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Media, Minorities, and Migration: Reporting Effectively on Development, Minorities & Migration

End of Project Evaluation Report

Evaluation by Rights Evaluation Studio

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The whole process improved my journalistic writing skills, working with editors after the field trip, it opened up a network and increased my practical reporting skills

~ *MMM participant journalist*

All my life I've dealt with national journalism, my work has shown me that our world is complicated, and in many ways connected – this has been one of the biggest roles of such a project, it show how things like climate change affects migration, not just war and poverty – this knowledge needs to reach as many people as possible. ~ *Bulgarian*

Media Expert

”

Executive Summary

This report provides an overview of the end of project evaluation for the Media, Minorities, and migration project, conducted by Rights Evaluation Studio. The evaluation sought to assess the extent to which MRG achieved its core project objectives of: raising EU awareness of the interconnectedness of the EU and developing countries on development issues, strengthening the ability of journalists to portray issues concerning development, engaging key stakeholders to exchange good practice and integrate development reporting into their respective fields, and increasing reporting of development issues concerning migration and minorities in the media of target countries.

Data collection was carried out through a detailed document review, focus group discussions with students, tutors, and media professionals, an interview programme with MRG staff and key experts, and case study interviews. To help support this evaluation process, an advisory panel consisting of individuals with lived experience of migration was organised at the beginning of the evaluation.

The evaluation has found the results to be overwhelmingly positive and indicate a well-designed, impactful project. MRG reached, and in many cases, exceeded the majority of the targets established for the project (in 75% of the 31 indicators we had data for). The only targets that were not achieved were for the number for media professionals engaging in the online forum (50% of target achieved), the number of successful online course completions (83% of target achieved), and the number of successful internship applications (30% of target achieved) as well as a number of targets relating to the digital reach of MRG materials and publications. These are also offset by the overachievement in other areas of the project, with more journalists being involved in other project opportunities, in particular the stipends (more than twice as many successful stipend applications were made, due to the cost savings from Covid-prevented travel and events, allowing for costs to be spent on activities where there were in more demand for the project participants). Also important to note is that MRG exceeded in its gender target for all relevant indicators (targeting at least 50% participation from women). These achievements are particularly impressive given the last year of the project was delivered during the Covid-19 pandemic, requiring the team to be adaptive and creative in their response to different operational restrictions and a change in the external environment.

Regarding the relevance and coherence of the project, the evaluation has found that the project has been implemented in response to a very specific need due to the restrictive media landscape, negative public perceptions of migration and limited opportunities for journalists in the four target countries to cover these stories. Being able to counter dominant media narratives of migration and minorities in their countries, and for the opportunity to access funding and travel for development reporting were key driver for project participants. The project was therefore highly relevant for the stakeholders MRG sought to support and engage with.

The project has been very effective in yielding results to contribute towards its different objectives, in particular the project's engagement of stakeholders across all different levels of journalism - including students, universities, editors, and media professionals. Whilst some minor improvements could be made, the online course was a strong entry point into the project for many students, with praise directed towards the unique nature of the course content. The field trips and stipends were the driving force behind many of the outcomes of the project. Through these activities the students gained critical reporting experience and developed their interview, writing, language, and framing skills. The internships were less significant driver of outcomes, however they provided useful career experience for those journalists who participated. Additionally, the awards ceremonies gave participating students increased confidence in their reporting abilities, as well as a great platform to publicize and share their work.

In terms of impact, the project has been successful at building the capacity of journalists to report effectively on development issues. Many students reporting feeling better equipped to challenge the negative public perceptions towards development issues that exist in their home countries as a result of engaging in the MMM project. Across all of the project activities, participants actively networked with other journalists and local stakeholders, such as NGOs and activists, and MRG was central in facilitating this professional network development.

There are, however, key considerations to take into account when evaluating the sustainability of the project. The evaluators identified a risk in sustainability due to the limited funding opportunities for journalists to report on development in the four target countries beyond the project, making it more challenging for them to be able to secure opportunities to apply the skills developed through the programme. In addition, the deteriorating media landscape in the region could inhibit future opportunities to cover topics concerning migration and development which could threaten the longer-term sustainability of the outcomes identified as journalists may not be able to apply the skills, knowledge and interest developed through the project. However, the project has produced high quality reports and resources drawing out global and European relevance and role in migration and systemic development issues, which are actively being used by journalists and newsrooms. There has also been a noticeable increase in development reporting as a result of the project, and feedback that suggests that some media houses in the target countries are willing to engage with these topics. The networks and connections established will also last well beyond the project's end, enabling journalists to continue to share new opportunities, identify collaborations and engage in debate and discussion on development reporting, ethics and other relevant issues. This is paired with the skill development and capacity built among journalists who participated in the project, and enhanced interest and commitment. These networks are already proving fruitful in terms of new articles and reports on development, migration, and minority communities. The course was also embedded into some universities in the target countries, and the development journalism award ceremony adopted by a wider

journalism award process – indicating the project’s legacy will continue to produce useful results

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Introduction & Background

The Media, Minorities, and Migration (MMM) project was developed and implemented by Minority Rights Group Europe (MRG) who acted as the project coordinator, Gender Project Foundation (GPF) in Bulgaria, Cracow Economic University in Poland, and the Human Rights League (HRL) in Slovakia.

The project was conceived with the overall objective of raising EU public awareness of the interconnectedness between the EU and developing countries on issues concerning migration, the exclusion of minority communities, and poverty. The flow of refugees and migrants into Europe has triggered a renewed focus on development issues and poverty, with minority and indigenous communities particularly vulnerable in this context. These groups are also subject to dominant media narratives which are overwhelmingly negative towards migration and result in low levels of public understanding and sensitivity towards refugees and other minority communities. This combination of factors has led to an intensely hostile environment which not only has adverse effects on social cohesion, but in many cases can result in violence and unrest.

This hostile environment is particularly prominent in the four target countries chosen for the project - Bulgaria, Poland, Slovakia, and Hungary - where public attitudes to migration and other development issues are predominantly negative, development issues are underreported, and there is a lack of resources available for journalists to produce counter narratives. In previous MRG actions it was identified that in these countries a lack of public support was a major barrier to the implementation of development policies.

The media and political landscape across all four target countries is also important to note for contextualising the findings of this evaluation. A 2020 report from Reporters Without Borders found **Bulgaria** to have the lowest levels of press freedom in the EU, and 111th in the world. The same report highlights how corruption and collusion between Bulgarian media, oligarchs, and politicians is widespread.¹ Furthermore, in the last year, there have been examples of judicial harassment of independent media groups who were pressured into refraining from reporting on sensitive/controversial issues. Gender and gender identity also continued to be a contentious topic in Bulgaria, perceived as a highly politically charged term, and Bulgaria's Constitutional Court even ruled that the Council of Europe Convention on preventing and combating violence against women and domestic violence contravened the Bulgarian Constitution.²

In **Poland**, the media landscape from 2017-2021 witnessed an increase in state control and regulation with government plans to exercise greater influence on publishers and television stations. During the project timeline, PiS (current political party in government) has exerted considerable influence over public discourse, including framing critical NGOs as agents of foreign forces, and anti-government protests as attempted coups.³ In 2019, PiS's manifesto outlined a new law requiring journalists to 'self-regulate'. Moreover, a 2020 report by Mapping Media Freedom states that PiS plans to limit foreign ownership of Polish media groups, effectively increasing state control of radio stations, television companies, and publishers.⁴

During the project timeline the landscape in **Hungary** has seen a sharp downturn in civil liberties, freedom of expression, and a clear anti-migrant discourse. A 2019 report by Amnesty International outlined how alternative viewpoints are restricted from media coverage and the government has also instituted restrictive legislation targeting NGOs defending the rights of migrants and minority groups. These new legislations went as far as criminalising any NGO activities which were seen to be promoting migrant and asylum-seeker rights, depicting these NGOs as 'facilitating illegal immigration'.⁵ In addition, many media outlets were forced to close.

1 [Reporters Without Borders \(RSF\), 'Bulgaria' \(2020\)](#)

2 <https://ohrh.law.ox.ac.uk/promoting-gender-ideology-constitutional-court-of-bulgaria-declares-istanbul-convention-unconstitutional/> (2018)

3 [Council of Europe, 'Media Freedom - Gazeta Wyborcza Journalist Angelika Pitoń faces Two Charges in Poland'](#) (2020)

4 [Mapping Media Freedom, 'Poland' \(2020\)](#)

5 [Amnesty International, 'Hungary 2019'](#)

Freedom House indicates that media and press freedom in **Slovakia** is restricted, with the 2019 Press Act amendment giving politicians a significant level of influence over media output.⁶ There has also been significant debate around discrimination of Roma children in Slovak schools, with the 2020 Roma inclusion strategy aiming to address the segregation of Roma children, however there are concerns that serious discrimination persists, reinforcing the hostile environment for minority groups in the country.⁷

Important to note is that the **Covid-19** pandemic hit during the last year of the project. While the pandemic context did shed light on key development issues such as access to medical facilities and state support for marginalised communities in Europe, the 24 hour news coverage of coronavirus left little space for coverage of development issues by newsrooms and newspapers, and also affected operational aspects like travel, meetings etc. In addition, the Covid-19 pandemic required MRG to rapidly shift and adapt their project delivery, responding to the different restrictions and operational challenges presented by the pandemic.

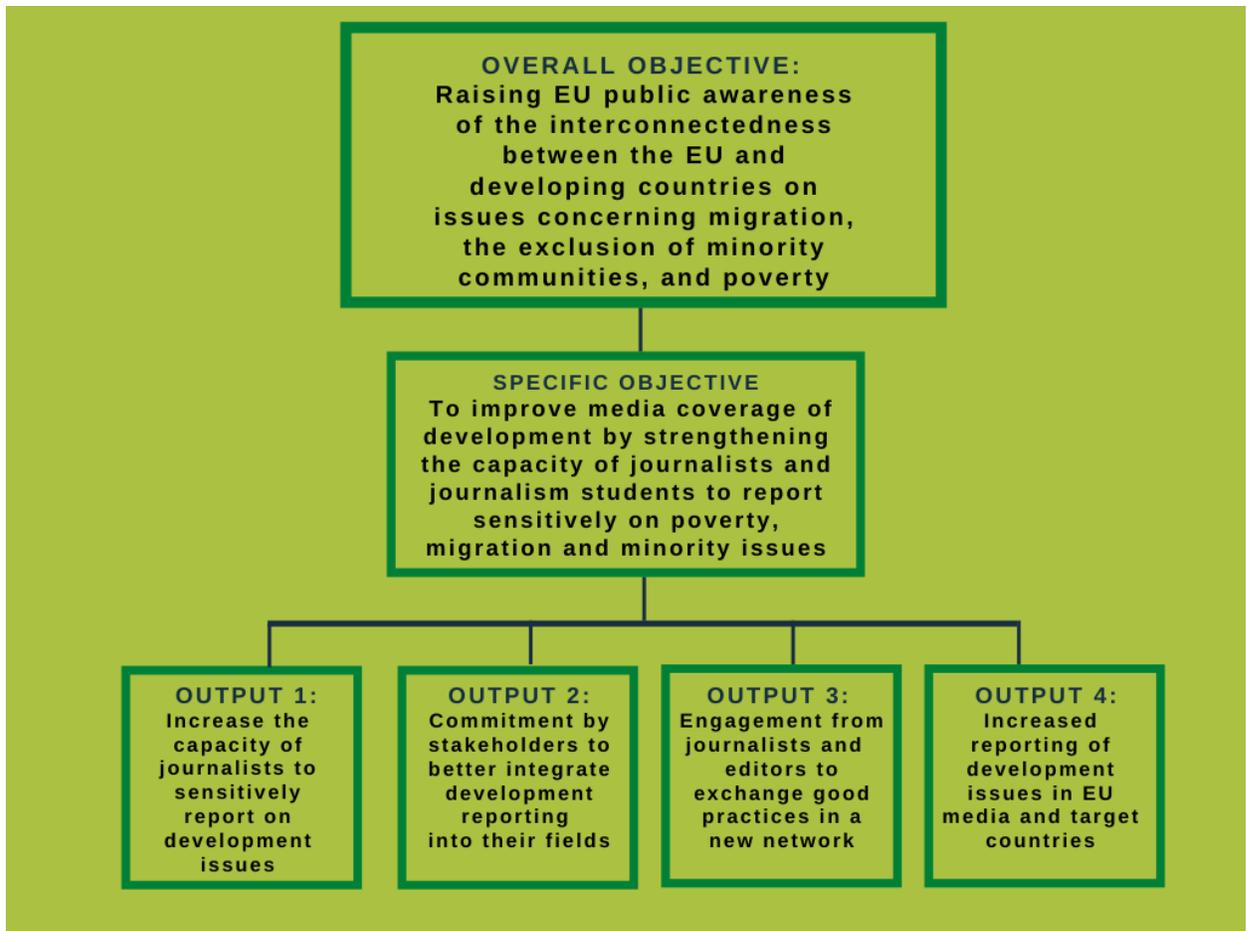
Project Overview

The three year European Commission funded project was implemented between October 2017 and December 2020, followed by a short extension to March 2021.

The specific objective of the MMM project was: to improve media coverage of development by strengthening the capacity of journalists and journalism students through non-formal education opportunities to report sensitively on poverty, migration and minority issues.

⁶[Freedom House, 'Freedom in the World - Slovakia Country Report' \(2020\)](#)

⁷[Amnesty International, 'Slovakia 2019'](#)



Output 1: Strengthened ability on the part of journalists and journalism students from the target countries to portray issues concerning global development with particular attention to minorities and migration.

Under this output, journalists and students took part in an online training course which focused on development reporting, human rights, minority, and indigenous rights. Students were also given the opportunity to develop their skills and experience by participating in internships at media houses, access stipends to conduct their own investigative reports, and field visits in Europe and Africa. MRG also sought to produce a best-practice guide.

Output 2: Commitment by key stakeholders (media professionals, university journalism professors) to better integrate development education/reporting into their respective fields.

Under this output, the project sought to engage journalism professors and universities to actively promote the online training course to their students, and use the training materials and best-practice resources in their teaching. This output also involved annual awards ceremonies which celebrated high quality development journalism, invitations to roundtables and speaking at report launch events.

Output 3: High level of engagement amongst journalists and news editors to exchange good practices through the creation of a new development journalism network.

Linked with Output 2, this action aimed to develop a network of journalists and news editors who are actively engaged in development journalism. Media professionals were invited to participate in national and international roundtables with a focus on sharing best practices for reporting on development issues, migration, and marginalised communities. Senior media professionals were invited to give expert presentations to students on the course in the form of webinars, and encouraged to make internship places available to interested students.

Output 4: Increased reporting of development issues, in particular concerning migration and minorities, in EU media, especially in the target countries.

