

Germany: First face-to-face seminar in Hamburg after two years of COVID-19
Zimbabwe: Workshop on Media and Information Literacy (small picture)

Message from the Director



Werner Eggert

Although we are almost two years into the coronavirus pandemic and dealing with it has complicated our work a lot, we have managed to continue our project work quite well – given a lot of re-planning and switching many courses to online and hybrid formats. In this newsletter, you will read how we – together with our partners – did it in detail.

In 2022, we will continue our work in Eastern Europe and Russia as before, and in Zimbabwe we are proud to enlarge our four-year long media and news literacy project. A brand new program for Nepal is in the pipeline, too: we will be the main partner in the setting-up of a fully-fledged journalism academy in Kathmandu. In addition, we continue our support for journalists in countries in crisis, and as usual we will do that without making too much noise about it – it is fast and discreet assistance that is needed. Last but not least, Interlink Academy will host the 2022 FoME symposium on media development in Hamburg. Please put the dates in your calendar: 13-14 September. I hope to see many of you at the two-day conference.

I would like to thank all our partners and sponsors for their support and collaboration. Only with this kind of help, we will be able to continue our work. I wish you all a prosperous 2022!

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Interlink Academy's Alumna Fatoumata Nabie Fofana Publishes Her First Novel *Sadjio*

The Liberian journalist Fatoumata Nabie Fofana participated in one of our ten-month trainings some years ago. Now she has published her first book and thus realized a dream many journalists share with her. We asked Fatoumata to write a few sentences about her experience.

I started writing *Sadjio* in 2018 but quickly got sidetracked and gave up on the project. I returned to it in early 2019 only to take another prolonged pause from writing until mid-2019. Long story short, I wrote a bulk of my debut novel in 45 hectic days. Yes, it took me roughly one month and fifteen days to complete my manuscript's first draft. The search for a publisher wasn't as hectic, however. My manuscript was submitted to four publishers and got four acceptances. This, for me, was incredibly exciting.

The story is fictional, partly re-imagined based on my commitment to fighting gender disparity in education, beginning with my family. New York-based Adelaide Books signed *Sadjio* in December 2019. By then, the publishing house was grappling with an already stuffed publishing calendar. So, *Sadjio* was listed for release in December 2020.

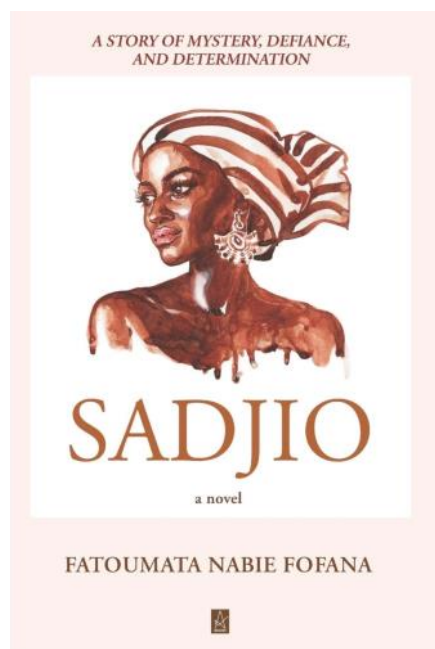
It is a story of mystery, defiance, and determination. *Sadjio* is geared towards every little girl with a big dream and determination to achieve it no matter what society dictates. It's main character, Sadjio, was a relentless soul, a girl determined to defy all odds to achieve her dreams regardless of what others said, thought, or did.

Though she was born in a poverty-stricken family, Sadjio refused to let poverty define her path in life. Though she was denied access to education due to her gender, Sadjio did everything to fight gender disparity in her community, beginning with her family. But Sadjio's greatest nightmare was her separation from her biological parents.

Get a copy of this novel and discover how or what she had to endure to overcome this adversity that nearly altered her life.

[Amazon.com:](https://www.amazon.com/dp/9781954351103)

Sadjio: A Novel (9781954351103): Fofana, Fatoumata Nabie: Books





Nepali journalists celebrating the successful completion of the Data Driven Journalism training in Kathmandu

Nepal: Strengthening Data Journalism and Creating Local Training Capacities with our Partner CMR-Nepal

The Center for Media Research - Nepal (CMR-Nepal) is a Kathmandu-based research, training and policy-oriented non-governmental organization. The working relationship with Interlink Academy goes back to 2011. **Bikash Karki**, Coordinator at CMR-Nepal, reports on our long-term collaboration.

CMR-Nepal aims to advocate, support and lobby for freedom of opinion and expression on every platform, ethical and professional media, press freedom and is guided by human rights and the media's role in strengthening democracy. CMR-Nepal has conducted studies on media; developed, designed, and conducted skill development trainings, workshops and seminars for journalists; published policy papers and books while working in coordination with other organizations in Nepal and abroad. Interlink Academy is CMR-Nepal's long term partner since 2011. Our cooperation was taken a step further in 2018/19 when we jointly organized „Mobile Reporting for Nepali Journalists“ - a three-month blended learning course for 24 journalists. Interlink also assisted four of CMR-Nepal's members to participate in the Global Investigative Journalism Conference in Hamburg, which was most beneficial for us to get exposure to a global network of journalists. The success of Interlink's unique blended learning method was instrumental in conducting the course „Data Driven Journalism Training for Nepali Journalists“ in 2020-21. The coronavirus pandemic threatened the success course, but we managed to complete it despite all odds. 24 journalists from Nepal attended the training and two local trainers were trained who will further train more journalists. Nepal is a country where skill development opportunities for journalists are scarce. In the near future, we hope to create more such accessible courses for journalists in Nepal in cooperation with our trusted long-term partner Interlink Academy.



Bikash Karki, Coordinator at CMR-Nepal

Nepali Training Experience with Interlink's Approach

"Interlink Academy's training model is very different from what I had attended or conducted so far." Nepali trainer **Umesh Shrestha** explains his experience with Interlink's blended learning concept and training.



Umesh Shrestha, Trainer

At the start, I thought it's just like any other training I had already taken. But the blended learning model was very different: one week residential, then e-learning and after that once again another week of residential training. Due to the coronavirus pandemic, the training was conducted in air-bubble isolation. Claus Hesseling was teaching via Zoom from Germany. Such long hours of remote training were very new to me. But we learned well. Although Claus was not present physically at the hall, he answered all questions of the participants in a way that participants never felt he was actually far away. We learned and I really enjoyed our time together. I noticed Interlink Academy's training model is very different from what I had attended or conducted so far.

