Television and Radio Corporation has started its work in Kyrgyzstan. Located in the building of the Corporation, the Centre plans to extend its resource base. The Centre aims at training the Corporation's staff, but it is also open to staff of other Kyrgyzstan media and university students wishing to get practical skills in television and radio journalism. At the initial stage training is free of charge, but in the future the center may charge payment for external participants.

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In Uzbekistan, besides journalism departments in universities and one-time training courses organized by donors and media NGOs, the Bunyodkor youth multimedia telecomplex has organized the Online Training Centre for journalists and technical staff of electronic media of Uzbekistan. The project was implemented under the patronage of Gulnara Karimova, but after she has fallen into disgrace, several projects and companies affiliated with her have been closed. In Tashkent there is also a large media NGO — the International Centre for Media Training, which cooperates with donors for the organization of training courses for Uzbek media staff on different subjects. Experts from Uzbekistan also point out a critical shortage of practical training for journalists and ineffectiveness of one-time courses and theoretical training in universities.

Effectiveness of the project:

The School's format with the focus on practical training and the organizers' reputation are the key factors of the participants' high motivation and the project's effectiveness.

The participants' questionnaires and interviews have shown their positive assessment of the Summer school's effectiveness and practical results.

Participants of the Summer School receive practical training in Western European journalism standards in direct contact with practicing journalists from leading western media. Some participants said they were attracted by the practical character of the training that helped to practice reporting in line with the western standards of information quality.

The participants said they had applied to the School following recommendations from its previous graduates and now recommend their

colleagues and superiors to attend the Summer School to improve their professional level and get practical skills. The participants were satisfied with the course's duration — two months of full-time study with job suspension, which unlike other, short training courses of 3-5 days implies a deeper plunge into practical and theoretical study.

The media heads believe the School's format needs no serious changes and shows maximum effectiveness for high quality practical training of journalists.

Components of effectiveness in the work of the Summer School:

Interviews and questioning of the participants and stakeholders helped to name the most useful knowledge and skills the participants have acquired in the School and now use in their work:

1. Combination of several modules and practical work in different genres of journalism give a better picture of the media and help to choose future career. Mastering of new online and multimedia technologies and new equipment.
2. Skills — to make a report interesting to the audience, to depart from using the official dry language, to make a report lively and interesting to ordinary readers, to cater for the interests of ordinary citizens when covering problems.
3. Practical use of the basic quality standards in journalism (accuracy, balance, neutrality).
4. Skills of composition and choice (structure, completeness of information, diversity of sources, focus and angle of the subject/report).
5. Practice in different genres (interview, analysis, report, news report, coverage of conflicts).

6. Using critical approach while perceiving information from the media and preparing one's own material — not to succumb to emotions and stereotypes, to make a report concise and take out unnecessary details.

7. Expansion of professional contacts (making acquaintance with new experts in different spheres and using them as information sources and for comment).

8. Increased pace of work — the new pace of work acquired in the School, plus new skills, increases productivity.

9. Detailed analysis of mistakes and samples of good reports.

10. Trainers — practicing journalists from European media — have a high professional level and are open and interested in achieving results.

11. Individual consultations of trainers.

Impact:

The organizers do not claim to make a significant contribution to solving the existing problems with professional training of journalists in Central Asia and to improving the quality of information in the local media. Given the number of participants, the School is not able to significantly influence the media sphere in each participating country.

However, the organizers claim significant changes in the media organizations of the participants. However, this factor of the project cannot be assessed due to the absence of a mechanism to monitor and assess the quality of the participants' materials before and after the School and changes in the practice of their work in their respective media. It is recommended to introduce such mechanism in the School.

The School aimed to contribute to improving the professionalism of the media, despite its resource and organizational constraints. The number of the participants shows that quantitatively, the School is not able to significantly influence the media sphere in each participating country. During four years of its operation, the School has trained 20 journalists from Kyrgyzstan (the largest number of participants compared to other Central Asian countries), whereas in 2012 Kyrgyzstan had 200-300 media organizations with about three to four thousand employees, including journalists, photographers, managers etc (the figure from the public association "The Journalists").

The School cannot change the level of freedom, the practice of censorship, and access to information, but it can and has made a targeted contribution to the formation of a young generation of journalists with a high professional potential who, with time, will be able to significantly change the existing media system.

A recommendation to strengthen the School's impact on the professional level of the media: to enter into contracts with large media organizations for training new staff and improving the professional level of the existing staff. During the certification, to invite the leadership of such media organizations so that they could assess the professional level of potential employees or their acting employees.

Cooperation with large media organizations could include the participants' assignment to work with certain editorial departments (news, analysis, economics, etc.).