Under this action, the combination of other project outputs sought to culminate in the writing and publishing of articles concerning development issues, migration, poverty, and minority communities. MRG also developed range of materials such as global reports, documentary films, and online posts which would appear across a range of traditional and online media outlets in the target countries.



Evaluation Methodology

A mixed methods design was used to collect and analyse data for the evaluation. See annex 6 for a copy of the inception report with agreed evaluation objectives. The following evaluation questions were agreed to focus the evaluation during the inception process:

Criteria	Evaluation Questions
Relevance & Coherence	1) How relevant was the project in relation to the interests and needs of various stakeholders, e.g. students, migrants, journalists, university professors, media houses, minority groups?
	2) How coherent was the project design and objectives in relation to MRG's and partners' wider work, experience and strategies?
Efficiency	3) Did the project achieve its deliverables in line with the project budget? What changes were made to the project implementation and spending and why? And what relevance do these have for future project iterations?
Effectiveness	4) To what extent did MRG achieve its targets and goals as set out in the logframe matrix? What enabled and inhibited progress towards these goals and how well did MRG and partners respond to changing contexts and challenges?
	5) How effectively has a gender mainstreaming approach been incorporated into the project?
Impact	6) To what extent did the project build the capacity of journalists/students from the target countries to report on development issues concerning migration, poverty, and exclusion of minorities in their work?
	7) What changes have the journalists made to the way they report on these issues as a result of engaging in the project?
	8) What changed in the way stakeholders connected and collaborated with one another – and how effective were the platforms for connecting students, reporters, university professors, and media houses?
	9) In what ways do the results and outcomes differ for the participants according to gender and other intersectional factors?
Sustainability	10) How far did MRG achieve its aim of increasing reporting on development issues, in particular those concerning migrants in the target countries, and to what extent has this raised public awareness or changed public perceptions on these issues?
	11) To what extent did MRG guarantee a commitment by key stakeholders (media, professors, editors) to better integrate development issues into their respective fields (as set out in the logframe matrix) and what (if any) initial results from this commitment can be identified?
	12) What (potential) longer term impacts can be identified and what is the project leaving behind in terms of sustainable results?

Data for the evaluation was collected via:⁸

- An in-depth document review (see annex 2 for a list of documents reviewed)
- A learning and reflection workshop with MRG and the implementing partners
- Focus groups with journalists (two focus groups) and tutors (one focus group) that participated in the programme (random sample)
- An interview programme with MRG staff, editors, journalists, universities and independent experts (a total of nine interviews using a purposive sample)
- Learning orientated case study interviews with five journalists to 'deep-dive' into their experience of the programme.

Data collection was complemented by desk research on the social-political landscape in the region to help contextualize the findings. More details on the methodology can be found in the annexed inception report.

The evaluators also established an advisory panel of three persons with lived experience of being part of a minority group and/or of migration. The panel were invited to comment on the evaluation questions and focus of the evaluation; were asked to review a sample of articles produced by journalists in the programme; and comment and feedback on draft evaluation findings. Panel members were paid a small honorarium to acknowledge their contribution and expertise shared for the evaluation. RES would like to express their gratitude and thanks to these individuals for taking part in the evaluation and for their openness in discussing very personal and complex topics. This panel was an important part of our methodology and added important context and perspective to our findings. Findings were shared with MRG on 20 May 2021 to discuss and iterate key themes and add perspective and nuance to the data analysis process.

Research and data limitations

As with all research, there are certain limitations to the data and research implementation which are important to be aware of when analysis and interpreting findings:

Unfortunately there was a poor response rate to our focus group programme. We had originally intended to conduct more focus group discussions with a wider portfolio of project participants. However many either didn't respond to our requests and invitation, or did not show up to the sessions. This was more common when trying to reach those that were less engaged in the project (to avoid positive participation bias) and with senior editors and universities. As a result, we conducted additional interviews to ensure we were confident in the themes emerging in our data collection. Whilst we engaged fewer participants overall, our combination of purposive and random sampling secured a range

⁸All data collected between 1 March 2021 and 20 May 2021.

of perspectives and engagements in the project; and there was a significant amount of consistency in the themes and data gathered, giving us confidence in our findings despite the smaller overall sample size.

Due to the limited sample and data available, the evaluators were unable to respond fully to evaluation question nine (in what ways do the results and outcomes differ for the participants according to gender and other intersectional factors?). However we were able to gather information and make recommendations relating to question five (How effectively has a gender mainstreaming approach been incorporated into the project?) as detailed in the report below and made recommendations for the future to be able to make it easier for MRG to answer questions similar to question nine in the future.

Whilst not a significant limitation, we received some data and information from MRG later in the evaluation process than anticipated – this had small impact on the focus of some of the interviews and discussions carried (meaning we were less able to tailor our data collection tools to the key gaps in the data and documents collected through MRG’s evaluation systems). Similarly, we agreed not to explore detailed budgetary information on the project expenditure, and thus to answer questions regarding financial efficiency we relied on information and perceptions on budgeting provided through interviews.

Finally, data was not available for some of the key indicators developed in MRG’s project logframe. A small number of the indicators developed may not have been precise enough for MRG to be able to collect and collate the relevant data.

Key metrics and indicators

MRG established a clear and coherent logframe to monitor the progress towards its objectives and towards the planned outcomes of the project. The extent to which they achieved their targets is detailed in the chart below⁹:

⁹ Please note, the data was not yet available during the evaluation period for some of the indicators in the project logframe and thus were not part of the analysis. The indicators not featured in the analysis are detailed in Annex 9

Indicator	End of Project Target	Baseline (2015)	End of Project Actual	Percent of target achieved
Annual mentions for 'development', 'migration', 'minority issues' (annual mentions) (Total)	850	519	112127	13191.41%
Poland	200	95	8947	4473.50%
Slovakia	150	61	20112	13408.00%
Bulgaria	150	88	17534	11689.33%
Hungary	350	275	65534	18724.00%
Number of newsrooms actively reporting on target issues	80		2558	3197.50%
Number of media pieces	N/A	0	253	n/a
Number of successful online course completions	200	0	143	71.50%
% of course completions that identify as women	50%	0	76.92%	153.85%
Number of successful internship applications	80	0	30	37.50%
Number of face to face training/site visit participants	80	0	88	110.00%
Europe	50	0	48	96.00%
Africa	30	0	40	133.33%
% of training participants that identify as women	50%	0	75.00%	150.00%
Number of successful stipend applications	20	0	28	140.00%
Number of universities actively promoting the course	16	0	3	18.75%
Number of submissions for editorial awards	160	0	283	176.88%
Number of media professionals attending roundtables	80	0	189	236.25%
Number of media professionals engaging in online forums (fb)	40	0	20	50.00%
Number of media professionals giving expert presentations for online course	15	0	20	133.33%
Published pieces from site visits and journalist training	160	0	252	157.50%
Published long-form media pieces from student	20	0	29	145.00%
Published global reports	3	0	3	100.00%
Number of global reports distributed to target countries	650	0	733	112.77%
Published media pieces covering MRG global reports	240	0	59	24.58%
Number of films produced	2	0	2	100.00%
Number of broadcasts	8	0	13	162.50%
Number of online materials published	400	0	221	55.25%
Number of Views + Shares	1200000	0	147,786	12.32%
Number of Shares	600000	0	724	0.12%
Number of Views	600000	0	147062	24.51%

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As we can see from the table above, MRG have not only met, but exceeded the majority of the targets they established for the project. The only targets not achieved were the number of media professionals engaging in the online forum (50% of target achieved); number of successful online course completions (83% of target achieved) the number of successful internship applications (30% of target achieved); and those relating to the digital reach of global reports and MRG publications (some data was not able to be access through google analytics for some of the digital reach metrics, and thus the actual number is likely to be higher in reality than the number reported). Whilst there were fewer course completions, this was not significantly below MRG's estimate, and this did not have an impact on the overall media output goal.

The evaluation found that a certain amount of drop-out is to be expected, which is deemed to be a result of difficulties for journalists in managing the course whilst pursuing other work and studies. The internships indicator is reflective of the poor uptake on this

¹⁰ The evaluator believes that the baseline data collected for "annual mentions" and the data provided for the evaluation may have been collected via different methodologies, and therefore may not represent a direct comparison between values.

project activity and mirrors evaluation findings that this opportunity may have been less significant in contributing to the project outcomes (see key findings for more details). There were fewer media professionals engaged in the online forum than expected, which is again reflective of the wider evaluation findings that the online forum was not deemed a useful tool by project participants - many used their active Facebook groups to connect and discuss their work instead of the online forum. This has not impacted the success of the networking outcomes generated through the project (also detailed in the key findings section). These are also offset by the overachievement in other areas of the project, with more journalists being involved in other project opportunities, in particular the stipends (more than twice as many successful stipend applications were made, due to the cost savings from Covid-prevented travel and events, allowing for costs to be spent on activities where there was more demand for the project participants). Also important to note is that MRG exceeded its gender target for all relevant indicators (targeting at least 50% participation from women) for which data was provided by MRG (please note, this data was not available for all indicators, as provided in Annex 9.¹¹)

Key Findings

We have used the data we have collected across the different modes of data collection to highlight 22 key findings. A more detailed account of the data collected from each methodology is included in the annexes.

- 1. The MMM project is responding to a clear need to counterbalance negative stereotypes about migration in the target countries.** As detailed in the background/context section of this report, public and government attitudes towards migration in the target countries are mostly negative - attitudes and narratives which are in many ways perpetuated and influenced by how migration and minority rights are presented in the media. This context has been further exacerbated by the restrictive media environments, in particular in Poland and Hungary. MRG were successful in generating interest and engagement from a range of stakeholders to effectively respond to this context, and the lack of existing opportunities for different stakeholders to engage in these types of project activities. Many described this project as unique in terms of the scale and breadth of the stakeholders involved (from students, senior editors, NGOs, universities etc.); as well as the opportunities made available for journalists to engage in development and migration related reporting. The volume of interest in the MMM course, field trips and other project opportunities is testament to the need and relevance of the project; and the high degree of satisfaction gleaned from our data collection and the MMM feedback forms indicate that the project was highly effective in responding to this need.
- 2. The Covid-19 pandemic had a negative impact on the project, presenting barriers to the project impact goals but also presented some new**

¹¹ MRG used names of participants to determine the gender of participants.

opportunities. Many of the journalists and stakeholders we spoke with highlighted that the Covid-19 pandemic had been a barrier for them to be able to publish articles relating to migration and/or make time to be able to report on migration, with Covid-19 dominating the news cycles for much of the last year of the project. However, this did not impact MRG's ability to achieve its targets for the number of pieces published, which would likely to have been exceeded even more had it not been for the pandemic. The latter stages of the project timeline were also impacted by the Covid-19 pandemic, which led to some project activities being altered to fit in line with government regulations in the target countries. The visit to Greece in September 2020 was the only scheduled field trip that was due to take place during the pandemic timeline. However, the changes in budget allocation as a result of this allowed for more stipends to be granted for journalists to conduct their own independent reports and investigations, with some choosing to focus on the disproportionate impact of the pandemic on migrants, refugees, and marginalised communities.

- 3. Motivations for taking part in the course and the project varied amongst participants, but mainly centered around: the opportunity for field trips; furthering a commitment/interest in human rights and social justice issues; career development; and networking.** The field trips were a significant motivator for the journalists to engage in the project and take the course, with many journalists reporting that these were a completely unique opportunity for journalists in the target region. Others already had an interest in human rights, migration and social justice related issues and were motivated by either a curiosity to explore this further and/or a desire to deepen their knowledge and understanding on these topics. Others saw this project as an effective way to develop their career prospects and become specialists in an area that interested them. The opportunity to connect to other journalists, editors, NGO's and people with lived experience of migration was also a driver for participation.
- 4. The project had a very comprehensive and well-considered design which was key for the success of the project.** The project design was effective in its identification of the different stakeholders and groups relevant to media and journalism and sought to engage these stakeholders in different ways to remove potential barriers to reporting and create sustainable impact. For example, the project engaged senior journalists and editors through roundtables, discussions etc. to further their interest in migration related topics, to reduce the extent to which they might be a roadblock for participant journalists publishing content on this topic. Similarly, the project sought to engage universities to include the MMM course materials in their journalism classes to make the project more sustainable in the longer term. The project design also allowed for both knowledge and skills development through online learning and exchanges but provided many opportunities for journalists to be able to put these skills and knowledge into practice, helping to solidify the knowledge and skills gained through the course. The

comprehensive and well-structured design was highlighted by many of those engaged during the evaluation.

- 5. The online course provided an effective entry point into the project but there is room for improvement in its design.** The online course provided a comprehensive overview of relevant theory, practice and practicalities surrounding reporting on migration, development and minority rights, and was regarded highly by the journalists that participated in the project, with a completion rate of 71% (although slightly lower than anticipated). The support from course tutors was appreciated, and the mixture of topics, content and information was noted by the participants engaged in the evaluation. Course content which was relevant to current global discussions and topical issues were also deemed as particularly effective by (for example climate justice and migration). A challenge for many of those involved was balancing the course and associated assignments alongside their other studies, work or commitments; and some found the structure of the online moodle course hard to navigate. There was also an appetite for more live webinars and panel discussion style sessions with experts, NGOs, people with lived experience of migration or other different actors to make the course more engaging whilst also providing space to ask more specific questions and listen to debate and discussion on different relevant topics. MRG might also want to re-consider the phasing of the course content and assignments to promote course completion. For example, tutors engaged in the evaluation commented that the first assignment was a fairly technical activity on media law which many journalists found challenging (and perhaps less aligned to their motivations for joining). Journalists engaged in the online course forum to a lesser degree than anticipated (with the Facebook groups being a more effective networking platform for them) with some feeling that the conversation on the online forum was slightly forced or superficial (and used merely as a way to increase visibility and the likelihood of being selected for a field trip, as opposed to genuine discussion).
- 6. Whilst valued by those engaged, internships may not have contributed significantly to the desired project outcomes.** There was a poor uptake in internship opportunities under the project, with many reporting that they already had jobs or did not have time to undergo internships. Whilst internships did provide important work experience opportunities for journalism students and younger journalism professionals, giving them a better understanding of the field more generally, they do not seem to have a strong link to increasing migration reporting specifically. There was also the consensus by many of those engaged in the evaluation that these were the least fruitful of the project activities; and may not have been the most effective use of resources.
- 7. The field trip and stipend opportunities were strong drivers of project outcomes.** The field trips and stipend opportunities provided ways for journalists to practically apply knowledge and skills from the course, creating published news

pieces and articles relating to development and migration. Based on the data gathered during the evaluation, the field trips were the most highly regarded activity and perceived to be the most significant in terms of capacity development, network building and increased reporting on migration. Journalists interviewed described this as completely unique opportunity; which helped to reinforce knowledge, interest and skills gained from the course or from previous experiences; facilitated access to people with experience of migration and those affected by relevant development issues; and provided a platform for connecting with others in their country and the wider region. MRG's responsiveness in the design of these trips was highly regarded by those engaged in the evaluation, tailoring the programme to each group's interests and professions (making it more likely their outputs would be published by their outlets). MRG's flexible approach was important - by not being too prescriptive of what they should write about following the field trips, it allowed each journalist to develop pieces relevant to their own interests and outlets. Similarly, the stipends provided more senior journalists with unique opportunities to explore additional topics and opportunities to put newly developed skills and interest in to practice. Both were deemed as important for gaining the practical and logistical skills relevant to reporting on migration and human rights issues and organizing such trips and activities on their own. These activities also had the unintended outcomes of improving and developing relationships between MRG and a network of journalists which could provide value for both MRG and the journalists in the future.