It began with easy tasks that gradually became difficult in a way that participants felt was always going one step further. And, we never moved ahead unless all trainees finished with the task. In many trainings, the focus is on teaching as much as possible in a

few days. But in the Interlink Academy's training model, only several important things are taught, shown a few times and trainees merely focus on these tasks. Such learning is much more effective. I understood why e-learning and the second attendance phase was important. For the next batch, it was a challenging training for me. I haven't seen any Nepali trainer teaching the way Interlink asked us to do. And, among our trainees, there were university teachers and a provincial press registrar. But we copied the same model, tried to make difficult things easier.

The satisfying thing was, we were able to ensure all participants were able to write a Python code - certainly technical and difficult for journalists - that auto-tweets daily COVID-19 data or shares market data. Participants told us they experienced a very different kind of training. Now I am not only using Interlink's methods in data driven journalism training, but I am also trying to adapt the teaching methods for other trainings that I conduct. I get positive feedback and that is very much also because of the things I learned during the training.



"I don't fear data anymore. I enjoy data."



Yadav Humagain, Course Participant

„It used to be a difficult task for me to prepare news from data or use data on the news. Now I know data is not difficult. I learned how to use easy and free online tools to play with data, and present them in various graphs, charts and maps. After the training, I have been using Google Sheets to manage my data and also using skills learned at the training to scrape data from various sources. I used to ask designers even for a simple graph but now I am proud to be able to make them myself.“

"After this training, I feel equipped with some very effective tools. I learned some things for life."

Swechchha Raut, Course Participant

„The training gave us a new perspective to tell stories, using numerical data and visualization. Each session was very insightful, informative and interactive. Meaningful slides, videos and presentations kept us engaged and taught us the basics of data visualization. It opened up new possibilities to enhance my journalistic practice. We have been using tools like Datawrapper for very creative content production.“



International Press Freedom Day 2021: „International Encounters Enrich and Broaden Your Horizons“

On the occasion of Press Freedom Day, Engagement Global spoke to Werner Eggert about Interlink's project in Myanmar, which was funded by the bengo program. The project ended before the military coup. Mr Eggert explained the difficult situation for Press Freedom there. *You can find the original interview in German [here](#).*

1. Mr. Eggert, a project of the Interlink Academy in Myanmar was funded through bengo last year. What was this project about and what makes it so special compared to the usual journalistic training courses?

The aim of the project was to comprehensively strengthen the regional media house Dawei Watch in the south-east of the country. That concerned the editorial and management. Dawei Watch is the only media house in the region that does not belong to the state and provides people in Southern Myanmar with independent and critical reporting. However, like many others, the media house is also suffering as a result of the digital transformation. The income from print products is declining and it is difficult to replace it with digitally generated income. At the same time, the editorial team lacks the skills to make full use of the technical opportunities of online reporting. With advice and trainings, we contributed to opening up a journalistic and economic perspective for Dawei Watch.

2. Interlink Academy works in very different countries (for example Nepal, Ukraine, Zimbabwe) - how do you decide whom to work with and how do you develop your projects?

The selection of our partners is always done individually and it is not possible to describe a general pattern. What all of our projects have in common is that we start working with the partner organization at a low threshold and get to know each other. We only begin the first projects with funding from bengo, for example, when our partners and we agree that we value and trust each other. And if the first major project is successful, we consider whether there is a need for another project. Our partnerships are thus growing organically.

3. What did the cooperation in Myanmar with Dawei Watch look like in concrete terms?

Together with our partner we have identified three areas that we wanted to strengthen together: firstly, mobile video reporting, secondly, digital research and fact checking on the internet and social media, and thirdly, the development and consolidation of new sources of income. We have carried out training courses in these areas and supplemented them with continuous coaching. The coronavirus pandemic made this work more difficult and a lot had to be done online. Here we benefited from our many years of experience with digital training as well as with the political circumstances in Myanmar.

4. What can German media professionals learn from their colleagues in Myanmar?

It depends on the individual, but our basic experience is that international encounters are always enriching. Experiencing colleagues at work in the global south broadens your horizons, opens up a view of new solutions in your own everyday work, and last but not least, it also teaches you a little humility in the face of your own privileges.

5. Are you currently in contact with your partners in Myanmar and can you say something about their work situation?

We are in regular contact, and if you mean the work situation after the military coup: it is very bad. The journalists from Dawei Watch continue to report online, but the print publications have been discontinued and the reporters no longer go to the editorial office for security reasons. The military closely monitors the publications of private media and withdraws their license in case of conspicuously critical reporting. So far, the small media houses in the regions - such as Dawei Watch - have been less affected by this. Above all, it has affected nationwide media, which either no longer appear or publish from the underground or from exile abroad. In addition to political repression, the free media outlets are also affected by the fact that the Internet is repeatedly switched off or throttled.



Internationale Begegnungen bereichern und erweitern den Horizont

Werner Eggert | 03. Mai 2021 | Journalismus | Myanmar | Pressefreiheit

Interlink Academy for International Dialog and Journalism unterstützt weltweit Qualitätsjournalismus durch Trainings und Beratung. Gegründet wurde die gemeinnützige Organisation 2014 von Werner Eggert, der seit Jahrzehnten als Medienberater, Trainer und Coach arbeitet. Tätig war er unter anderem für den namibischen Rundfunk, das Internationale Institut für Journalismus in Berlin, den Bertelsmann Konzern und die Deutsche Welle Akademie. Wir sprachen mit Werner Eggert über die Arbeit der Interlink Academy und ein Projekt in Myanmar.

1. Herr Eggert, über bengo wurde zwölf Monate lang ein Projekt der Interlink Academy in Myanmar gefördert. Worum ging es bei diesem Projekt und was macht es so besonders im Unterschied zu üblichen journalistischen Trainingsangeboten?

In dem Projekt ging es darum, das regionale Medienhaus Dawei Watch im Südosten des

6. What does it take for high-quality journalism to have a future?

That is the question of all questions. It seems certain that it will predominantly take place online. You already know a lot about what it looks like, even if there is still a lot to discover and develop. For example, how to better interact with social media. How to finance private quality journalism is more difficult to answer. That is true both here with us and in our partner countries. Journalistic independence usually requires economic independence. However we still have the public service media financed by broadcasting fee, which, despite all the criticism, produce good journalism on the bottom line. However, in our partner countries we encounter state broadcasters rather than public institutions and these generally do not produce independent high-quality journalism.