The Summer School could co-operate with the National Media Centre of the Public Television and Radio Corporation. Open to external participants, the Media Centre would act as the only training platform in Kyrgyzstan affiliated with a large media organization, which would provide technical and other resources

for practical training and broadcast the best materials of the School's participants. It would raise the participants' motivation and responsibility, and improve the effectiveness of practical training.

It is also recommended to consider a practice when experienced practitioner trainers (or supervisors) work inside certain media organizations for at least 2-3 months (as short-term courses of 7-10 days have proven inefficient).

The network of Summer School participants can be used more actively and efficiently in Central Asian countries.

The regional approach better works at the entry into the School and during the study but is less effective at the exit and after graduation from the School. Only a few participants said that the School had given them the opportunity to expand their knowledge of neighboring countries during their joint study with participants from those countries; the others did not mention this factor.

With more stringent requirements to certification of the School graduates, participants of this Network could become stringers, staff or freelance correspondents for the media in each country, covering regional events and processes in Central Asia (such as border conflicts, economic ties, and social issues typical for Central Asia). Participants suggest turning the School's website into an independent web edition that would employ the School's graduates. In the future the website would become self-financing. In Kyrgyzstan, a similar project is working on the basis of Kloop.kg.

Sustainability:

As a rule, training projects in Central Asia are funded by donors and therefore are not sustainable. The closure of training projects of Internews in Central Asian countries is a clear example of non-sustainability of such approach.

Establishment of direct cooperation of the School with large, sustainable media organizations will make the project really sustainable if it builds the following functional connection:

Problems with the quality of the staff — Assessment of the need for training — Training in the Summer School — Assessment of study results and certification — Work in the media — Improvement of the quality of the media content.

Media experts also recommend introducing payment by the media organizations for training of their staff. The media pay for training and get more qualified staff as a result. Such approach would increase the responsibility and discipline of participants, the project's financial sustainability, and practical results (publication of participants' reports).

Recommendations for further improvement of the Summer School:

1. To standardize the format of documents of applicants: a list of application documents, resumes of applicants, assessment questionnaires. It will facilitate assessment of effectiveness and results of the Summer School.
2. Selection of participants — to equalize the requirements for applicants in order to ensure an equal professional level of selected participants. The participants emphasized that the difference in their professional level, motivation, and past experience negatively affected the training process, because weaker participants required more time and attention of trainers than the others.
3. Announcement of the Summer School — Heads of media organizations complained that there was no single resource providing full information of all available training courses. They also believe that local journalists have limited opportunities to improve their professional level, because occasional courses and seminars give no systemic effect. They recommended establishing direct ties between journalism de-

partments at universities, media organizations, and the Summer School. They suggested creating of a mailing list with their contacts and the Summer School's page in the social networks.

4. Inclusion of training in international reporting — The opportunity of working with international information agencies and editions, co-production of international reports, and exchange of materials would increase motivation of future participants. The poor knowledge of foreign languages does not allow young professionals in Central Asia to integrate into international journalism practice which employs the standards and skills taught at the School, that's why trainers propose a new module to increase the language level. The participants also wished that journalists from more countries could attend the Summer School, so that they could learn more about the specifics of journalism in other countries.

5. The organizers were suggested to introduce post-training in the Summer School, and online consultations (when graduates working in their media organizations send their reports, before publication, to trainers to get their recommendations). In such case, media organizations would like to be in close contact with the trainer.

6. The participants repeated the necessity of preparation of a Manual based on the Summer School modules, in printed and electronic forms. This Manual would help graduates to refresh the acquired knowledge, and would assist in expanding the target audience of the School.

7. It was proposed to significantly increase practical training at the expense of the theoretical part. The participants said the course would be more effective if they focus on a particular type of the media (TV, radio, or print journalism). They also suggested increasing practical work in the Radio module with a fo-

cus on the analysis of the portfolio of radio materials. They also suggested extending the technical part of the TV module, with an accent on editing shot materials. The participants also suggested the organizers include a module on the production of short documentaries and investigative journalism, as there are no experienced professionals in this field in Central Asia.

Log frame of the Summer School project				
Problems of the media in Central Asian countries	<p>The lack of the freedom of speech and restricted access to information.</p> <p>Strong control and censorship in Uzbekistan. In Kazakhstan, domination of the position of the government in the media, the interests of the state prevail over the problems of ordinary citizens. Tribalism and traditionalism are typical for Tajikistan. In Kyrgyzstan the media are affiliated with political and financial groups.</p> <p>Low professional level of the media.</p> <p>A high percentage of materials based on rumors in the media, or materials themselves are rumors spread through the media. The lack of facts in materials, biased and subjective approach. As a result — low confidence in the media.</p> <p>The content of the media does not meet the basic demand of the audience for meaningful information. Few reports on relevant subjects that concern and interest the wide audience.</p> <p>Financial instability</p> <p>All countries have problems with professional training of media staff, poor practical training in universities, no links between universities and employers/media.</p>			
	Impact	Results (according to assessment)	Indicators	Important prerequisites
Goals of the project	To contribute to professional training of journalists in Central Asia, to train young journalists in the knowledge and practical skills of work in accordance with international standards of information quality.	49 journalists from four countries have been trained in the School according to the Programme consisting of four modules, with the focus on practical training. Trainers were experienced practicing journalists.	The list and resumes of participants.	Cooperation with large sustainable media (TV, radio, online news agencies, newspapers) with further publication of the participants' materials in these media. Such approach will positively affect the project's sustainability.