- 8. There are risks to mental health and wellbeing which need further attention from MRG.** When speaking to journalists who have been less 'active' since engaging in different project activities, many commented on the emotional and mental wellbeing toll that the project and relevant field trips have had on them, which has prevented them from writing or publishing pieces related to migration and development. This was also raised as a concern or challenge by those who had been actively reporting on migration and development. Whilst some debriefing support was available to those on the field trips (in particular for those who were subject to a security incident during the Morocco field trip), there seems to have been little available to those involved in other project activities and opportunities regarding mental wellbeing. MRG may want to cover this more comprehensively in both the online course, as well as consider how else it could mitigate these risks and support project staff and participants in managing their well-being after experiencing or engaging in traumatic or distressing content or work.
- 9. Roundtables generated debate and space for discussion around media and migration.** The roundtables were deemed as interesting opportunities for editors and senior journalists to engage in debate and discussion, learning from the perspectives of colleagues across and within the different target countries, and learning from the different ways the media handle the topic. In some of the countries, MRG and partners secured media coverage of the roundtable events and connected them to other project outputs (like the MRG trends reports), helping to cross-promote and

increase the reach of these resources and discussions. Discussions from the events continued in different forums and online spaces. However, there does not seem to be significant evidence that this has led to more direct formal commitments by editors and media outlets as intended by the project design, but instead created and fostered a more organic interest in the topic.

10. MRG exceeded its gender related project targets, however a more in-depth gender analysis could benefit future programmes. MRG's project is focused around two sectors (human rights NGOs and journalism) which have a high proportion of women in the workforce, and in fact MRG had to ensure that enough men were included in the project to achieve a suitable gender balance. Whilst MRG considered the number of men and women participants consistently across the project activities; its gender lens could have been enhanced through greater consideration of gender identities outside of gender binaries; by taking a more intersectional approach to how gender identity might intersect with other types of identity (e.g. ethnicity, economic status etc.) and a more thorough consideration of how issues around migration and associated reporting might impact different gender identities in different ways could help to highlight systemic discrimination and/or root causes of relevant gender related impacts or discrimination experienced by minority groups. A gendered lens did emerge organically through the project, with a number of stories and reports produced under the project featuring the perspectives of women with experience of migration etc. however this could have been more comprehensively incorporated in the project's design. There are of course risks involved in explicitly introducing this lens into such projects in the target countries due to the way gender is perceived, and thus needs to be done with careful consideration of the domestic national contexts the project operates in.

11. The journalism awards helped journalists to be recognized as experts in their field and helped their reports to reach wider audiences. Journalists that engaged in the awards process, particularly those who won the awards felt that this has a significant impact on their reputation as journalists, helped them to reach new audiences and readers and be seen as experts in the field. Even those that did not win the awards reported that the process helped them develop skills around pitching and communicating their work. In Bulgaria, where the awards received national media coverage, both the journalists and the media reports themselves reached new audiences that otherwise were unlikely to access such content. "I was part of the jury of the awards, it was interesting to see these materials, these materials appeared in TV news, it's not normal to see this happen. To see these 15 minutes stories on national tv, was a kind of victory. This is a good trend." commented a media expert from Bulgaria interviewed for the evaluation. There were similar successes in Slovakia where the development journalism award was delivered in partnership with a wider journalism award process resulting in this becoming a permanent category that will go one beyond the project lifetime.

- 12. The project resulted in creating strong and useful networks and connections between journalists.** The networking component of the project appears to have been particularly effective - and has been the key impact reported by those engaged during the evaluation, as well as from the feedback form data, “The project is an amazing way to bring people from all these different backgrounds together -the mix of countries, age groups was really positive” commented one journalist. The project has created networks on multiple levels, connecting journalists with an interest in migration/development on a national level, connecting with others in the wider region, and connecting with a wider range of other media and relevant professionals, e.g. editors, NGOs, academics, that are resource to the journalists to access reliable information. Journalists engaged in the evaluation noted this network creation and contact development as particularly significant given this will last beyond the project itself, “The biggest impact has been building a network, this is valuable and keeps the interest alive despite the course ending” commented one journalist.
- 13. The project generated and fostered interest amongst journalists and students to report on migration and development.** “I am now actively searching for topics that cover minority rights and migration to report on” said one journalist” commented one journalist, “I am more receptive to these issues than before, and take a more critical reading of these issues, being more sensitive to minorities and other groups” , commented another. For some, the project fostered an existing interest in human rights, minority groups or migration, allowing and facilitating these participants to go deeper into the issues, develop a more nuanced understanding and dedicate more time to an issue they were passionate about. Others (particularly university students) were newer to the topics covered in the course and for many it planted a seed of interest which grew throughout the project's timespan. This is evidenced not only by the data gathered during this evaluation, but the sustained interest in the project activities and opportunities demonstrated by many individuals. As the evaluation also sought to interview some journalists that had been less active in their reporting since the course, it was revealed that this was less to do with a lack of interest or engagement, but more relating to wellbeing risks, career changes (e.g. considering other career options in human rights, politics etc.) or other external factors outside of their control.
- 14. The project increased the confidence of journalists to report sensitively on migration, their use of relevant terminology and how to better respond to address negative stereotypes and narratives concerning migration and minority groups.** Many of the journalists we spoke with reported that they felt more confident in their ability to report on migration and development, more confident in their use of terminology and language; and being better equipped to respond to negative stereotypes or problematic media reports or coverage. “I have a stronger understanding of the complex interconnections of issues surrounding development”, “I have changed the perspective through which I present issues of development,

using language to reach out to those who are anti-migration". This also correlates to some of the feedback data received in the feedback and evaluation forms sent by MRG. Some journalists also reported feeling more confident and able to organize their own field trips and field work, and feeling more confident in how to reach and access different stakeholders and groups to include a range of perspectives in their work. It is clear this increase in knowledge and confidence has improved the quality of their reporting, however there is still room for development and improvement (as with any profession). Steering panel members with lived experience of migration or of being part of a minority group echoed the impressive quality of the reporting developed under the project, and generally felt they covered the stories in a more sensitive and comprehensive way, and brought the voices of the subjects of the reports to the forefront. Whilst panel members also identified areas of improvement in relation to terminology, or unconscious bias/associations in some of the articles reviewed, the overall quality of the reporting was commended by the panel. "These were great pieces, I could hear the voices of the people they were writing about and almost see them – but when I read it again, I could still see some problems with the language, some things that push the buttons" commented one panel member.

15. The project engaged journalists with very different levels of experience which in turn impacted the perceived value and individual level outcomes of the project. One of the challenges of such a project is engaging journalists and student journalists at very different stages of their career. Based on the limited sample of this evaluation it seems this has had a direct impact on the individual level outcomes that the project contributed to, and also explains some of the differences and contradictions in the feedback received. It seems that student and more junior journalists were more likely to report an increased interest, or gaining a new perspective on migration and development. More senior journalists noted the network related impacts and more specific changes to the way they prepared and wrote articles and reports on migration and development. This difference is also visible in the field trips, with more senior journalists seeking more freedom and independence to develop their own stories whereas more junior and student journalists highly valued group work and coordination. MRG appeared to have catered to these differences well, seeking a suitable balance for the different levels of those involved and engaged.

16. The project resulted in more discussion and debate between journalists on ethical issues surrounding reporting on migration. The roundtables, field trips, and increased interest and activity relating to reporting on migration and development also seems to have manifested in both learnings and discussion and debate around different ethical considerations related to reporting on these issues. Space to have these discussions, and colleagues and contacts to seek advice or second opinions was deemed a valuable aspect of the networking outcomes. Some also felt they were more likely to reach out to MRG directly or other NGO's for advice and support with ethical or sensitivity related considerations around framing,

messaging etc. This ranged from how to tackle complicated topics e.g. covering stories on domestic violence and rape within a refugee camp, to more practical learnings “thanks to working with others, I learned how to behave appropriately, what I should or shouldn’t photograph, how to navigate different situations and all of the ethical considerations to think about in this work”.

17. The above findings (12-16) have translated into changes in both the quality and quantity of reporting on migration in the target countries. There were 216 pieces published from the field visits and training courses alone, and 165 journalists and students that completed the course. As cited by many of those interviewed, these articles and time spent on studying migration would not have happened without the MMM project, given this is one of the only opportunities of this nature and scale open to journalists in the target countries. As one participant stated “I don't think there is a single journalist left that covers these topics that has not been through this programme”. The significant reach of the project, combined with the increased practical skills and quality of reports (more human stories, considerate framing, language and terminology etc.) and in the opinion of the evaluator is likely to have impacted to some degree on the public's awareness of this issue. Whilst anecdotal, some journalists noted that comments and reaction from the public on their reports was much more positive, responding to the human aspect of the stories as opposed to narratives of “dangerous migrants”. There are of course limitations to the impact on public awareness, with many interviewed concerned that perhaps the project outputs only reached more ‘liberal’ audiences. However, the evaluation team identified some examples within the project where materials reached TV and general news outlets and thus a wider audience, which should not go unnoticed, for example one journalist published an article following an MRG trip from Kenya in fashion magazine ‘Glamour’ in Hungary.¹² Given the challenging media landscape and threats to independent media, this limitation is difficult to mitigate against without risking the security or relationships with other project stakeholders.

18. The project facilitated greater access and connections between journalists and people with lived experience of migration that would not have materialised without the project. Another outcome reported by many engaged in the evaluation was developing relationships and contacts with people with lived experience of migration or other contacts, NGOs or civil society affiliated to different minority groups. This helps to ensure the perspectives of those with experience of migration are more likely to be heard in media reports, and also enables journalists to quickly react and reach out when there are developments or changes relating to previous stories they had written. “For me it was not so much about building a network in Slovak media - but a huge benefit in building relationships from field trips”. However, there are also some risks that emerged from this network making “We connected with migrant communities, and MRG’s toolkit was helpful - but there were issues with

¹² In addition, there are likely to be other examples of project outputs reaching more general audiences not identified through the evaluation.

unwanted contact (for example asking for financial support) - there could have been more support on this from the course on how to handle this”.

- 19. Success in securing university commitment to the project varied across project countries.** Engagement with universities varied across the target countries. In Slovakia, there was particularly strong connections and success in securing formal commitments from universities to incorporate development/migration reporting into their curriculum and events, for example the Comenius University, Bratislava enhanced their course with MMM course materials to their existing development journalism course. Partnerships were also agreed with partnerships with ELTE and Pecs universities in Hungary. In Bulgaria for example, universities were less responsive and willing to engage in the project in a formal way. Universities across all four countries did engage in the project however, by promoting the courses online. In addition, the online course was converted to a public version of the report which will be available for universities to access in the future.
- 20. Global reports and resources served as a source of knowledge, inspiration and new perspectives for project participants.** Whilst the global reports did not get as much press coverage as MRG would have hoped (likely due to a combination of limited human resources to coordinate this, as well as a perceived limited interest in the media to cover report launches), survey data collected by MRG indicated that many journalists are using these resources to check information, inspire them to look at different issues and to gain information from different perspectives. Some participants interviewed also detailed how they frequently check MRG’s website and reports for up to date information, as source and reference materials and to help identify new topic and story areas for their own work.
- 21. MRG and partners’ experience, expertise and focus on relationships were key drivers to the project’s success.** MRG’s professionalism, networks and ways of working were noted by many of those engaged in the evaluation as a key factor for the success of the project. In particular the project coordinator’s focus on relationship building, developing personal connections, and building bridges between different actors was highly appreciated by those engaged in the evaluation. Some of the participants interviewed mentioned they had simply learned a lot by observing how MRG operate and how they communicate with minority groups. “I admired the organisers - they were key to the experience, their approach was very familiar and friendly - facilitating a safe and open environment for journalists”. However, the project could have benefited from greater human resources to implement the project, given the time and energy needed to foster and develop these relationships, there may have been too much on the shoulders of key project staff.

Case Studies

We selected five journalists engaged in the MMM project to interview individually, and dive deeper into their experience of the project. We selected case study participants by asking for recommendations from the implementing partners for journalists who have been highly engaged and active; and to identify journalists that were thought to have been less engaged. We then selected two to three from each list to take part, seeking to strike a balance of all project countries as well as a gender balance.

Jana Cavojska

It opened my mind in several ways, like approaching topics connected with migration and climate change... there are more and more aspects than I had considered before.”