Russia: Media and Information Literacy in Novosibirsk

Victor Yukechev, Director of the "Tak-Tak-Tak" Foundation, Novosibirsk, Russia: *"Media literacy is a source of freedom, aimed at enabling everyone to act, choose and take an active part in life."*

Russia is a country with very low levels of trust in mass media (Edelman Trust Barometer 2020). Only 28% of Russians surveyed trust the media. More than half of the respondents believe that the media they regularly read and watch consist of unverified and inaccurate information. At the same time, the respondents express hope that with an increase in objectivity, quality of information, separation of the important from the sensational, as well as of opinions from facts, the level of trust in mass media in Russia could potentially rise by almost 50%. These trends are also typical for the regions of Siberia, where the replies of the respondents corresponded closely to the average indicators across the Russian Federation. The majority of young people here do not use traditional mass media, and increasingly learn about events in the country, the world and their hometown from social networks (almost 50%). But as for the level of trust today, topping the ratings is not information from mass media, but the information received from friends, relatives, and acquaintances (30%), followed by the Internet (16.5%), then television (12.5%) and social networks (10.3%). These trends explain the importance of the project "Media and Information Literacy" ("Media Literacy in Russian Regions"), in which the Novosibirsk Foundation for Assistance to the Development of Mass Communications and Legal Education "Tak-Tak-Tak" became a regional partner of Interlink Academy. The audiences of the trainings, which will be conducted by the trainer-multipliers prepared during the project, will be people of different ages — children, students and civic activists from Novosibirsk region and Altai Territory. We hope that as a result of the implementation of this project, they will be able to make their own informed decisions based on complete, relevant and reliable information.



Victor Yukechev, Director of the "Tak-Tak-Tak" Foundation

The Structure of the Project in Novosibirsk

"Our project is divided into four main parts: trainings for co-trainers, trainings for multipliers, multipliers conducting three workshops of their own, and feedback."



Ekaterina Karavaeva, Project Coordinator at "Tak-tak-tak"

First, three Novosibirsk co-trainers – journalism lecturers of Novosibirsk State Pedagogical University Irina Kateneva and Elena Zhrebtsova, together with media consultant Margarita Revzina – discussed with senior trainer for Interlink Academy Erik Albrecht schedule, methodology and program of the project, shared their approaches to working with the audience and learned some new ones. With the pandemic still being an issue, we had the opportunity to practice the blended learning method. Twelve Siberian multipliers – from Novosibirsk and Barnaul – first met in Zoom and then moved "offline" for an interactive four-day session with our local co-trainers.

Once this session is over, they will move to preparing their own workshops for members of their communities. Our local co-trainers will not only be mentoring the multipliers along the way but will also visit their workshops to assess progress and to offer more personalised guidance. And finally, in July, we will all gather for a two-day wrap-up conference in Novosibirsk to share feedback and to discuss next steps and further contribution to development of media literacy in Siberian regions.

Impressions from our Workshop and Participants



Participants in Novosibirsk working on their first assignment



Discussing the results of our participant's journalistic work

"I won't regret the time spent, these were very busy and creative hours."



Sofia Raznikova, Course Participant:

„I was surprised by the coaching approach, liveliness, functionality of methods, openness of participants, change of roles: the audience draws attention to itself, broadcasts skills, generates and presents ideas in micro groups, and then again gives way to the trainers, gets acquainted with cases. I learned to understand the audience through new approaches, stopped doubting in the use of game practices, tasks for creative thinking, found a solution to problems that have been piling up (this will be my own training, which will be the result of the project).“

Back in school, I ran the social networks of the school newspaper. But then I didn't have any understanding of the features of various platforms, of an action plan and of practical and theoretical base. Now this work is passed down to other pupils. Today, my priority is to explain to young correspondents the leading points and nuances within the Internet community. Based on the experience of running VKontakte communities and conscious consumption of content, I can systematize work in social networks for the editorial office, guide young correspondents with my tips, teach them media literacy at trainings.“

"I will apply the acquired knowledge and skills in trainings with schoolchildren and their class teachers."

Alexander Terentiev, Course Participant:

„My teacher invited me to the training. Initially, there were doubts: Should I go or not? Have I acquired new skills that will help me in my future work at trainings and master classes? In our reality, when there are a million proposals for different courses in the information space, unfortunately, most often they turn out to be uninformative, there was a fear of wasting time. But, nevertheless, I decided that it was worth a try. And, fortunately, I never regretted it. All coaches are interesting people with a huge baggage of experience and knowledge that they are ready to share free of charge.“

I will use these skills and knowledge in my future work: both with juniors and with the editors of my social project "Good Day", in which we talk about volunteers and just kind people of the Novosibirsk region. Fact-checking, game practices and lots of other skills acquired in this project are really useful resources for successfully conducting one's own trainings. The first such training will be with schoolchildren and their class teachers.“



"As practice has shown, our professional views on many issues coincide."



Elena Zharebtsova, Course Participant:

„Participation in the project "Media and Information Literacy" made it possible to compare Russian and foreign approaches to the development and conducting of trainings on media literacy, to find similarities and differences.“

During the preparation process, we discussed tools and techniques, exchanged ideas and cases with both trainers and participants of the project. We selected the optimal combinations for working with a group of multipliers.

Practice has shown that our professional views on many issues coincide.

In working with multipliers in the field of media literacy, I plan to use person-oriented and practice-oriented approaches, as the most effective for building of educational process.“

Azerbaijan: Mobile Video Journalism in Baku

In September 2021, Interlink Academy cooperated with the Eurasia Partnership Foundation/Caucasus Research Resource Center (EPF/CRRC Azerbaijan) to organize a workshop on Mobile Video Journalism in Baku. **Ramin Safarzada** Regional Coordinator of EPF/CRRC Azerbaijan reports.

During the workshop participants learned how to produce news videos for the web with just a smartphone and improved their interviewing, editing, reporting, filming and production skills. The workshop sessions were conducted by professional journalist and trainer Kai Rüsberg and experienced local trainer Emin Huseynzade. The participants were mostly working journalists.



First day of the workshop: Kai Rüsberg prepares the first few mobile video interviews with the participants

On the first day of the workshop, just after the introduction to the course program the trainer, Mr Rüsberg, asked the participants to interview each other using only mobile video. Once the video interviews were ready, they were checked and their shortcomings debated.