	By combination of 3-4 modules the trainers were aimed at giving all the basic knowledge and skills on all types of the media.	Acquaintance with different types of the media has helped some participants to choose in what media to work. One of the participants, having learned the skills of work with video equipment, upon his return from the School has started a new project “The Initiative Social Group 734”, and is preparing other multimedia projects.	Questionnaires of participants for the Programme’s assessment, comments from their employers/media heads.	
	<p>To teach participants to have critical thinking, be able to estimate the social importance of a topic and fully cover it. To show the possibilities of accurate, responsible journalism. To acquaint with and make to observe the ethical norms. To give instruments for preparation of interesting materials that are important and necessary to the audience.</p> <p>To acquaint the participants with the diversity of genres, effective approaches to work with information sources, search for topics, characters and style, as well as “healthy” journalist methods to cover inter-ethnic relations in analytical reports.</p>	<p>Upon his return from the School a participant from Tajikistan prepared a critical report about a boarding school whose publication led to threats to the editorial staff from the management of the boarding school. But they did not file a lawsuit because all the facts in the report were proven with evidence. According to this participant, similar situations happened to other reports he made. Several participants said they were able to start cooperation with large media and web editions (IWPR, Voice of Freedom, EurasiaNet, editions in France) only thanks to the use of skills and knowledge acquired in the Summer School.</p>	Questionnaires of participants for the Programme’s assessment, comments from their employers/media heads.	

Expected results	Formation of a young generation of journalists with a high professional potential who, with time, will be able to significantly change the existing media system.	Several participants use the new skills working as trainers — they teach journalism to secondary-school students and their colleagues. One of the participants plans to open a journalism school of her own.	Questionnaires of participants for the Programme's assessment, comments from their employers/media heads. Monitoring of graduates' career.	Partnership of the School and large, sustainable media.
	During four years a network of the School graduates will be formed. They will maintain professional ties and exchange information and opinions through a social-network page. The network will be involving all future graduates of the School, which will allow creating of a large professional network under the aegis of the School.	The website of the School has been created on the DWA site (http://training.dw.de/) which can be used for communication between Central Asian journalists. The website has posted materials of the School participants that were prepared during their study. The access to the website is password protected.	Statistics of visits of the network's social pages and the School's website, jointly prepared materials in the media, questionnaires of participants.	It is necessary to apply the method of content analysis of materials before and after the School.
	The participants will master the skills in preparation of materials that will help them to develop a taste for the freedom of speech, socially-oriented reporting, and aspiration for accurate information obtained from different sources.	The participants have learned to choose those angles in their reports that maximally reflect the interests and viewpoints of ordinary citizens, not the viewpoints of the authorities and decision-makers. The trainers point out that the skills of professional, quality journalism of the participants have not yet become their second nature.		

	The trainers expect that the participants' professional level will improve after their study in the School.		Questionnaires of participants for the Programme's assessment. Monitoring the future trajectory of graduates. Content analysis of the data of graduates in the media.	
Achievements	<p>The School has formed an understanding of the difference between responsible (more deep and qualitative) and formal approaches to the preparation of materials, of the benefit that good practical training provides for being in demand in the journalist market, and of a better perception by the audience of high quality materials, which, in the trainers' opinion, gives hope that the participants will continue to work after the School using their new skills and knowledge. By doing so, the trainers believe, they will contribute to developing professional standards in the local media.</p> <p>The School has made the participants understand that quality materials with accurate and proven facts are less vulnerable to potential lawsuits and complaints from the “heroes” of publications. An expected result of the above is an increase in the number of accurate and balanced publications covering acute social problems and conflicts.</p>	<p>The knowledge and skills acquired at the School helped the participants to look for and obtain a more interesting position in the media and develop their career. After graduation from the School, some participants have changed jobs, started their own projects, started to cooperate with foreign media, and begun to act as trainers for secondary-school students planning to study journalism. These changes were directly influenced by their participation in the School.</p>	<p>Questionnaires of participants for the Programme's assessment.</p> <p>Questionnaires of participants for the Programme's assessment.</p>	