<p>How they engaged in the project</p>	<p>Jana engaged in the project through the online course, went on field trips to Senegal and Bosnia, and successfully applied for stipends which were used to fund her own investigative reports into migration and minority communities in Mexico and Slovakia.</p> <p>She utilized the online forum and Facebook group for knowledge sharing and asking questions, and received useful information through this source. The forum, as well as other project activities, namely the field trips - also served as an effective platform for networking and building up useful contacts for future reporting and investigations.</p> <p>Jana described her motivation for joining the project to be the funding and field work opportunities provided by the trips and stipends. She wanted to use firsthand reporting to respond to the negative public perceptions in Slovakia regarding migrants and minority groups, as well as the general underreporting of development issues in Slovak media.</p>
<p>Media produced under the project</p>	<p>Jana produced a significant number of articles on development, migration, and minority communities while under the project. This include two articles from the Senegal field trip, an article during the online course, three articles from the Bosnia field trip, and six articles from the Greece field trip. These covered a range of topics including: human slavery, climate refugees, indigenous tribes, migration, human trafficking, refugee camp conditions, as well as photo-essays from across all of the trips.</p> <p>Using the stipends offered by the project, Jana also conducted her own investigative reports on US-Mexico border migrants, anti-Roma discrimination, and migrant conditions in Slovakia.</p>
<p>Impacts on them and their work</p>	<p>Jana described how the project left her feeling more knowledgeable and with a greater understanding of the complexities of migration and development issues. In particular, the coverage of climate migration was something that she</p>

	<p>had never previously researched and was an important learning was for her.</p> <p>For Jana, the most significant impact was on her personal skills, improving her sensitive communication and how to talk to vulnerable groups in a considerate and effective manner. She found that watching how other journalists and MRG communicated with migrants and refugees put emphasis on the importance of establishing trust and developing relationships when reporting.</p> <p>The stipends were also extremely impactful for Jana’s work, as the funding enabled her to conduct her own investigative work, something that wouldn’t have been possible given Slovakia’s limited funding opportunities for journalists.</p> <p>Jana also explained that the course equipped her with the information and facts needed to counter negative opinions against migration and minority communities both in public and in the media. This was particularly significant as Jana engages in a lot of television debates and public discussions on these issues.</p>
Challenges	<p>Being an experienced journalist, Jana found that some of the online course content was at a more basic level. She also explained that she would have preferred more freedom and independence during the field trips, as this could have been beneficial for investigative reporting.</p>
Additional reflections	<p>Jana also appreciated the opportunity to consistently write in English, helping to develop her professional English writing skills.</p> <p>Jana also noted a key impact was the many positive networks developed, not only with other journalists, but with local communities and migrants</p> <p>Jana also commented that the general public reaction to her articles is typically very negative, however one of her stories on an Afghan family selling their artwork received very positive responses and even resulted in a reader making direct donations to the family. Noting that specific, human stories on migrant experiences usually garnered more positive reactions.</p>

Anna Mikulska

‘The MMM project kickstarted my interest in these (development) issues’

How they engaged in the project	<p>Anna engaged in the project through participation in the online course, attended field trips to Poland and Spain, did a one month internship with a travel magazine in Poland, submitted an article to the awards process, and successfully applied for a stipend for independent reporting on modern slavery, minority working women, and LGBTQ+ refugees.</p> <p>Anna found the project extremely impactful for her as she was at the start of her journalism career at the time and it helped to kickstart her interest in development issues. Through the project, Anna was able to engage with a number of CSOs, activists, and institutions that have been extremely useful as contacts and sources of information. She also used the online forum and Facebook group extensively, and described how the FB group in particular</p>
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	<p>was very useful when writing and developing articles.</p> <p>Anna outlined how, being at the start of her career, her motivation for joining the project was to find a specific focus in her writing/journalism and to learn more about human rights and development issues. She also wanted to meet other journalists, and the opportunity to engage with an international network of journalists was very appealing.</p>
<p>Media produced under the project</p>	<p>Over the course of the project, Anna produced a number of articles concerning development, migration, and marginalised communities - both from her field trip experience and through the stipends.</p> <p>She produced three articles from the Poland field trip, and three articles from the Spain field trip. The articles covered a range of topics including: the Moria camp fire, refugee experiences on the border, local activist work, and the so-called 'Sea of Plastic' in Almeria.</p> <p>Using the stipends offered by the project, Anna also produced six articles covering topics including: modern slavery, migrant experiences during the Covid-19 pandemic, refugee sea crossings, migrant arrests and kidnappings, and Lampedusa port in Italy.</p>
<p>Impacts on them and their work</p>	<p>Anna described how the online course content was very impactful as it taught her the power of language and the importance of sensitivity when reporting on development issues. She found that working with more experienced journalists helped her to develop observational, interviewing, and reporting skills. Anna also emphasised how the online course helped her to understand how tone and story framing must be a key consideration when reporting on migration and marginalised communities.</p> <p>The field trips were very impactful for Anna's career and skill development as they gave her the opportunity to engage directly with migrants and refugees. Through this she was able to improve her interview skills dramatically. The Poland field trip also enabled her to access NGOs and organisations through MRG contacts which proved very useful for information and as reporting sources.</p> <p>In terms of her career development, the stipends were important as they enabled Anna to report on new issues and funded travel for these stories. Through the stipend she was able to report on exclusive material and facilitate her cooperation with bigger media outlets. This had a significant impact on her career, as she was able to increase her reputation in Poland, crediting MRG and the stipend directly.</p> <p>Anna also reported that the internship and awards ceremonies were also impactful for Anna's work as they gave her confidence in her abilities as a journalist and were important steps in her career development.</p> <p>Anna described her main takeaways from the project being: learning to report sensitively on development issues, photography skills, application writing, language and framing, challenging negative perceptions of migration/minority communities, and effective organisational skills (learned from field trips).</p>

Challenges	<p>Anna felt that the field trip group sizes were slightly too big for effective reporting, suggesting that smaller groups would have made interactions and local engagements more intimate and impactful.</p> <p>Anna also described that she would have liked to receive feedback on why some her stipend applications were not accepted, outlining that the feedback would have been beneficial for her own personal development and for writing future applications.</p>
Additional reflections	<p>Anna commented that through her articles she wanted to show a human face to development issues - aimed to counter the fake news and disinformation that is spread through Polish media, and challenge stereotypes and negative perceptions.</p> <p>Anna also organised her own trip to the Belorussian border for further development reporting alongside a friend that she met during the MMM project.</p> <p>Anna also met her partner through the MMM project, and together they have subsequently worked on numerous investigative reports and projects concerning development, migration, and marginalised communities.</p>

Dávid Malatinszky

“Without the project we wouldn’t have experienced what we did, we wouldn’t have these opportunities which means we wouldn’t have reported on these important situations”

How they engaged in the project	<p>David participated in the online course, attended a field trip to Bosnia & Herzegovina. At the time of joining the MMM project, he was in his first year of university.</p> <p>David found the cross-country learning very helpful, being able to learn from different journalists in different countries. In particular, the field trip was deemed as highly useful for his own learning, getting to connect and see how more senior journalists do things and carry out their work. Whilst David acknowledged being intimidated at first, he felt being able to learn from those more experienced than him in a practical setting was very valuable.</p>
Media produced under the project	<p>David produced an article on refugee experiences at the Bosnia-Croatia border following the trip – he received a lot of positive support from his colleagues and other journalists, and hopes it has a positive impact on people’s perceptions.</p>
Impacts on them and their work	<p>David felt he learned a lot about how to use different terminology. The project also developed and reinforced an interest in this area, and started following more media independent media outlets which covered migration, noting how different terms are used and the negative impact this can have.</p>
Challenges	<p>As David is still at university, and there are few opportunities and outlets in Hungary that are able to report on migration, he has not yet been able to put much of what he has learned into practice. But</p>

he hopes to go to Africa for a reporting trip to get more experience and find a media outlet in Hungary to send articles and reports back to.

Delyan Todorov

‘For me, the most useful thing was getting involved in an environment with a lot of others interested in the same (topic), and willing to connect’

How they engaged in the project

Delyan engaged in the project through the online course, went on field trips to Morocco and Ghana, and won the award for development journalism in Bulgaria.

During the online course, he found the strict deadlines and course structure very useful for developing his journalism skills. The field trips that he attended were a great opportunity for networking with other journalists and engaging with local people, and he described the organisation of the trips as well balanced to cater to the interests and working styles of different students/journalists.

Delyan outlined that his motivation for joining the project was the opportunity to travel and work in the field, as these opportunities are quite rare in Bulgaria, and gave him the chance to develop practical skills and learn from more experienced journalists. He was also motivated to meet people on the project and create a network to help gain access to sources, content, and help with everyday journalist work.

After submitting his work to the awards panel in Bulgaria, Delyan won the prize for development journalism, and he described the awards aspect of the project as very unique as there are no other institutions that specifically focus on development journalism. He also outlined how the awards ceremony helped him to gain a lot of new audiences for his work, and people who wouldn't necessarily read his articles now took an interest due to the award.

Media produced under the project

As part of the Ghana and Morocco field trips, Delyan produced a number of articles covering a range of development issues, including: histories of slavery, economic migration, refugees from war, migrant workers in the cocoa manufacturing industry, and access to education for migrant and refugee children.

These articles represented a significant output from the field trips, and in total Delyan produced 11 articles through the MMM project.

Delyan described not having high expectations for how popular or well received these articles would be, as he had never published articles that focused on storytelling. However, he found that editors were very receptive to his work and he received many messages and interviews as a result of the articles being published. Through his articles, he also engaged with a number of other journalists who were interested in similar issues.

	<p>Through the articles, Delyan tried to show migration from an alternative point of view, rather than focusing on border control and people trying to get into Europe, he attempted to outline the complexities of Migration and show the parallels between Bulgaria and other regions.</p> <p>He also tried to focus on writing articles that could resonate with the interests of Bulgarian readers, for example, writing a story about Southern Spain where many Bulgarians have migrated to, so readers would be able to make a connection.</p>
<p>Impacts on them and their work</p>	<p>For Delyan, the project put an emphasis on storytelling and human interest stories, and this departed from the typical journalism environment where there is not much space for storytelling.</p> <p>He outlined that the most useful element of the project was getting involved in an environment where there were many other journalists who had similar interests and were willing to connect. Through this network he could share knowledge and information, as well as meet local NGOs through annual events and report launches that MRG organised. He described these events as a focal point for interested stakeholders to come together.</p> <p>The field trips were impactful due to the groundwork and local contacts that were made over the course of the trips. Delyan outlined how working from a desk means you only have access to official government information and NGO reports, whereas field work allowed him to build trust with local stakeholders who were helpful with reporting. The field work also taught him the nature of the local environment, the kind of pressure people experience from authorities - which was a useful learning experience. Through the field trips, he also described developing leadership qualities due to the differences in experience across the trip participants.</p>
<p>Challenges</p>	<p>Delyan found that there were some issues with the website interface for the online course, and that it was difficult to navigate and upload documents etc.</p> <p>He stated that it would be good if that project had stipends available for translation of articles - this would allow for more cross border work and a greater audience reach</p>
<p>Key reflections</p>	<p>As Bulgarian media is typically Bulgaria/Europe centered, the project was a great opportunity to focus on human stories outside of this context. Delyan also commented that there is a growing interest from Bulgarian readers for stories about social and political issues in Asia and outside of Europe - therefore the project was a great opportunity to tap into this interest.</p> <p>Delyan was impressed that MRG didn't try to influence any of his articles or material, and that he had complete independence regarding his work.</p>

Ester Ziffova

‘This course was the best subject I had for my whole degree – it was very practical, talking about topics that matter.’

<p>How they engaged in the project</p>	<p>Ester took part in the online course through her university (Comenius University Bratislava), attended the field trip to Ghana, and worked as an intern at a newspaper in Slovakia.</p> <p>The Ghana field trip was her first opportunity to engage directly with people with lived experience of migration and understand their perspectives on development issues. She described the experience as very impactful and changed her perspective a lot.</p> <p>Through the project, Ester was able to get an internship with a newspaper in Slovakia, this was her first real work experience in journalism and it taught her the importance of data and numbers in journalistic work - as the newspaper was more focused on economics than human rights. She stated that she would have been unable to get an internship outside of the project due to her age, having been a first year student at the time - and that this was a rare and valuable experience. She also outlined how being paid for her journalism through the internship was also a great opportunity, as internships are normally unpaid.</p> <p>Ester described her motivations for joining the project to be her existing interest in human rights, and the nature of public/media discourse on migration at the time of the project. Migration topics had been of huge interest in Slovakia from 2014-15, however migrants and refugees were often demonised by the media. She outlined that this was a strong motivation for her in joining the project.</p>
<p>Media produced under the project</p>	<p>Ester produced one article under the MMM project, during her time on the Ghana field trip. Through the field trip she covered topics relating to migrant workers, fisherman, and cocoa plantation workers.</p> <p>She outlined that the field trips had been extremely emotionally tolling for her, and that she needed to take a break after the trip ended. Ester described how at times it didn't feel right for her to report on these issues as she felt powerless to make a direct impact and help people.</p>
<p>Impacts on them and their work</p>	<p>Ester outlined that the fieldwork aspect of the project was hugely impactful for her, explaining that desk work on development topics would typically rely on contacts in Slovakia. This field experience also enabled Ester to meet and connect with other journalists un Europe and push her outside of her comfort zone. This gave her the opportunity to write about a lot of different stories and develop her skills when talking and debating topics such as migration. The field trips and internship also impacted her personal perception of development topics and worldview.</p> <p>The networking element of the project was also very impactful and Ester has used the Facebook group and other platforms such as Instagram to connect with other journalists. She also outlined how the MRG alumni group has allowed her to engage with senior journalists and use their work as inspiration for her own writing.</p>

	Ester described the data analysis that she gained from her internship as hugely beneficial for providing counter narratives to negative reporting on development topics, and as a result she has engaged with people through comments on articles.
Challenges	<p>Ester outlined that the main difficulty she had with the project to be the emotional toll of the field trips. She explained that she needed to take time after the process was complete, as she has built many connections with people she met on the trip and the work became very personal for her.</p> <p>She explained that the project organised a lot of preparation for article writing, reporting angles, and the practical side of development journalism, however there was not much support or discussion on emotional wellbeing.</p> <p>Ester stated that she would have benefited from more information and background support prior to the field trips, especially for the younger and less experienced journalists like herself.</p>
Additional reflections	Ester felt that everyone writing about development topics in Slovakia is connected with MRG in some way. She also noted that migration has become a less popular topic in Slovakian media, but there needs to be a push on these issues.

Conclusions

OECD Criteria	Assessment	Commentary/overview
Relevance	Highly successful	There is a clear and evidenced need for the project, and a clear gap in similar support for journalists to access such educational and funding opportunities.
Coherence	Highly successful	Strong connection to MRG strategy and working models; and a coherent link to the strategies and work of the partners.
Efficiency	Successful (with room for improvement)	Whilst the project was effective in yielding its results, perhaps not all activities were needed (e.g. internships) which could make the project leaner and/or reallocate resources to activities that have contributed more directly to the intended project outcomes.
Effectiveness	Successful	Overall, MRG achieved and exceed most of its targets and goals; however, there was some variation in the extent of this success in the different project countries (particularly around universities).

Impact	Highly successful	Whilst there is always room for improvement, the project has been highly impactful for the journalists and stakeholders engaged in the project; and the effective design of the project and implementation has led to both tangible physical outcomes in terms of reporting, but also developed networks, skills and capacities in a large cohort of media professionals.
Sustainability	Highly successful	Whilst there are threats to sustainability in terms of media environments in the project countries; and a lack of further funding opportunities for journalists; MRG has developed a strong and motivated network of interested, engaged and skills journalists who are committed to this work. It has secured some formal commitments from universities and partners, and produced training resources which will continue to be a valuable reference material for journalists.
EU added value	Successful	The project worked across countries in the EU, building connections and networks; produced materials, reports and content that is directly relevant for all of Europe. More could be done to perhaps connect to EU countries that are more directly impacted by migration e.g. Italy, Spain, Greece etc.

The project clearly met the needs of several different stakeholders through its design, implementation of activities, and outcomes. In the four target countries, there was an urgent need for more sensitive reporting on development, migration, and minority issues which intensified during the project's lifetime as well as a shortage of funding opportunities for journalists, which the project helped to fill. Based on feedback from the steering panel, the project also responded to important needs of migrants and minority groups who hoped for more sensitive reporting and acknowledgement of the complexities of migration. The project provided a range of opportunities for different stakeholders to engage in the project, develop skills, make connections and most importantly, develop higher quality development reporting. The overwhelming interest and engagement in the majority of these activities and opportunities is a testament to the projects relevance in responding to the interests and needs of these different groups.