Based on these example videos, the basics of video production, such as composition rules, line of action, journalistic standards, sound (microphone) and etc. were introduced by the trainers. In the second half of the day, the "oneshot" video production technique, which is produced with no (or hardly any) editing after shooting, was taught by Mr Rüsberg. He explained that this production style has great benefits: all pictures are filmed on the spot, manipulation of the video by editing in false venues or a reshuffling of procedure is not possible.

On the next day of the workshop, another video

production technique was introduced — the "5-shot" rule. Throughout the day, each of the participants developed a story by filming simple action videos using this technique. Once again, all produced videos were shown to the other participants and their shortcomings discussed.

On the third day of training, the basics of editing using the non-linear editing (NLE) technique were taught. After the introduction of VN Editor the participants were asked to edit the "5-shot" example videos, shot as their homework. After monitoring and discussing the edited videos, the participants were given the next day's task to produce a "Oneshot" video out on the streets.

First, they were asked to develop a theme and an individual topic for their videos. Then, the participants were trained in media ethics before being sent to the city. The par-



Our team is all vaccinated, but masks remain important in these special times

ticipants spent the first half of the last day in the city center to shoot their videos. Although they all did their job, some mistakes were obviously made. Therefore, after their return to the training site, they had another critical discussion of each individual video. Finally, a round of feedback about the workshop was conducted by the trainers, and professional advice was given to the participant for further use of their obtained skills.



Our Zimbabwean multipliers and community activists with their local and German trainers on the first day of training in Bulawayo

Zimbabwe: Media and Information Literacy in Matabeleland

Zenzele Ndebele, Media and Information Literacy Project Manager in Bulawayo, Zimbabwe: *"We are tailor-making this project to address context specific issues in communities."*

Media and Information Literacy (MIL) is a four-year project targeting Matabeleland region — Bulawayo Metropolitan and Matabeleland South and North provinces. The major aim of this multi-year project is to train communities on media and information literacy.

At the end of the project period, a significant portion of the population in the target region should be able to actively use social media in important discussions that shape communities and protect their own information.

The project was created against the background of the rise of fake news dominant in both mainstream and social media platforms. As such the project seeks to equip communities in the target areas with skills to spot fake news as well as to be in a position to produce content tailored to their own contexts.

This programme comprises, firstly, of the four-member local project team, which is enabled and supported by Interlink Academy to implement this multi-year project on media and information literacy. Secondly, there are 36 local trainers and community organizers from the three target provinces. They are trained and coached to set up and run 18 local community hubs, where they will train communities and continuously strengthen local media literacy. There are two community trainers per hub, and these are from the local communities, proficient in the local languages and have access to the people in that community.

However, they will also be trained and continuously supported by the project to ensure they are able to meet their target goals. It is aimed that approximately 100 people will be reached per hub, translating to 1800 in all the 18 hubs per month. This is an important project as it will give communities in the target areas knowledge and skills on relevant sources and information critical for their wellbeing.



Zenzele Ndebele, Project Manager

Zimbabwe - Media Literacy Workshop and its Benefits

Clayton Moyo, Chief Training Coordinator discusses the MIL workshop in Bulawayo: *"We have beautifully come full circle with Interlink Academy here in Zimbabwe, and on MIL, only the best lies ahead."*



We have started another exciting media training venture with Interlink Academy in partnership with the Centre for Innovation and Technology (CITE) here in Bulawayo. Media and Information Literacy (MIL) is the third journalism and media training focus area that we have done with Interlink in Zimbabwe since 2017 and probably the most important due to the relatively long period that spans the project and the massive potential reach that lies ahead of us. The previous training projects, mobile reporting and investigative journalism in Southern Africa, focused on developing the skills of professional communicators. We are going full circle with the media and information literacy project, which targets those who encounter journalistic work and rely on the media for information about their communities, the broader country and worldwide developments. Capturing information that is relevant to communities is best done by members of the communities themselves, and, reflecting on this project's scope and timing, this couldn't have come at a better time.

Zimbabwe, like the rest of the global community, is battling the COVID-19 pandemic and the misinformation associated with health-related panics has been palpable and damaging. The country is also heading towards elections, and far much worse than misinformation, political players are engaging in a disinformation drive to gain ground in what is traditionally an abrasive and caustic phase in the political life of the country. The Media and Information Literacy training of trainers we just had in November is up to the task. I have done quite a lot of trainings, but this one was different. In every way. The initial cohort of 12 community MIL trainers who will carry the task of spreading media literacy skills exponentially over the next four years were equipped with a bag of engaging training skills that will be useful for them beyond this project.

It was an intense 6-day training workshop that gave us an opportunity to test how the community trainers would apply the media literacy training skills in their communities. We were beyond impressed. From understanding how the media works to information verification and photo and

video production skills, the beneficiaries of the media and information literacy programme will be ready to critically read the information that is presented to them. As one of the participants in the training of trainers succinctly put it, the first step to accomplishing our goal is to have a community member who has a hunch to question. That way, when the attitudes towards information products we consume change from passive consumption and regurgitation to pausing and reflecting, our communities will be better placed to play their democratic role of participating in civic processes from an informed position. Our community trainers who are covering the initial phase of the programme in Bulawayo have already gone out to the communities. The future ahead of us is quite exciting as we will be welcoming the second cohort that will work in other parts of the Matebeleland region. The MIL project is a jigsaw fit with other projects that Interlink and CITE have done before. I have seen beneficiaries of past projects going on to launch community projects that have an immense impact. I have no doubt that as usual, we are onto something great again!



Clayton Moyo, Training Coordinator

"As a certified trainer, I am going to educate my community on vast aspects of media literacy."



Langelihle Gwebu, Community Activist and Multiplier:

„The workshop was intriguing, very educative, informative and fully detailed. The trainers and their innovative training methods developed an optimistic attitude within me. I became more enthusiastic each day with a curious urge I couldn't shake off as I was always anticipating the training of the day. The workshop made me understand the intricacies of critically analyzing, evaluating and reflecting on data I collect and information I disseminate without cross checking. As an accredited media facilitator by Interlink Academy, I am going to educate my community on vast aspects of media literacy. Putting into consideration different preferences of my target participants, I aim to hold workshops for different age groups and address challenges that directly affect them.“

"My biggest takeaway was on the five competencies of being media literate."