The design of the MMM project represented a natural progression from previous MRG projects which focused on development journalism, and a strong connection can be found between the project and MRG's overall strategy and existing working model. The partners on the project brought different expertise and perspectives which provided useful insight into the unique media and social landscapes in each of the four target countries, and each brought a specific lens to the project. The project design made use of MRG's and partners' vast range of contacts, and this network was utilized across the project activities which were key to the projects effectiveness.

The project was mostly successful in achieving its deliverables in line with the project budget, however, improvement could be made by ensuring that project activities are adequately staffed and all activities are completely necessary, due to the high number of activities planned under the project. The achievement of some deliverables was affected by Covid-19 restrictions, however these were unforeseeable and unavoidable; and the restrictive and in some countries, deteriorating media environment was also a barrier for impact, and MRG's progress and success in achieving many of the project goals despite the pandemic should be noted.

Despite this barriers, MRG has been successful in achieving the vast majority of its log frame targets for the MMM project, and in many cases exceeded these targets. Whilst there was some variation across the four countries (in particular concerning university engagement and commitment), the majority of the targets set out in the log frame were achieved or exceeded. The attainment of these targets cannot be put down to a single factor, however it is clear that MRG's existing networks and reputation, their unique approach to their work, and the relationship orientated approach played a significant role in facilitating many of the activities planned under the project. There are key learnings to be made with regards to security and risk assessment during field trips, and balancing the different needs and interests of students/journalists. This was also facilitated by a strong and robust project design, stakeholder analysis and project logic. MRG were also flexible and adaptive, responding to feedback, changing circumstances and learning from each iteration of their project activities.

When evaluating the design of the project, gender was primarily considered through numbers - logframe target focused on the number of course completions, site visits, roundtables etc. attended by women, with a target of 50% (which was achieved in all instances). If MRG seeks to take a more comprehensive gender mainstreaming approach, it might dive deeper on how development issues and migration are experienced differently according to gender identity and how project outcomes might vary differently depending on the gender identity of project participants¹³. While it must be acknowledged that incorporating a gender lens brings risks in some of the target countries, the project could have benefited from a more nuanced assessment of gender and its role in development reporting. The gender monitoring information collected by MRG did also highlight the higher proportion of women in the programme, raising questions as to whether this could potentially limit the overall impact (if male journalists are not engaging in the project).

The capacity building element of the project generated a range of important outcomes, with students and journalists reporting their careers having changed as a result of the

13 See ODI's report on gender and impact evaluation <https://odi.org/en/publications/addressing-gender-in-impact-evaluation-what-should-be-considered/>

project. Stipends and field work provided students with essential field experience which has led to further planned projects and a considerable number of development stories produced by journalists. Many students used stipends to conduct their own investigative reports and to plan their own field trips. Many journalists reported feeling better equipped to challenge the negative perceptions held by mainstream media houses and the general public in their countries. Key reporting skills such as interviewing, writing, language use, framing, and sensitivity were developed considerably as a result of project participation. Many students described a deeper interrogation of ethical issues, such as those associated with photography, consent, and handling complex stories.

The project was very effective in generating and creating networks, and was the most commonly reported impact identified through the different interviews and focus groups; and in some instances, was the priority motivation of joining the course. The field trips and roundtables seemed particularly effecting in developing these networks. While the online forum didn't work as well as expected, many students used Facebook as a platform for knowledge sharing, tips, ideas, and finding contacts for stories. MRG's own networks were key to driving this collaboration between different stakeholders, as well as increasing the connection between journalists and local stakeholders such as activists, minority groups, NGOs, and refugees.

The level of increased public awareness and change in public perceptions on development issues is difficult to measure, however the project was highly successful in producing a significant number of articles and reports on development issues and we can assume these materials have reached different audiences in the four countries. The field trips and stipends were particularly impactful in terms of facilitating journalists to produce articles. There are some examples of new audiences being reached by project outputs through national TV coverage, awards ceremonies and being featured in fashion or lifestyle magazines, however there is perhaps some limitations to the overall reach of some materials, with stakeholders questioning whether these pieces are simply 'preaching to the choir' or concern over whether they were able to reach people that might be resistant to stories about migration and minority groups.

Whilst engagement and formal commitment from universities varied across the countries, the project has undoubtedly created more space for open discussion and debate on these issues amongst stakeholders such as journalists, media professionals, university professors, and editors. By opening these spaces for discussion, there is prospect for integration and commitment to covering these issues in the future.

Although some threats to sustainability exist, such as the threats to the civil society landscape in Hungary and Poland, and gaps in funding for further development reporting work, the contacts and networks established between project participants and different stakeholders is a sustainable and long-term impact of the project. This has already led to further investigative reports and collaboration on development stories. The skill adoption and capacity building element of the project will likely have a long-term impact as many

journalists described having their entire perspectives and approach to development reporting being changed. Journalists and media professionals also continue to use the materials with global reports and annual reports produced by MRG, and this output represents a potential lasting legacy for the project.

As with every project there are areas for improvement, and modifications that can be made to help maximize the outcomes of the project, but there is a lot to be proud of in the MMM project, which has been highly valued and appreciated by many of those involved, with significant data captured through this evaluation to demonstrate the types and scale of the outcomes achieved in relation to capacity building, network creation and the quality of development reporting.

Recommendations

1. MRG should consider incorporating a well-being module into the MMM course for future iterations, and consider how best it can incorporate wellbeing initiatives to mitigate against the potential negative impact that project participants could experience, including those that do not take part in field visits directly, but may still be exposed to distressing content.
2. MRG might consider including project activities which do not require travel, but still give participants the experience, access and networking benefits of the field visits. For example if there are refugee camps in the country, or other minority groups present at the domestic level, or organizing in person events with speakers with lived experience. This would not only allow for more participants to connect and develop similar field-working skills, but also mitigate against current international travel complications.
3. MRG might consider developing different project streams or tailoring different activities to the different experience levels of journalists involved. For example, organising a simpler, more structured group field trip for student and junior journalists; and programmes which allow for greater independence and exploration for more senior journalists. This could help ensure each participant's time is well tailored to their different needs, and increase the outcomes of each.
4. As is already documented from the project's security incident in Morocco - MRG should continue to ensure it adapts its projects, security protocols and mitigation plans for each new area/country it work in/travels to.
5. MRG might consider how to phase the course in a way which engages course participants early on by reviewing the sequencing of topics and intensity of assignments to help reduce the drop-out rate. At the same time, it might also consider updating the style and format of the online moodle to make it easier to navigate and use.

6. Course and project content which related to current global issues and discussion resonated strongly with people, MRG should continue to update its course content to ensure it remains relevant and useful for journalists.
7. MRG could incorporate more live debates and discussions within the online course to allow for more exchange between participants; as well as opportunities to hear from more experts and people with lived experience of migration.
8. MRG should ensure it factors in the time and human resources needed to develop such projects which have important relationship development components. Whilst funding may be limited, MRG might consider carrying out fewer activities (e.g. cutting internships which yielded fewer direct results) to allow for more time to be spent on wider project relationship and communications work.
9. MRG should consider how it can roll out the project to wider countries, and in particular countries which are more directly affected by migration e.g. Italy, Spain, Greece.
10. MRG might consider how they can incorporate better project oversight across the project from people with lived experience. Whilst MRG in Hungary did this frequently, other project partners were less certain of how to go about this, and may have benefited from MRG's experience and networks in this regard.
11. MRG could consider how best to consider other ways to promote engagement and authorship of development and migration reporting by people's lived experience, potentially providing a platform or space for these materials to be published. In addition it may want to consider a more deliberate strategy in relation to engaging people from different minority groups within the project countries to take part in the course.
12. MRG should consider developing a clear strategy in relation to gender mainstreaming and consider how this will manifest in such projects. In particular, it may want to go beyond gender counting and focus on the different needs and experiences based on gender identity and/or considering how structural/systemic inequalities relating to gender impact the project design, logic, relevance and evaluation. MRG might also consider gender beyond gender binaries of men and women, as well as how gender intersects with other identity based characteristics that are relevant to their projects.
13. Pairing project activities with existing national initiatives (for example awards ceremonies) was effective in increasing the impact and sustainability of the project. MRG should ensure it continues to replicate similar project designs in the future where relevant.
14. MRG's should consider incorporating more outcome orientated questions in its follow up surveys that correspond more directly to the outcome indicators in their logframe. Whilst the six month follow up survey captured relevant feedback and satisfaction data, it did not capture information about the ways in which the participants are using and applying the knowledge and skills gained; or changes in the way they are reporting and writing about migration and development. In addition, the question that was intended to capture the application of skills was

- not worded/framed in a way to yield the relevant data to report against that indicator. This could be achieved by asking more specific and direct outcome related questions in evaluation surveys which might explore the extent to which participants feel confident, have the opportunities, or have the resources to apply newly developed skills; and questions which would ask for examples of skill application, barriers to skills application etc. more explicitly.
15. MRG should ensure they develop very clear and specific indicators for their logframes, ensuring they have the capacity and data collection methods in place to be able to collect and collate the relevant information. They should also document how they collected relevant baseline information to ensure indicator data collected is consistent and therefore more directly comparable.
 16. When developing indicators relating to gender, MRG should endeavor to ask participants to identify their own gender identify for evaluation purposes (e.g. man, woman, non-binary, two-spirit, other etc.) providing different options depending on the stakeholders they are engaging in their work. This could be done by adding it to the forms completed when applying for stipends, courses etc.
 17. The evaluation steering panel developed for this evaluation was effective in bringing in new perspectives and nuance to our findings. MRG might want to consider making similar panels or participatory practices part of their normal evaluation practices, or encourage this in their ToR's for future evaluations.
 18. Donors should consider how they might support organisations like MRG or the project partners in the future to be able to transition projects to increase the sustainability of their funded actions, for example through the facilitation of further stipend opportunities for journalists so that there is ongoing opportunities for journalists to report on these issues.
 19. Donors should ensure they consider/recognize the amount of human resource/staff time required for projects like MMM which involve a large degree of coordination and relationship development work, and allow organisations to increase the staff costs required if there is a clear justification and need which would help to maximise the project outcomes.
 20. Universities wishing to further collaborate and integrate development reporting into their curriculum might seek to get past students and MMM project participants to speak at events, share their experiences of the project and how it has impacted their work to generate and develop more interest by other students. This could be combined with the use of the publicly available course content published by MRG under the project.

Annexes

Annex 1. Terms of Reference

Deadline for application: 30 October 2020

1. Background of the project

Minority Rights Group Europe (MRG), a Budapest-based non-governmental organisation has implemented a 3-years primarily EC-funded programme ' **Media, Minorities and Migration** ' in Bulgaria, Poland, Hungary and Slovakia. This project facilitated by the international NGO Minority Rights Group (MRG) in cooperation with in Poland, the in Slovakia and in Bulgaria (LINK) seeks to raise public awareness of international issues related to development, poverty, migration and exclusion of minority communities amongst the public of these four countries. The program aims to strengthen the capacity of international development journalism, through training and capacity building of journalists, media houses, students, students, bloggers, filmmakers, NGOS and online media makers to report sensitively on those issues, provide balanced journalism and reporting in environments where there dominant anti-migrant and international development public discourse. See more about the project and Minority Rights Group here:

The results originally foreseen for the project were as follows:

The final outcome is to improve media coverage of development issues by strengthening the capacity of journalists and journalism students through non-formal education opportunities to report sensitively on minority, poverty, and migration issues.

Expected results:

1. Strengthened ability on the part of journalists and journalism students from the target countries to portray issues concerning global development with particular attention to minorities and migration.
2. Commitment by key stakeholders (media professionals, university journalism professors) to better integrate development education/reporting into their respective fields.
3. High level of engagement amongst journalists and news editors to exchange good practices through the creation of a new development journalism network
4. Increased reporting of development issues, in particular concerning migration and minorities, in EU media, especially in the target countries.

2. Evaluation Objectives

The objectives of the Final Evaluation are:

A. Assess the relevance, efficiency, effectiveness, sustainability and impact of the project in relation to the objectives and supporting outputs set out in 'Media, Minorities and Migration: Effectively Reporting on Migration ' Programme Document

and furthermore, provide MRGE with an opportunity for 'structured evaluative learning', with the aim of learning from the programme design and implementation processes.

B. Based on the findings of the evaluation, develop a set of suggestions and key recommendations for future and continued MRGE and its partners activities.

C. To report to the EU and other funders on the usage of their resources in the project.

The evaluator will need to be independent of MRGE and its partner organisations, its donors, the project targets and participants and will need to demonstrate that no perceived or actual conflict of interests would arise during the evaluation. The evaluator will need to work within the time frames outlined below. The evaluation will need to satisfy all the requirements of the European Union and evaluation guidelines issued by them.

3. Key evaluation questions

Outcome level

Where completed as planned, did the activities contribute to the planned results? Where this was so, refer to evidence. Where not so, what factors intervened and explain how they impacted. Suggest ways that MRGE tried to overcome any problems and how successful this was (or not). Document any changes in the external environment that may have helped or hindered the project. If there were any unplanned results (positive or negative) explain what these were and how they came about. The evaluation should pay attention to and comment on the mainstreaming of gender and other forms of intersectional discrimination and cross cutting issues in the project.

Impact level

Make an assessment as to whether the results achieved are likely, over the longer term to achieve or contribute to the achievement of the specific objective of the project. If it is unlikely that all or part of the purpose will be achieved, why is this and is this something that could have been foreseen or overcome?

4. Key deliverables

1. Evaluation work plan /inception report
2. Preliminary findings (max. 3 pages) at mid-term of the evaluation period
3. Final evaluation report (max. 40 pages excluding annexes)

5. Experience and Expertise required

- extensive knowledge and experience of working on human rights, minority rights, gender, or migration
- good knowledge of project target countries
- experience of comparable evaluations and strong track record of evaluations carried out on similar media and capacity building projects

- familiar with and able to comply with all EU evaluation requirements
- speak fluent English and knowledge of one of the local languages is desirable
- experience of training, capacity building, advocacy and work with journalists or media would also be helpful

5. Report submission, timetable and budget

The evaluator will start working before the project ends but some data will only be available after the project has closed (31 March 2021). The evaluation should be carried out between November 2020 and April 2021. A draft evaluation report should be submitted no later than 30 April 2021. MRGE and partners will have 15 working days to comment on the draft. A final report must be submitted no later than 31 May 2020.

Visits or online consultations (if travel is not possible due to restrictions) in two programme countries to discuss the project with relevant groups and individuals are essential. The budget for this piece of work includes evaluators' fee, travel, communication and other costs. Budget: 10000 EUR including any applicable VAT or taxes (contractual amount depends on the consultant's tax status and residency)

6. How to apply

If you are interested in being considered for this opportunity, please send the following to by **30 October 2020**. Detailed project description and documents can be requested via e-mail before submission.

- CV
- Cover letter – indicating relevant experience and knowledge and how you meet the candidate requirements
- Work plan including evaluation matrix, methodology, and timetable for the evaluation including provision plans for country visits (numbers and types of people and groups to be contacted). These plans will be finalised in the inception report phase.

Annex 2. Documents Reviewed

Document Requested
Year 1 partner reports + work plans
Year 2 partner reports + work plans
Year 3 partner reports + work plans
List of media reports and outputs from students/journalists
Interim narrative reports (year 1 and 2)
MMM budget spreadsheet
Logframe Matrix

Grant contract
Full application form to EU commission
Addendums to contract
Films summary
International roundtables document
Awards document
National roundtables document
Stipends document
Field trips document
Field trips feedback/evaluation
Webinars doc
Online course doc
Full participants list - engaged and non-engaged
Course survey and feedback forms
6 month follow up survey data

Annex 3. Key Informants Interviewed

Name	Organisation/Occupation	Date Interviewed
Maria Neikova	University of Sofia - Professor of Journalism	14/4/21
Matúš Jaco (planned as a focus group)	RTVS - Senior Journalist in Slovakia	7/4/21
Anna Alboth	MRG - Media Officer	14/5/21
Carl Soderbergh & Samrawit Gougsa	MRG - Director of Policy and Communications	13/5/21
Jana Cavojska (case study)	Freelance Journalist (Slovakia)	28/4/21
Anna Mikulska (case study)	Freelance Journalist (Poland)	4/5/21
Delyan Todorov (case study)	Freelance Journalist (Bulgaria)	19/4/21
Dávid Malatinszky (case study)	Photojournalist (Magyar Hang)	28/4/21
Ester Ziffova (case study)	Journalism student (Comenius University Bratislava)	28/4/21

Lukas Ondercanin	Media expert (Slovakia - Dennick SME)	13/5/21
Marcin Zyla	Media expert (Poland - Tygodnik Powszechny)	18/5/21
Balasz Lehel	Terre des Hommes Foundation - Expert on Migration (Hungary Expert)	13/4/21
Ralitsa Kovacheva	Faculty of Journalism in Sofia University (Bulgaria Expert)	19/4/21

Annex 4. Focus Groups Discussions

Group	Participants involved	Date of meeting
Course tutors	Damon Van der Linde Peter Ivanic Frederika Hazeova	31/3/21
Students/Journalists (group 1)	Nagy-Gyorgy Borbala Joanna Nahorska Karolína Klinková	31/3/21
Students/Journalists (group 2)	Ada Borowicz Marta Nowak	9/4/21
Reflection Session (workshop)	Anna Alboth Robert Nemeth Peter Ivanic Magdalena Zajackowska Stanimira Hadjimitova	17/2/21

Annex 5. Topic Guide Summaries

Topic guides were used for semi-structured interviews and group discussions – meaning not all questions were asked, but used a rough framework and area of questioning. This means that not all questions were asked to all participants.

5.1 Tutors

Experience as a tutor:

- Was there anything MRG could have done to enhance your experience?
- Was there anything you think worked really well in terms of the way MRG engaged you?
- What was the hardest part about being a tutor? Were there any frustrations?
- What would you recommend to any future tutors engaging?
- Thoughts on the course content?

Results:

- Knowledge and understanding? – knowledge of what?

- Did you see them improve their skills – examples of what skills
- Did you see them putting these skills into practice? How?
- Do you think the programme was effective in building the skills of these journalists?
- What were the main challenges you think the journalists faced during the course?
- What prevented them from learning and applying the skills?
- How effective were internships?

Gender:

- Do you think there were any significant differences in the experiences of the course participants between men, women or other gender identities?
- Were there any journalists on the course that you think took a particular interest in gender and sexuality as the subject of their journalism?
- Intersectional discrimination was also a priority for the project – how well do you think this was brought into the course
- Could the intersectional lens be improved?

Impact:

- As a key stakeholder of the project – what sort of impact do you think the project had on you?

Context:

- Do you think the results and outcomes of the project were influenced much due to the political or societal contexts in your country? If so in what ways?

5.2 Students/Journalists

Experience as a student:

- How would you summarise the best and the most challenging parts of engaging with this project?
- Was there anything you think worked really well in terms of the way MRG organised the activities?
- Was there anything MRG could have done to enhance your experience? Or make it more efficient for you to take part?
- Which activities did you find the most impactful or enjoyable? Site visits, online course, internships, awards?
- What was the hardest part about being a student? Were there any frustrations?
- Was there anything you felt was absent from your experience of the project?
- What would you recommend to any future students participating in the course?
- What about the course content itself?
- Do you think there were any aspects that were particularly well designed and effective? And why?
- Were there any areas which you think were lacking? Or that you didn't engage with as much?

- Engagement with internships, stipends, awards, trips?

Impact:

- What do you think changed in terms of your skills to report effectively on issues concerning development, migration, poverty, and minority issues?
- What sort of impact did participation in the project have on your skills/knowledge?
- Knowledge and understanding? How did it change your prescription on these issues?
- What have you done differently as a result of taking part in the project? How has it affecting your writing ,reporting etc.
- Did you put your skills into practice? Through other project activities or in your own career after the project?
- Do you think the programme was effective in building your capacity to report sensitively on issues of migration, development, poverty, and minority issues?
- Were there any obstacles to you attaining the skills or knowledge for effective development journalism?

Relationships and Networks:

- What sort of impact has the project had on your professional network and relationships?
- Has the project helped to develop any networks or new relationships that add value to your work?
- What will these relationships mean for the future? How will they continue to help your work as journalists?
- Could the networking aspect have been stronger? Could MRG have done anything differently to help enhance these?

Impact on you as students:

- What has the reaction been to the reports and pieces you have written since taking part in the course?
- How have editors or colleagues reacted? Public?

Context:

- Do you think the results and outcomes of the project were influenced much due to the political or societal contexts in your country?
- Is there anything you would do differently if you were to participate again in the project?
- What advice would you give to any one taking on the course in the future?

5.3 Senior Journalists/Editors

Experience with this project as a senior journalist:

- Which activities you were involved in?
- What was challenging about this? What was positive about the experience?

- Was there anything MRG could have done to enhance your experience? Or make it more efficient for you to engage?
- Was there anything you think worked really well in terms of the way MRG engaged you?
- Were the roundtables, awards, and internships an effective way of engaging you with this project?
- What was the hardest part about your involvement with the project? Were there any frustrations?
- What would you recommend to any other media professionals in their future involvement with a project like this?
- What would you recommend to MRG in its future engagement with media professionals like yourselves?
- How about the internship programmes and awards ceremonies? How effectively did they promote reporting on issues such as migration, poverty, and minority issues?
- What aspects of the project do you think were lacking? What would you have changed regarding the activities you were involved in?
- Did you actively promote development, migration, and minority issues as key areas to increase coverage of at your respective media houses or newsrooms?
- Did you participate in the project by giving expert presentations to the course participants? If not, why?
- Was there an appetite for content focusing on migration, poverty, and minority issues at your respective media houses/newsrooms?
- How effective was the 'online discussion forum'? Have you continued exchanging knowledge with other professionals/students through the forum? If not, why?

Results:

- What do you think changed in terms of your approach to development journalism as a topic of reporting?
- What did you do differently as a result of engaging in the project?
- Were your respective media houses responsive to this change? Do you think development reporting will become more integrated into the journalism field?
- Increased commitment to development journalism - and key issues of migration, poverty, minority issues? Since the roundtables?
- Do you foresee an increase in development stories being published in your respective contexts?
- Longevity? Will development reporting become a more permanent feature in professional journalism?
- Did you engage with the project through roundtables, awards, and internship programmes? How effectively? Which activities did you prefer?
- Do you think you would take on interns from similar projects in the future - particularly those focusing on development issues?

- Have you had any exchange with other professionals or students from the project regarding knowledge exchange, skill sharing, and discussion of development issues? Through the 'online discussion forum'?
- Were there any obstacles to increasing commitment to development reporting at your respective media houses?

Gender:

- Are gender and sexuality actively reported on at your respective media houses and newsrooms?
- Is intersectionality discussed prominently within your respective professions? How is it discussed?
- Do you think gender and sexuality were well integrated in roundtable discussions that you were involved in?
- Are gender, sexuality, and intersectional discrimination topics that you would like to report on more actively? Is there an appetite for this kind of coverage?
- Intersectional discrimination was also a priority for the project – how well do you think this was brought into the activities you were involved in? Awards events, roundtable discussions?

Impact on you as senior professionals:

- What sort of impact do you think the project had on you?

Context:

- Do you think the results and outcomes of the project were influenced much due to the political or societal contexts in your country? If so in what ways?

5.4 Academics

Experience with this project as an academic:

- To what extent did you incorporate the MMM course into your teaching/curriculum?
- What was challenging about this? What was positive about the experience?
- Was there anything MRG could have done to enhance your experience? Or make it more efficient for you to engage?
- Was there anything you think worked really well in terms of the way MRG engaged you?
- What was the hardest part about your involvement with the project? Were there any frustrations?
- What would you recommend to any other academics in their future involvement with a project like this?
- What about the course content itself?
- Do you think there were any aspects that were particularly well designed and effective? And why?

- What aspects of the course do you think were lacking? What would you have changed regarding the course content?
- How effectively could the course be applied to a university/academic setting?
- Did you actively promote the course content to your students? How was this done?
- Was there an appetite for content focusing on migration, poverty, and minority issues at your institution? Among students? Staff?

Results:

- What do you think changed in terms of your approach to development journalism as a field?
- Integration of development reporting into the curriculum? To what extent?
- Interest from student cohort and faculty? How actively was the course promoted? What was the response like?
- Longevity? Will development reporting become a more permanent feature in journalism classes/modules?
- Best practice guide? Was the best practice guide easily applied to the classroom? How useful was it as a learning/teaching tool?
- What were the main obstacles to integrating development journalism into the curriculum?
- Were there any frustrations applying the material from the MMM course to your field?
- Did students show a significant interest in the MMM course after it was shown to them? What sort of responses were received?
- Do you think the course was promoted effectively? What could have been improved?
- How about the Best Practice guide? Did it offer a comprehensive overview of the topic? Did it need to be adapted?
- Have you noticed any significant changes in your field regarding attitudes to reporting on migration, minority issues, development, and poverty? Positive or negative?

Gender:

- Do you think the course material was more applicable to certain gender groups? Men, women, or other gender identities?
- Was there more interest towards the course from certain gender groups at your institution?
- Is gender a prominent discussion point in your classes, and in the journalism field more broadly? How is it discussed?
- Is intersectionality discussed prominently within your respective fields? How is it discussed?
- Do you think gender and sexuality were well integrated in the MMM course material?

- Are gender, sexuality, and intersectional discrimination topics that you would like to incorporate more into your curriculum? Is there an appetite for this kind of learning?
- How about intersectional discrimination?

Impact on you as academics:

- As a key stakeholder of the project – what sort of impact do you think the project had on you?

Context:

- Do you think the results and outcomes of the project were influenced much due to the political or societal contexts in your country? If so in what ways?
- TWE is your field restricted by government attitudes towards development, migration, and minority issues?

Annex 6. Inception Report

See attachment.

Annex 7: Links to case study articles

7.1 Case study: Jana Cavojska

(Course)

- <https://plus7dni.pluska.sk/video/vyhnan-iraja-kmen-sengwerov-prichadza-prales-ktorom-zili-jeho-prislusnici-starocia>

(Senegal Field Trip)

- https://plus7dni.pluska.sk/zahranicie/ludia-utekali-pred-vlnami-domy-zmizli-hladinou?itm_site=plus7&itm_template=another&itm_area=zahranicie&itm_modul=clanky-11&itm_image=0&itm_position=7&fbclid=IwAR1Cg75CRDJhwKgkMEzn9Zi9uV4hzEu9ekKkP1FwGEkK-AEVeB1kkj-ctrU
- https://plus7dni.pluska.sk/zahranicie/obchod-ludmi-pozrite-odkial-plavili-otrokarske-lode-ulovenymi-ludmi-ameriky?itm_site=plus7&itm_template=hp&itm_area=hp&itm_modul=dalsie-clanky2&itm_image=0&itm_position=1&fbclid=IwAR2mQTc1IPJ-ufR4Pylzms3IOuasZtOgoQtTcD1-YM83VJA0K-35HbQ6C0c

(Bosnia Field Trip)

- https://plus7dni.pluska.sk/zahranicie/otcov-mlatia-pred-ocami-deti-beru-im-topanky-mobily-alebo-pustaju-nich-psy?itm_site=plus7&itm_template=hp&itm_area=hp&itm_modul=dalsie-clanky0&itm_image=0&itm_position=3
- https://plus7dni.pluska.sk/rozhovory/riaditel-uteceneckeho-tabora-bosne-kriminalne-gangy-bohatnu-obchode-ludmi?itm_site=plus7&itm_template=hp&itm_area=hp&itm_modul=topbox&itm_image=0&itm_position=4

- <https://www.ta3.com/clanok/1173985/studio-ta3-novinarka-j-cavojska-o-podmienkach-utecencov-v-bosne.html?fbclid=IwAR2GFUoxOAbxluHQ0ksDM0FvQwfPO1e4tre2CsFAz9K5wEUAx39288OcVVA>

(Greece Field Trip)

- https://plus7dni.pluska.sk/zahranicie/zhorelo-peklo-co-dalej-pozitari-uteceneckeho-tabora-zostali-ulici-tisicky-ludi?itm_site=plus7&itm_template=hp&itm_modul=topbox&itm_position=1&fbclid=IwAR2XHs8divj9GI-99WPJl3ntvJTssR8QXAa_9ujazw4qGYy_O2vMVKdU59k
- https://www.ta3.com/clanok/1192684/studio-ta3-novinarka-j-cavojska-o-migracnej-krize-v-grecku.html?fbclid=IwAR0D1FWxQSOS3Vzqc6cgT5I72JHocPK7QEvnFx2_39nlW3JgZgduAj5mKM
- https://www.aktuality.sk/clanok/844144/ako-kusok-papiera-ktory-leti-oblohou-mlada-utecenka-z-afganistanu-chce-zmenit-svet/?fbclid=IwAR0lvBOwTogjlt5Hjg0rtQwax3qOKGIeTOqloYhXzl_XUvBOWn65ZPZdhe4
- <https://plus7dni.pluska.sk/zahranicie/listy-morie-radsej-skocim-vysokej-budovy-ako-som-mal-vratit-tureckeho-vazenia>
- https://plus7dni.pluska.sk/zahranicie/vzduchoprazdne-utecenci-atenach-bez-strechy-hlavou-aj-nadeje?itm_site=plus7&itm_template=hp&itm_modul=dalsie-clanky2&itm_position=1&fbclid=IwAR3x8cOWjwgPL99bV8fvzXM7AKXiqxWOeJQlXOzfTd7AoOv_u_BF60hkqgl

(Photo Essay)

- <https://www.dokumentmagazin.sk/fotograf/jana-cavojska/ludia-odnikial?>

(Stipend articles)