Tawanda Mukoma, Community Activist and Multiplier:

„We consciously and unconsciously consume media and information and it has impacted our lives positively and negatively. Through the Media and Information Literacy (MIL) workshop, I've realized that there is a huge gap to cover when it comes to media and information consumption. I learnt a lot from the concise presentations on MIL by the workshop trainers. My biggest takeaway was on the five competencies of being media literate, that is being able to access, create, analyse, reflect and act or apply media content. I'm confident that communities are going to benefit immensely during the trainings especially now as we're living virtually but are affected physically.“



"A very practical and relevant training which came at the right time to address and equip communities."



Loctricia Nleya, Community Activist and Multiplier:

„The workshop was "user-friendly" as we had access to the learning materials, and it was brilliantly practical. The materials were easy to consume and thus it was also easy to absorb information. At first, I wasn't certain on what media literacy is all about, but the first day gave me an insight and it got better with each day. It gave me focus and a plan on how to reach out to the communities as it was experience based. That for me was fantastic, and the trainers were engaging, and they ensured that there is lots of interaction during the workshop. There were more practical and real-world insights especially on digital security, fact checking, etc which were valued by participants.“

"The workshop was a safe space for ideas sharing."

Tariro Gurure, Community Activist and Multiplier:

„My idea of workshop and training has never been the circle where I felt seen like this before. The workshop was indeed a safe space for sharing ideas freely and absorbing the skills on offer. I loved how the trainers made incredible practical examples that made it easy for us to grasp the issues and learn some skills.

This engaging approach is something that I will take to my community with the hope that others will find them useful, take the lessons and pass them on to fellow members of the community.“



"No Powerpoint used, yet all kinds of learning methods were on offer, a unique training experience."



Andile Khumalo, Course Participant:

„Six days of continuous learning seems like a daunting exercise, likely to be accompanied with loss of concentration from the trainee. However, when the training is performed so uniquely with innovative methods, games and group discussions along the way the job moves swiftly.

The great, welcoming atmosphere at CITE and the impeccable organization of the workshop made the whole experience even more palatable. I have no doubt this intensive, fun and relevant project will be worth it when it touches my community.“



Our Ukrainian participants enjoy an insightful trip to DIE ZEIT and a discussion with Jochen Bittner (right)

Ukraine: Coaching Investigative Journalists and Digital Storytelling with our Partner Bihus.Info

Anastasiya Borema, Communication and Social-Media Manager at “bihus.info” about her cohort’s trip to Hamburg: *"So it was one of the best business trips I've ever had under the slogan 'to catch up on everything!'."*

We discovered how to use sensors in journalism and adopting crazy technological ideas in reality. Jacob Vikary showed us creative approaches to collect information from everywhere and motivated us to “look wider”. We had a few dinners in cool company and even joined an election party, where our Interlink friends told us a lot about German politicians and its parliamentary system. Our meeting with Johannes von Dohnanyi was really interesting because he gave us good examples of how we could find weak spots to find new sources of information. As he said “true journalists have no limits” when it comes to searching for evidence. We were also surprised that the German Journalists Trade Union is so popular. Despite the fact that members usually don't earn a lot, they pay voluntarily to support this organisation. Unfortunately, in Ukraine we have a lack of trust in such unions. The visit to Greenpeace was really practical, because Manfred Redels asked us to think about unusual approaches to find info for real cases. We also really enjoyed our visit to the German weekly newspaper DIE ZEIT, where we had a discussion with the editor Jochen Bittner. He described how they usually mark ads, why it is possible to have ads close to critical materials on the same theme, and most importantly how they are one of the few profitable newspapers. To be honest we enjoyed everything in Hamburg. Probably it is because of Interlink's ability to create a great balance between useful meetings and workshops as well as other activities like a boat trip or a visit to the Elbphilharmonie. I really hope that we will come back to Hamburg. Many thanks to Interlink Academy that helps independent media from different countries to keep learning, traveling and developing journalistic skills even despite the pandemic.



Anastasiya Borema,
Social-Media Manager at bihus.info

"We liked it so much in Germany that we decided to come back."



Maya Golub, Investigative Journalist and Course Participant:

„It was a great trip to Hamburg with a great dream team! Thanks to bihus.info and Interlink Academy, I had the opportunity to visit Hamburg with a strong team of investigative journalists and our beautiful mentor Anastasiya Borema!

Lectures in Hamburg began with data-journalism and fact-checking. This is very interesting to me. Also managed to work with a mini computer that fits in the pocket. It's cool that dreams come true!

Personally, I most wanted to see the editorial office of DIE ZEIT and this happened! It was interesting to hear about the experience and work of German journalists in this newspaper. We also had an informative meeting with Greenpeace Germany, where we were told about their experience in investigative research. It was also cool to attend the election party in Hamburg.

Thank you all for the wonderful days together! You are cool! P.S. We liked it so much in Germany that we decided to come back!“

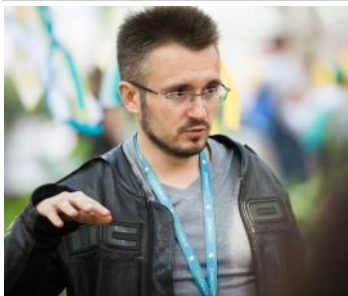
"As a person who is not 100% friends with technology this is already a victory."

Alona Bereza, Investigative Journalist and Course Participant:

„Before my trip I was skeptical about these five days. Before, I was part of many professional meetings, lectures and visits. But I understood that everything will be at the highest level, because our beloved Interlink Academy called us. But could I really be surprised by a city that I had already seen? I was so wrong. Everyone and everything flashed me anew! Every day this city opened for us with new notes. Real German establishments, public transport, beach at the end of September, sunset viewing at the incredible Philharmonic Hall is just a small part of what we could see. The official part was no less intense. Learned to work with sensors. As a person who is not 100% friends with technology this is already a victory. I will definitely work with the program advised by a lecturer to optimize the gathering and share information. We further had some cool and inspiring meetings with professional journalists who motivated me personally to cooperate more internationally. Stay so cool.“



The Project Team of Bihus.Info and Book.14



Denys Bihus
Chief Editor of Bihus.Info



Oksana Bizenkova
Project Manager



Lesya Ivanova
Project Editor and Mentor



Maksym Opanasenko
Project Editor

Impressions from our Workshops and Visits in Hamburg



Johannes v. Dohnanyi (l.) is being introduced by W. Eggert



Visit to Greenpeace for a lecture with Manfred Redelfs (r.)