- https://plus7dni.pluska.sk/domov/zavreti-spolu-romskych-osadach-karantene-uzavreli-chorych-zdravymi?itm_site=plus7&itm_template=hp&itm_modul=dalsie-clanky0&itm_position=1&fbclid=IwAR3A_B16Qwn5vgsv2IUvs-ziAlaqeB_LpXxb-JxZu7BUTyNW8BCieDjR5is
- <https://plus7dni.pluska.sk/gal/zahranicie/foto-kraji-carodejnikov-brucho-vraj-dokaze-hotove-zazraky/1>
- https://plus7dni.pluska.sk/domov/babice-zabijanca-boj-koronou-najhorsich-miestach-slovensku?itm_site=plus7&itm_template=hp&itm_modul=dalsie-clanky0&itm_position=2

7.2 Case study: Anna Mikulska

(Poland Field Trip)

- https://holistic.news/imigracja-przez-morze-plastiku/?fbclid=IwAR2TN9c_aT5YrgORSflu1vvggNcrKArD43VW-6iFfL5SDvwrKjIJYD_YjA
- https://magazynkontakt.pl/nowa-droga-do-europy-o-ludziach-z-granicy-marokansko-hiszpanskiej/?fbclid=IwAR0FZjKRP1hUu1pOKCX-jaoXu7ieBJxa5SW8IC1mk_QbsNAka_kZvnWsu4A

(Greece Field Trip)

- <https://krytykapolityczna.pl/swiat/ue/moria-lesbos-pozar-uchodzcy-mikulska/?fbclid=IwAR3JyuHPKIXNLo99g4Lyb0->

[DhQf7bVHO8CWdS57SoWsEy3mn8YJLHShbD_s](https://www.researchgate.net/publication/352888887)

(Stipend articles)

- https://krytykapolityczna.pl/swiat/ue/lampedusa-uchodzcy-migranci-anna-mikulska/?fbclid=IwAR238kuIPWFuJh4ncxMOsaa3-Tu1hqRJIS-gKmgghKQ9Q0IW_CFdZ93bcilo
- https://oko.press/uklad-ue-z-libia-skazuje-ludzi-na-wiezienie-tortury-i-smierc-na-morzu-opowiesc-z-sycylii/?utm_medium=Social&utm_source=Facebook&fbclid=IwAR0GCdbaTipdHEiKidXZznp_flp7_v_ZX4F6Is9Akb8HpCBMy39LcXqKbiw#Echobox=1598280176
- https://wiadomosci.onet.pl/tylko-w-onecie/tzw-kryzys-migracyjny-kto-ratuje-ludzi-na-morzu-srodziemnym/9mn83zb?utm_source=l.facebook.com_viasg_wiadomosci&utm_medium=referral&utm_campaign=leo_automatic&src=ucs&utm_v=2
- <https://oko.press/niewidzialni-niewolnicy-europa/?fbclid=IwAR1vT5S3RAtZDBhkGUq6wxBNuHNckXhZbILkocK1WGmoUQiqE4ev6IqtPt0>
- <https://oko.press/migranci-niech-tona/?fbclid=IwAR02bFD7Q48HUv4WFFqTQKeJpyRLav3w1IW5DwREE1DLHPEk8BoxBTESUTw>
- <https://www.tygodnikpowszechny.pl/dzis-nam-trzeba-pieciu-165872>

7.3 Case study: Delyan Todorov

(Ghana field trip)

- https://palatka.bg/2020/07/16/da-e-zavarnesh-u-doma-v-gana-kogato-ostanalite-iskat-danapusnat/?fbclid=IwAR3-islr_g1seuzHPiFRV5vuEdHwl14wxHN3G9hrTX7aSPC4CrCYDWzGVvI
- <https://palatka.bg/2020/07/03/shte-poluchat-li-shans-bezhantsite-ot-kot-divoar-da-sepriberat-u-doma-sled-10-godini-izgnanie-v-edzhiekrom-gana/?fbclid=IwAR1YqfUgTxdQFvbmJh0ILY4yU3Im6K7CVmXEIOjJC8scc9Ju1vYi9LUVduQ>
- <https://palatka.bg/2020/06/26/buduburam-domat-na-zabravenite-liberiyski-bezhantsi-v-gana-za-koito-nikoy-ne-govori/?fbclid=IwAR2C0AsH7NWlfeVIQUJLlpjJufIV5BqHO6-gkH-fQhXzI67L7PyCbxujlc>
- https://artgallery.bg/zamak-at-elmina-muzeyat-na-robstvoto/?fbclid=IwAR1-o7-ZsPMoYvOEBzmtng_SLNqPBzH-qN5VWVI3H3VpfqFesEjj8bgwlk
- <https://artgallery.bg/fotogaleriya-kak-proizvoditelite-v-g/?fbclid=IwAR1YqfUgTxdQFvbmJh0ILY4yU3Im6K7CVmXEIOjJC8scc9Ju1vYi9LUVduQ>
- <https://palatka.bg/2020/07/16/nezakonniat-ribolov-koyto-unishtozhava-nadezhdite-naribarite-v-gana/?fbclid=IwAR0inljtgQYOzMHzUiomVTL9vPafL4kFdUJCF0W3mbPpgUGUcpM0Di1NKg>

(Other)

- https://offnews.bg/sviat/borbata-za-stotitci-detca-koito-niamat-pravo-da-hodiat-na-uchilishte-717041.html?fbclid=IwAR3wy6WYy8y-KV6pqKSIL4R1Hn51MC0I_sLESwtzlu_-c_08L4U3H-QZPoA
- <https://www.bnr.bg/post/101155817/vtora-chast?fbclid=IwAR3iKWUCRMzwPDC5xTTRE3kkg-Z6Tuav7a7nf9nt85UbqWliqbKQ6IoZ3uU>

7.4 Case Study: Dávid Malatinszky

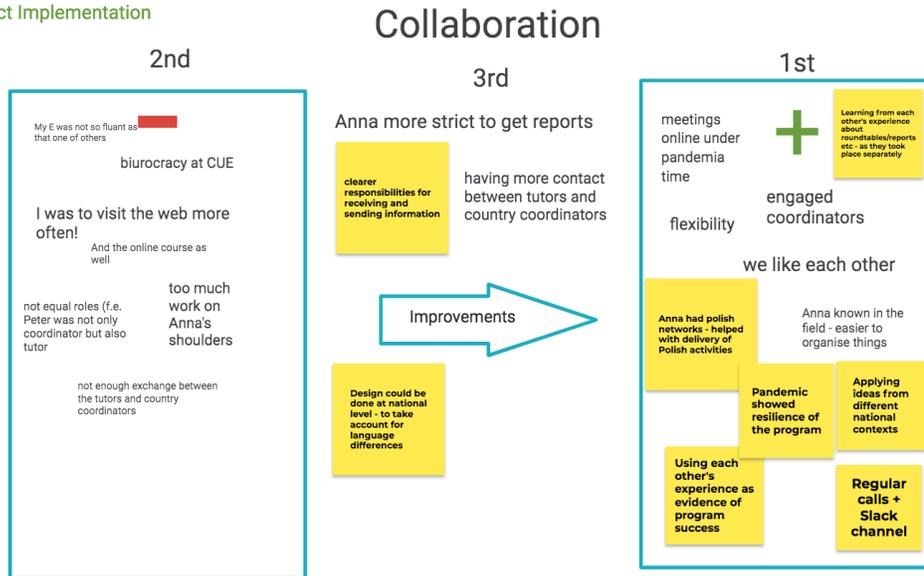
(Bosnia field trip)

- <https://hang.hu/kulfold/2020/03/04/nem-szeretjuk-a-magyarokat-orultek/>

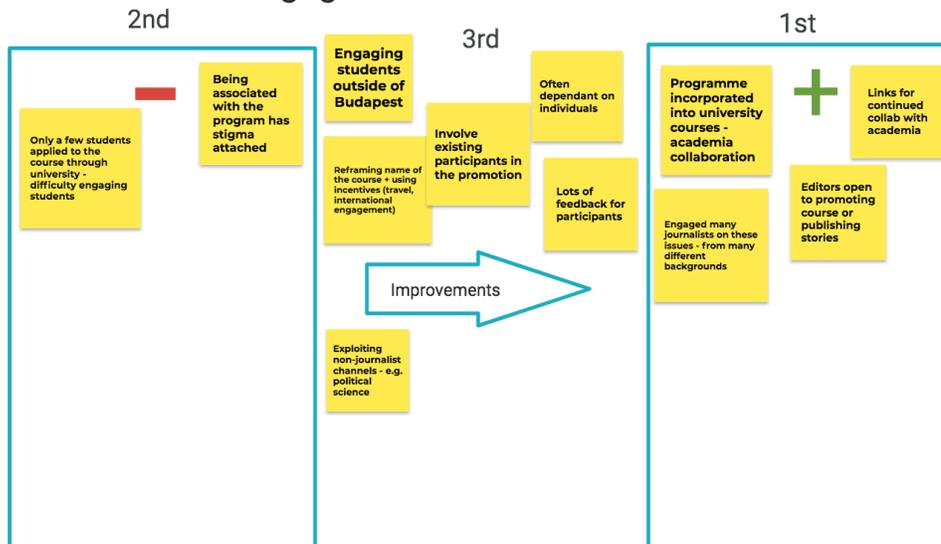
Annex 8: Data Collection Summaries

8.1: Reflection Workshop

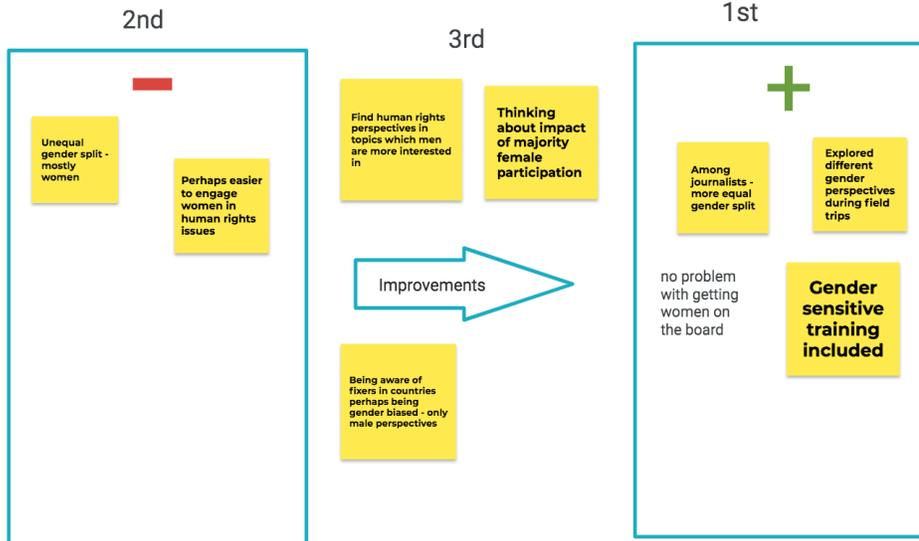
Project Implementation



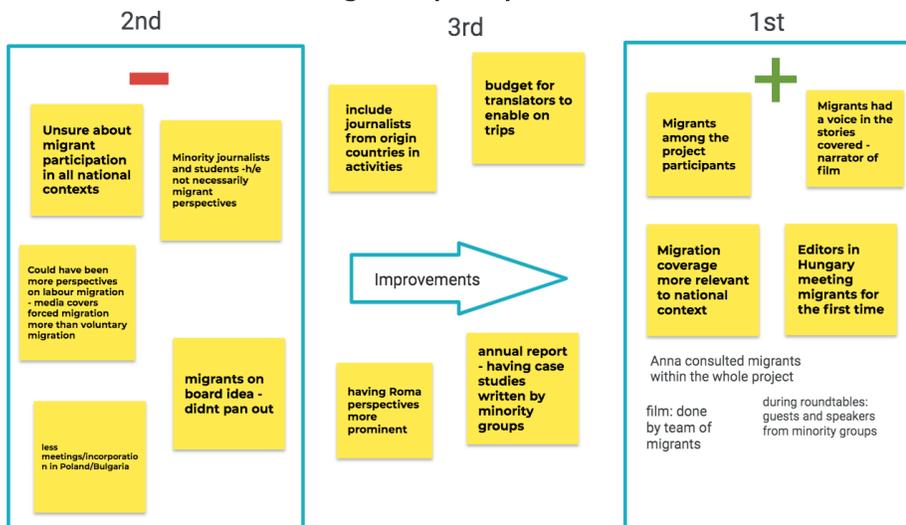
Engagement w/ stakeholders



Gender



Migrant perspectives



8.2: Survey data summary collected by MRG

Survey data was categorized by the evaluation team, and the frequency of each category has been detailed below for the different survey questions.

Applied for awards	22
Participated in roundtables	14
Stipends recieved	20
Used/read MRG reports	42
Used/watched MRG films	17
Average rating for (how happy)	4.85

	Thankful for contacts made and network	More confident in journalism skills	More knowledgeable
Feelings after 6 months	22	7	22

	No time	Not sure on topic	Didn't feel experienced enough
Reason for not applying to stipend	12	2	2

	Already in a career/no time	No opportunity/response	Didn't know
Reasons for not applying to internship	24	3	2

	Useful knowledge	Inspiration	New perspective
Use of MRG reports	29	7	4

	More of the activities i.e. more field trips	Better communication channels	More flexibility for students	More in person activities (other than field trips)
Things to change about the project	9	5	4	3

	Intensity	Organisation (logistics)	Communication (lack of discussion, FB group)	Online course
Worst thing about the project	4	4	3	5

	Field Trips	Networking	Course	Stipends
Best thing about the project (some mention multiple)	29	20	8	6

QUOTES/KEY COMMENTS							
After 6 month feelings	Internship	Stipend	Roundtables	Awards	MRG reports	Field trips	General
Thanks to the trip and the opportunity to meet all those people, and meet people at place in Greece it is so useful till now! For me was I felt more confident having more knowledge and sources I could rely on' I am still in contact with some of the guys from the course, I decided to study Ethnic and Minority Policy on master level I'm one of the oldest alumni I guess and I still find the contact	It gave me experience in the field which I wouldn't get otherwise due to the lack of resources for travel in the Bulgarian media' it connected me with other journalists from different countries and I learned how radio journalism works, how radio pieces differ	an incredible, very important trip to Venezuela right before the covid breakdown, that enabled me to report on the crisis in the Cannot even list all: a fantastic chance to report, new angles, experience. ' An opportunity to work on the projects I wanted to without I published several articles related to COVID and was able to It gave me the freedom to work on a bigger project with no	It showed me what was the local picture of migration in my country and how the topic usually is presented by the media channels and It was great experience, I also presented one my research articles featured. Many new contacts, points of views, stories and ambition We created something as small community thanks to these	A chance to declare myself as a person who is vulnerable and working on these topics' Many new contacts and many new readers.' Feeling that story May be still "alive" even if it was already	Understandable explanation of global trends. 2. Precise information and data about particular cases.' excellent resources for providing background which can be I could publish the important topic even without A deeper understanding of issues/minority groups problems	It's a unique opportunity to work in the field, to learn from other professionals, to establish great contacts, to cooperate.' Being a journalist, it was a great opportunity to do field research It seemed like an amazing opportunity to learn about the I was curious to put all the knowledge form the online course	It's hard to express how happy I'm with the course. It help me so much in my professional development and it gave me What I found contradictory and maybe even unnerving was that the program The online course and the preparations for it took quite a lot You should let experienced journalist skip tasks which are

8.3 Field Trips feedback collected by MRG

QUOTES/COMMENTS			
Weaknesses	Strengths	Learnings	Improvements
I would have benefitted from another 2-3 days with more time on my own to develop the stories I am working on and catch up with people. The program was not fixed enough. Even though on field the program was updated and announced on a daily basis for the next. Sometimes logistics (e.g. going to Malakasa by bus, not by train). Sometimes the fact that it was not entirely clear what the plan is at the	Variety of sources. Exchange among the participants. Going places, having a choice. Flexibility and easy going atmosphere. 'The very well organised program with diverse meetings with many important stakeholders and players in the situation. I also The discussions about the ethics of journalism and photography were also a valuable addition to the current events of the program for me.'	I understood the complexity of the situation of refugees and asylum seekers. I learned about the positions of all sides if On a practical level, I took important steps as a new professional in the freelancing realm, so I pushed myself to be braver when pitching. I Effectively comparing many, many sides, working in a very sensitive environment (and observing how other journalists do	Getting the names of people who we would talk in written form in advance (I mean at the beginning of the conference/visit). I would I felt overwhelmed sometimes - and had to say no at certain moments. If the theoretical part Damon gave us was in form of a More liaising with media outlets to facilitate publication for those who are not on payroll of news outlets.'