Visit to DIE ZEIT in downtown Hamburg



Watching the sunset at the Elbphilharmonie Plaza



„Journalism of Things“ with lecturer Jakob Vicari (center)



Witnessing the German Federal Elections 2021



Our group in Yerevan celebrating their successful completion of the workshop with Kai Rüsberg

Armenia: Young Female Journalists Practice Mobile Video Journalism with our Local Partner in Yerevan

Eleven young female journalists in Armenia took a four-day course on mobile video journalism in Yerevan, Armenia organized by Interlink Academy. **Gayane Mirzoyan**, our local trainer from Investigative Journalists of Armenia NGO and their published online newspaper Hetq talks about the project and the workshop's content advantages.



Gayane Mirzoyan, Trainer

The workshop in Yerevan began with a practical assignment, which immediately captured the participants. "Interlink's trainer Kai Rüsberg showed an individual approach to everyone, and the lesson was based on the transfer of practical knowledge, which is very important", said course participant Hrachuhi Almastyan.

The course included both: basic techniques for shooting and editing high-quality video on a smartphone and the analysis of the technical characteristics of the capabilities of mobile phones, sound ranges, and frame format.

The journalism of one-shot was then compared with the traditional style of five shots. These basics came in handy to fully understand the capabilities of video reporting.

According to Kai Rüsberg, new technologies dictate new rates of information transfer, and the one-shot technique is the best fit for the tempo of time. Talking about journalistic ethics was the final part of the seminar.

Advances in technology make almost everyone a reporter. Thus, the observance of ethical standards in journalism becomes even more urgent for our time. The fact that the course was mostly based on practical assignments allowed even beginners to show their progress after 4 days of the seminar.

Our Armenian Participants Discuss their Workshop



Anna Khachatryan, Journalist and Course Participant:

One of the participants is Anna Khachatryan, an architect, who also writes on urbanism issues. She admits this quick course on mobile journalism was the first step that helped to get started reporting with smartphones.

She says, *"This course taught me how to plan, shoot, edit video stories. The workshop was very clear and detailed. We got the 'how-to' actionable lessons, coupled with insights, based on years of experience."*

Anya Sarkisova, Journalist and Course Participant

Another course participant Anya Sarkisova, who is a young reporter at Hetq Online, the main investigative media in Armenia, already uses her new skills in her everyday job to great effectiveness.

She says, *"The course really gave me a lot, I am already doing the third material, which I filmed and edited myself by phone. Thank you for the effective course."*



Impressions from our Workshop in Yerevan



Colombia: Ten Lessons Learned in the Workshops on Data Driven Journalism — Looking for New and Good Stories

The workshops by our partner Fundación Gabo and led by journalist and editor **Ginna Morelo** brought together forty-five journalists from Colombia's Caribbean region in three different courses à fifteen trainees. In this article our partner in Columbia discusses ten key takeaways from the course. *Click this [link](#) to read the original article in Spanish.*

Taller

Periodismo de datos:

buscando nuevas y buenas historias





Fundación /
Taller / Premio /
Festival / Centro / Gabo.



International Dialog and Journalism



 Ginna Morelo	 Julio Mario Pérez	 Félix Hernández	 José David Pacheco
 Carolina Pérez	 Eduardo Patiño	 Brandon Esparragoza	 Alfredo Sabbagh
 Laura Anaya	 Pedro Mendoza	 Jorge Daniel Morelo	 Tatiana Velásquez
 José Díaz	 Jaime Abello	 Ada von der Decken	 José Varela
 Elizabeth Mejía	 Vilma Jay López	 Sandra Guerrero	 Kelia Palacio
			 Ronaldo Serrano

How do you tell a story using the data journalism methodology? More specifically, how do you tell it without boring the audience, but instead make the numbers entertaining? These are some of the questions that 15 journalists from Colombia's Caribbean region have been pondering since August 9 in the workshop "Data Driven Journalism: Looking for New and Good Stories". This event was organized by the Gabo Foundation and Interlink Academy, with the support of Germany's Federal Ministry for Economic Cooperation and Development (BMZ). Guided by Colombian journalist Ginna Morelo, reporters have been learning the basics of this methodology, which allows them to identify informative patterns from large amounts of data. The workshop, which is being held online via Zoom, will continue until August 27. The following ten key points were identified from the initial feedback that Morelo gave to the participants regarding their research proposals. These points can also serve as tips on how to better approach journalistic stories with a large data component.

1. As in any journalistic story, it begins with a plan.

Before starting any journalism project, defining the research idea is essential. For this purpose, the helpful Data Rakers Matrix which was designed by Ms. Morelo for the Consejo de Redacción (Editorial Board), a Colombian journalism organization which she co-founded, can be used. The name of the matrix, which can be translated in the sense of "to sift through the data", is a play on words inspired by the muckrakers, as U.S. President Theodore Roosevelt called investigative journalists for digging to the very depths of society. The matrix guides the user through the process to prepare a conceptual map of the research project by way of 11 questions intended to help identify the hypothesis, sources, reporting and production time, possible obstacles and solutions, format, and multimedia tools. Planning is particularly key in data journalism, so as to facilitate the future stages—which involve great dedication and organization in order to collect, clean, analyze, contextualize, and visualize the data.

2. The data's central focus must be clear from the pre-reporting stage.

The journalism team interested in tackling a story with a data component should make sure that from the first stage of the process the project will not only include field research but also the interpretation of large amounts of data through spreadsheets such as Excel or Google Spreadsheet. The data's central focus in a journalistic investigation may involve collecting and structuring information from scratch or consulting databases developed by public or private institutions.

3. Determine the stories' scope.

With the data approach, stories can snowball quickly and overwhelm the research team. Morelo suggested that one way to narrow the scope is to ask specific questions: What period will be analyzed? Who will be analyzed? What geographic context, patterns or characteristics will be analyzed?

4. Without focus, there is no paradise.

To find a journalistic focus based on the data, it is key to look for patterns and identify which characteristics are repeated. This process is easier if: There is a specific analysis period. Both structured data and unstructured data is reviewed, and sources are consulted. The latter are vital; the search cannot be limited to official voices alone, since it is unlikely that the groundbreaking perspective or in-depth story reporters are looking for will be discovered there. When in doubt, the key is to read further or meet someone who has a deeper understanding.

5. All research begins with a hypothesis.

Without a hypothesis, there is no solid starting point for research. "When we think about data, as in any other piece of journalism, we must ask who does what to whom," the master lecturer reminded us. In that search for research hypotheses, she says it is useful to ask what the story represents to people; in other words, how interested will the ordinary citizen be in what you would like to tell him or her?

6. It is important not to interpret the data freely.

Analyzed databases can portray only a part of a phenomenon. For example, it cannot be inferred from statistics on reports of certain crimes that those cases are the only ones in a given geographical context. There may be underreporting for many reasons, including public distrust of institutions or victims' fear of reporting.

7. Apples with apples, oranges with oranges.

If the journalistic team wants to cross-reference data to identify patterns, they must be certain that they are comparing information collected under the same criteria and

that it counts or represents the same thing. She explained that remembering the basic principles of mathematics studied in school is key to avoid mixing apples and oranges or basing the investigation on erroneous statistical analyses.

8. If you look for it, you'll find it, and if you take your time looking for it, even better.

"We have to dedicate time to collecting data because we can't just take what is most readily available," Morelo advised. That's why she devotes at least one day a week to data mining, a vital practice in the methodology of data journalism that consists of searching for information to detect possible stories.

9. Structured information requests can be a tool for data journalists.

One way to obtain data on a given subject when it is not published or there is no record of it is through structured information requests. This refers to long and detailed questionnaires protected by the Transparency Law whose answers can be used to build databases. Reporters must dedicate time to this type of request because, ideally, the answers can be organized in columns and rows in a spreadsheet. These forms are written with specific rather than general questions.



10. Let's think about working as a group.

"Journalism will only survive if we seek out others and work in groups," stated Morelo, reminding the workshop participants how the success of the data journalism methodology depends on multidisciplinary teams that are made up of journalists, systems engineers, designers, and data analysts. If a media outlet or research group's financial resources are limited, Morelo recommends working with students in their final semesters, as well as seeking help from university research groups in order to analyze large amounts of data. "The value of a good data journalism team lies in the convergence of various disciplines, which end up complementing each other," she emphasized.

1. Определите ваше главное сообщение

Определение сообщения или «коммуникационной цели» вашего изображения позволяет вам адаптировать его так, чтобы людям было легко извлечь из него основное сообщение.

The slide shows two bar charts. The first chart has three bars labeled 1, 2, and 3, with heights increasing from left to right. The second chart has three bars labeled A, B, and A, with heights increasing from left to right.

Russia and Ukraine: Data Driven Journalism

Daniel Marcus and **Mykhailo Koltsov** report on our project „Data Driven Journalism in Russia and Ukraine“.

The increasing availability of public data doesn't necessarily make the craftsmanship of data journalists a cakewalk. Whether it is a story about local businesses in Lutsk or an infographic about criminal lawsuits in the Altai region you are working on: sometimes your data is just a bunch of scanned paper documents, which need to be processed and cleansed first, sometimes you have to deal with not very self-explaining APIs to retrieve the data you are interested in, and sometimes you first have to combine your data with other information to become meaningful for you and your readers. Luckily, we do have a growing number of powerful tools at our hands that make life much easier. In our online data journalism master class we held this autumn, we focused on tools that speed up everyday routine tasks and open up entirely new possibilities of data collection, data processing, and data visualization. While exploring the cleansing options of OpenRefine or the charting possibilities of Flourish Studio, we tried to always work with real-world data from Russia and Ukraine, much of which was brought into the course by the participants themselves. Besides that, we also provided some introductory sessions into coding for journalists and learned how to scrape a website, make some API calls, or combine large datasets with just a few lines of Python code. Because coding is not rocket science, it is simply another instrument in your data journalist's toolkit. The most important part of the training was outside the classroom when the participants began to apply the acquired knowledge and skills to their journalistic projects. They automate the monotonous activities that used to take them a lot of time, freeing up time to search for new topics and new horizons to develop their media.



Daniel Marcus, Trainer



Mykhailo Koltsov, Trainer

Ukraine: Media Literacy Training in the Regions

Ada von der Decken, Project Manager at Interlink Academy explains the structure and goals of our „Media and Information Literacy Project in the Regions of Ukraine“ that successfully entered it's third round in 2021.



Ada von der Decken,
Project Manager

Building on the success of previous years, the Interlink Academy launched a new round of media literacy training in Ukraine in 2021. In addition to the three established partner organizations from Zaporizhzhia, Dnipro and Sumy a new partner from Chernivtsi National University came on board. To have a COVID-safe environment was a priority throughout the whole course. Like last year the participants came together in two presence phases in each of the four Ukrainian cities. The course was led by German trainer Erik Albrecht who zoomed in via video conference call and was in close contact with local trainers on site.

After the first intense face-to-face-workshop, the participants spread out to apply their newly acquired skills in the surrounding small towns and villages. The participants became trainers themselves when they hosted media literacy training session on their own in their regions of origin. In a second presence phase the participants were able to recap their fresh experience supervised by the experienced international trainer team. The project participants in the four cities were university and secondary school teachers, local journalists, and public activists. They act as multipliers by passing on their knowledge

in media literacy and promoting critical thinking in the local communities of Ukraine. By spreading the word about media literacy, they are contributing to the development of a vibrant civil society.

Participant Kateryna Yeremenko Reflects on her Media and Information Literacy Workshop in Dnipro

Kateryna Yeremenko, course participant from Dnipro says, *"I want to recommend to everyone to go through this training, it will be useful in everyday life."*

Last month I went through media literacy training and I want to share my experience. The training took place in a cozy atmosphere under the guidance of competent professionals who helped to reveal the essence of the main topic of media literacy. In addition to the general topic of media, I was taught to search for primary sources, to think critically. We practice looking for manipulations in the media, I understood how not to succumb to their influence. Meanwhile, I realized how important it is to analyze information. The coaches provided an important skill - exposing fakes and curbing misinformation. Equally important, I was given the tools to implement my own training in the format of interactive tasks and games, as well as how to interact with the audience. In general, I really enjoyed studying. I want to apply the knowledge gained in practice so that more people become educated in this area. I want to recommend to everyone to go through this training, it will be useful in everyday life. In the past, mankind has been looking for ways to obtain information. But



this has changed and now everyone is looking for the best ways to appropriately filter for reliable information. And every year media literacy becomes more relevant and necessary. It is especially important that in the end we will be able to qualitatively share our knowledge with others.