	More time	Smaller groups	More prep work	More feedback
What would have helped journalistic work during the trips	9	2	7	2
	Journalism skills (interviewing, research)	Refugee/migrant experience	Value of networking	Sensitivity
Key learnings	11	18	7	12

	Network/community	Activities organised	Well organised	Knowledge/topics
Good side of the trip	15	18	11	11

	Organisation	Too short	Group too big	Stress
Weakest part of the trip	15	9	4	2

	Yes	No
Are you happy you went on the trip?	40	0

8.4: Focus group discussions

Brief notes from our focus group meetings have been detailed below. These are not a full account of the meetings, but summarise some of the key points raised during the project.

(Senior Journalists)

Engagement with project:

- Approached about the project
- Interested in the topics associated with the project - interested in what's going on in other European countries - how other countries are approaching migration
- Did make contacts - Anna, was a great help, managed to share contacts in any country - knowledge sharing with some contacts
- Currently working on project about the Canary route from Africa to Europe - project contacts good for sharing intel
- Roundtables - difficult to judge from 1 session - but people had interesting perspectives from their respective contexts
- Group was very active - everyone able to share interesting insights
- Main takeaways - interesting to see how people differed in their views on reporting, gives great perspective on how journalism is done in different contexts

Shifts in attitudes regarding development issues:

- Coronavirus had a big setback for migration topics
- Not a lot of budgets for migration and minority topics
- Important to see these issues first hand both for perspective and to capture these images for the viewer - changes perspective of the journalist on migrants, seeing them as people rather than numbers

How to promote a more positive attitude towards these issues?

- Lots of campaigns every year explaining why these issues need to be addressed
- Reaching out to influencers to promote these issues
- Public stakeholders should speak out more for migration in a positive manner
- MMM could focus more on the stakeholders to get them involved in these conversations (in roundtables)

Receptivity of media industry to development reporting:

- Lack of interest from news outlets - Slovakia, hard to report on development stories because it doesn't interest anybody
- State has done a poor job highlighting why development assistance is important, why donation, and help is key
- Politicians not talking too much on the issues as its sensitive - not very politically interesting
- People annoyed by Slovak donations to developing countries

(Students)

Engagement with project:

- Doing it while working - balancing work - very enlightening and interesting, both content and trips etc
- Getting through the online course - quite traditional set up - simplified content - could have been different levels - great opportunity to participate, challenge of group just before covid for publishing
- Field trips were best part, networking - in Slovakia not easy to travel and manage work while doing the project
- Eyes much more open to the issues of migration than before - using words much more carefully
- Found online course helpful - at times very basic, but still useful - used all the online course materials alot
- Provided good sources - available for everyone, open access - they were flexible, gave extra time for work during the pandemic
- Not much contact with tutor - anonymous course (would do it differently again)
- Had skype calls with tutor - updates, support

Most impactful activities:

- Greece field trip - very enlightening, talking to people directly - first hand experience - had a lot of material for articles from field trips
- Not very well received in Poland as migration topics aren't well regarded
- Very well organised trip - packed plan but could choose what they wanted to do
- A lot of freedom to choose their topics, sources, interviewees
- Well organised despite covid impact
- Could explore and discover a lot during the trip - talking to refugees, access to translator (something she normally wouldn't have)
- Networking - made a lot of connections, met journalists - useful sources for migration issues
- Course - gave her a confidence to report on the issues - provided an alternative way of thinking about the issues (not just the typical scaremongering)

- Only took part in online course - but found it very easy to take part - independence in when to do the course, own decision when to complete materials, do exam
- already had a job - internship not really viable option - applied to awards ceremony, but didn't win
- Applied for stipend but didn't get it - very short time frame for applying
- Field trips absolutely necessary - stipends very useful, but didn't have time

Change in skills as a result of the project:

- more receptive to these issues than before - more critical reading of these issues, more sensitive to minorities and other groups
- journalistic writing skills, working with polish editors, post trip process working with editors, opened up network - building network among polish outlets - increase in practical skills
- Actively searching for topics that cover minority rights and migration
- Understanding the complex interconnections of issues surrounding development issues - understanding rates of unemployment, social situation, poverty, conditions, relative deprivation
- Checking facts and being more sensitive to showing the wider perspective
- Thinking more intensively
- Changing perspective through which she presents issues of development - using language to reach out to those who are anti-migration
- Gaining the tools and arguments to challenge negative viewpoints
- Giving a voice to those who are voiceless
- Gave the confidence and the sources to cover the issues effectively - gained contacts, knowing who to call to get good information
- Understanding the common arguments used by anti-refugee groups - responding to comments under articles
- Have more tools to respond effectively and engage with negative viewpoints/arguments
- Changed the way she writes about refugees and migration - lots of discussions on the way they write (writing all names, not speaking about people abstractly, humanising the issues, internalised these tools and debates)

Relationships and Networks:

- Not so much about building a network in slovak media - but a huge benefit in building relationships from field trips
- Made local contacts during site visits - useful for future work
- developed very useful contacts - sources, other journalists, information
- Communicated people who took part in the year before - useful perspective and knowledge sharing - opportunity provided through MRG course

- Gained contacts despite only an online course - didn't have opportunity to meet journalists from other countries - but still have other students in contact list
- connected with migrant communities - useful toolkit - but in terms of networking with migrant communities, there were issues with unwarranted contact (asking for financial support) - could have been more support on this from the course
- Lots of skills sharing with other journalists - very active FB group
- Journalists helping each other out with materials, interviews, pictures etc when working on respective projects
- Networking with NGOs - in contact a lot, and offered field trip opportunities - MRG experience benefiting own work
- Alumni meeting would be positive - obviously difficult during covid - seems like alumni is growing and functioning quite organically, perhaps no need for too much interjection from MRG
- Could have had an event to reflect on the course and wrap up the course, rather than doing it during the field trip
- Rather than spending so much time covering the course during the field trip - field trip should have been just focused on field work - course work should have been a separate activity
- Tutors tried to stimulate conversation over forum - but wasn't very effective as a platform
- People used forum as an opportunity to be visible - increase chances that they would be chosen for more field trips - felt forced

Engagement with reporting

- topics considered too niche - so editors sometimes resistant to these issues
- covered and published multiple articles on Kenya - very well received - editors more keen to publish on issues directly relevant to the context
- Editors switched off comments
- reporting on development and human rights - not much response from editors - h/e finding a unique element in the story, finding a niche or interesting story within the topic of development and human rights (the general themes themselves aren't popular)
- Not much problem as OKOpress are interested in human rights and cover these stories - h/e sometimes end up losing out due to something more current being of interest
- Receive encouragement from editors and colleagues
- any reference to Europe, migrants, refugee camps - prompts big wave of racist trolling, hateful comments on articles - interesting to notice how keywords provoke certain reactions from people - women's rights received less hate speech
- definitely more reporting on these issues since the course - even articles from the field trips (knowledge of a network of journalists reporting on these issues)

- Less response from readers - as stories weren't directly related to Poland or to Polish politics - so less shallow, hateful comments, more responses from people who had a perspective on the article and topic
- Difficult to gauge the impact - people who comment aren't necessarily those who really absorb the text
- Responses showed understanding with refugees and migrant - opposing the narrative of 'dangerous migrants'

Broader public perception:

- Most journalists covering foreign affairs in Slovakia participated in the course - more education can benefit public perceptions to these issues (not single articles, but educating journalists can shift media coverage)
- National political change often reflects more influential countries on the European stage - so involving journalists in these countries could be beneficial for more long term change (expanding the program to more countries in Europe)
- Still very negative public reaction - but publishing about these issues more and more (sensitising the public to these issues)

(Tutors)

Experience of being a tutor

- Connected with so many people, interesting students from many backgrounds, webinars and field trips - many students, harder to find new students to join later on - challenge to keep some students motivated, or to finish on time
- diversity of journalists brought together to address common subject - lots of passionate people involved. Volume of students, big mix of students with different levels of experience (1st year students, to experienced journalists), also range of engagement
- volume of students, finding time for all. - finding new students to join in Slovakia

What could MRG have done differently

- Shifting nature is part of the process of online courses

- dropout rate was actually quite low - perhaps fewer weeks for the course, and less reading assignments
- For university students it was made a part of the curriculum in some institutions - so motivation was perhaps easier in this case
- Quota had to be filled on MRG's end - so tutors felt the need to try harder to motivate some students to fill the quota
- For many journalists, the motivation was primarily the field trip
- Working with students on deadlines was important - finding a balance between strictness, fairness, support
- Change structure to make it more interesting in the beginning - more engaging and useful from the start
- Divide content between obligatory and additional work
- Compulsory assignments were too many - even the best students couldn't get through all of them (reducing obligatory assignments)

Course content:

- Popularity of topics is very subjective - theory often combined with practical elements and diverse reading material. No material that students broadly disliked
- Assignments that were non-obligatory - students had problems with
- Section on media law and human rights law/best practices for journalists, was the most challenge from journalists/students
- Perhaps more discussion needed on differences between best practice and law - could have been the more technical elements of the course
- A few times were journalists pointed to lack of discrimination laws in their country - tutor unsure how to respond due to lack of knowledge on specific country contexts
- Media law and legislation was the first assignment - perhaps something more accessible as the opening assignment
- Legislation perhaps abit boring - maybe more examples needed for students to identify with, less legislation - they feel it is too far from their work

Project activities

- Field trips the highlight for most people - but they didn't want people going onto the course with the sole intention of going on the trip
- Stipends also a positive element
- Camaraderie, network, and passion built from field trips
- Internships perhaps didn't have quite the same interest - as many journalists already working full time

- Could have done more webinars - tutors could have given some sessions
- Personal, 1-1 time important - struggle to provide this for all students
- Perhaps combination of webinars and 1-1 sessions would be a positive change (coordination of classes was a challenge)
- Webinars amazing - involvement of minority groups and migrants was very positive (could have added more webinars to the course)
- Partnerships in place with specific media could have been beneficial
- Forums - were part of the obligatory things to participate in the forum to go on the field trip - h/e moodle platform not very user friendly, and students had trouble engaging on the forums - students created topics that were artificial from the course to discuss on the forum just for visibility - could have been better addressed through live sessions for engagement
- People applying for field trips very often the same people - tutors conducting their own webinars could be a positive change in the future
- Stipends great for more experienced journalists - field trips can be problematic for journalists coming from different backgrounds, different styles if work - more suitable for students
- Internships didn't work well at all - they were either working already, also a question of who would coordinate them in the newsroom - newsrooms not interested in taking on interns

Change in journalist skills

- With journalism students - there were key learnings in basic journalist pieces (opinion pieces)
- Lots of interest from students in researching topics and drawing out important migration issues - a lot of younger students became very interested in the topic - passionate
- With older journalists, great to have on the course - some were already experienced in the topic so helped to reinforce the issues
- Saw biggest progress in the younger students who hadn't seen the topic before - very engaged
- For some younger students - it changed how they view the world

Barriers to skill development

- Usually students struggled to find the people they wanted to write about
- Difficulty finding topics linked to minorities and migration - but students realised they could reach people without being there with them
- Reaching people in power, contacting large institutions - students sometimes didn't try other methods

- Perhaps a webinar early on to advise students on building sources, planning and researching a complex story
- Difficulty for tutors to advise students on reporting practice when outside of that context e.g. where to find sources, contacting people involved in issues, how to be persistent
- Perhaps as a tutor, could have done more groundwork to understand local organisations so they could offer go to resources to share with students
- First assignment could be a research assignment where they lay out the landscape of minority rights and migration for useful contacts and organisations (who is active, who is helping?)
- Early assignment could be to do an interview with somebody affected by minority rights - some articles included no original sources
- Development in the skills during field trips - lots of journalists working together and learning from each other re. Devising interviews, reaching out to sources
- Students often not willing to do the research, tutors sometimes had to push students to persist in contacting institutions and sources
- Students needed to plan in advance more regarding attaining sources

Gender considerations

- Program was generally unequal in terms of gender ratio - often unable to get men on board
- How to involve men and get them interested in these topics was an issue
- Sometimes depends on national context - difficult to find journalists from ethnic minorities in certain countries - perhaps more could be done to bring Roma journalists on board
- Could have been more other forms of diversity in the group - people who have migrated themselves, diverse backgrounds - not sure how possible that could be in terms of selection, lots of discussion on Roma communities but only 1 Roma participant
- Lots of interest in gender and minority issues
- Mainstreaming gender into the writing on these issues - when writing about any of these topics, understanding that there is a difference in experience and perspective for men and women
- Important to engrain this power structure into the minds of the students

Annex 9: List of indicators with missing data

There was not data available for the following indicators, and therefore were not featured as part of the analysis and evaluation.

Opinion polls - for signs of improved coverage
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Number of media pieces in target countries specifically raising issues for minority women
% of course completions that report using their skills
% of successful internships applicants that identify as women
% successful stipend applicants that identify as women
Number of Downloads 'Best Practice Guide' was downloaded
Number of journalism professors using the 'Best Practice Guide' in class
Published media pieces in context of editorial awards
Number of views
Number of Youtube views