More and More Interesting: The Media Literacy Project in Sumy Goes into it's Third Round

We receive a lot of information every day from friends, from friends of our friends, from different media sources. There are a great variety of comments, posts, messages etc. But the question arises how not to go crazy from so much information? How to understand all of this? How to live safely in today's digital world? Projects, such as "Media Literacy in the Regions of Ukraine" help people to understand these issues. Through teaching yourself and others, you can develop the habit of filtering information and understanding messages. **Tetyana Mostipan** and **Anton Protsenko**, co-trainers of the project in Sumy, report on the project and its objectives.

The project "Media Literacy in the Regions of Ukraine" started in Sumy in October and will last until December. This time, twelve participants of the training acquire new knowledge and skills, learn to use them in practice and, most importantly, become media literacy trainers. This year the participants include students, school teachers and university professors. As part of the project, participants conduct three media literacy trainings in their communities. This allows them to maximize knowledge about sources of information, standards of journalism, fakes, propaganda and manipulation. Participants conducted their trainings for their colleagues, students and pupils. Different groups and different training topics was a feature of this year's project. In general, media literacy is an important set of skills of modern citizens. This is easy to understand, because we face "megatons" of information messages every day. Harsh and light manipulation by politicians, traders and fraudsters. Such schools need to be continued and to involve wider categories of the population and to develop the



Tetyana Mostipan & Anton Protsenko, Trainers

geography of schools, to cover more regions. Participants of our school are motivated and conduct quality trainings. We are happy to to share knowledge with people and stimulate them to think, to choose methods and content that is understandable to their audiences.

"Great company, great atmosphere and mutual support - these are the components of a successful training."



Zoreslava Shedenko, Course Participant:

„I really liked the training. Firstly, I gained new knowledge. Although I study journalism at the university, we don't talk too much about media literacy in lectures. Secondly, I gained coaching experience. It is important for me to learn to pass on my knowledge to others. Thirdly, I learned to work with online services for group work, learned more about working with photo and video verification services. For me, it was not only media literacy training, but also computer literacy training. The training also provided us with new acquaintances. Great company and great atmosphere of friendship and mutual support - these are the components of a successful training.“

"The workshop was a safe space for ideas sharing."

Lyudmila Spaska, Course Participant:

„While studying at the school of coaches, I not only increased my level of awareness of media literacy, namely, the ability to consciously perceive and critically analyze the information received, but also acquired practical skills from the coach to promote media literacy among colleagues, parents and pupils. I have high hopes that the international project "Media Literacy in the Regions of Ukraine" will continue working and the school of trainers will provide training and trainers in their communities, for everyone who has the desire and interest in this matter.“



Media and Information Literacy Workshop in Zaporizhzhia

Katerina Sirinyok-Dolgaryova, local trainer, Zaporizhzhia, Ukraine: *"Media literacy is a source of freedom, aimed at enabling everyone to act, choose and take an active part in life."*

"Media Literacy in the regions of Ukraine" is a unique project that was held in Zaporizhzhia for the third year. Each time it was a great success since the project gathered the participants from rural southeastern Ukraine – villages and small towns of Zaporizhzhia oblast. This year the applicants were secondary schools teachers and deputy directors, members of local governments, local civic activists and journalists of rural newspapers from Vasylivka, Akymivka, Polohy, Mykhailivka, Melitopol, Zaporizhzhia regions. These people often lack opportunities and resources for professional development, though they desperately need new practices to keep in pace with the modern social trends. That is why this audience was very



motivated and eager to learn how to be trainers and make a positive change in their communities. I am grateful to the NGO Interlink Academy for the possibility to work with such dedicated people, because they wanted to absorb new knowledge and gain skills. Moreover, they are very creative and consistent in their work. The program is designed in a way to combine the train-the-trainer sessions with workshops in media literacy. The latter ones were about such topics as information sources, Ukraine's media system, fakes and disinformation, hate speech, stereotypes in media, cyber security and cyber bullying, critical thinking, journalism standards and genres. On the methodological side, the participants gained skills in organizing, using training methods, giving feedback, group dynamics, trainings structure and timing, trainer's roles etc. The interactive format of the program is very beneficial for the participants since they constantly exchanged their experience and reflected on what they learned

during their trainings. The trainers – Erik, Svitlana and I – kept in touch with the participants through-out the entire project's lifetime – from the first online and offline sessions till the final project's phase. We mentored and advised them while they were developing their own trainings' matrixes. Each participant conducted three (and some of them four) trainings for the se-



Katerina Sirinyok-Dolgaryova

condary and high school students of ages 12 years and older, secondary schools teachers, members of local councils and municipalities. The Ukrainian society definitely needs such programs as "Media Literacy in the regions of Ukraine" and here the Interlink Academy's work cannot be underestimated. Zaporizhzhia National University and Interlink Academy are long-term partners in journalism and media education: we jointly implemented summer schools for young journalist and civil journalists, media literacy project for local communities for seven years now. We are looking forward to continuing the cooperation in this direction with our German partners for promoting civil society development.

Svitlana Zapolskykh, MIL co-trainer notes: "I have only positive impressions from the program "Media Literacy in the regions of Ukraine". The participants were rather intelligent, responsive and responsible. They were active and interested in the results, as they need the knowledge and skills acquired in their jobs as teachers. The participants are eager to contribute to improving the civic society in Ukraine, enhancing information and media literacy, spreading media literate practices. They are sure they will go on with applying the project's outcomes in their further professional activities and everyday life. They are deeply concerned about the often low media literacy level among youth and adults and realize urgent necessity to develop solutions for the currently concerning situation and that's why they are certain their new roles will be in demand."



Our participants from Chernivtsi proudly presenting their final certificates for a last group picture

First Media and Information Literacy Workshop in Chernivtsi

Our local partners in Chernivtsi report on the Yuri Fedkovych Chernivtsi National University, it's history and background and finally their experience with the first Media Literacy project of Interlink Academy in their university.

For the first time, Yuri Fedkovych Chernivtsi National University took part in the international project run by Interlink Academy. Chernivtsi University, which was founded in 1885 and is one of the oldest Western Ukrainian universities. Its architectural complex is a UNESCO World Heritage Site. In addition, the university is on the top-ten list of the best universities in Ukraine. Chernivtsi National University has already had experience of cooperating with Interlink Academy by organizing three Summer Schools on Journalism for students. So now the university has joined another project about developing critical thinking. It has become an honorable mission for the university to support the promotion of media literacy in the villages and small towns of the region. This topic is very relevant for Ukraine, as it is encouraged by the Ministry of Education and Science and is gradually being introduced by means of separate modules in various disciplines at schools. Ten participants were selected to take part in the project and most of them were high school teachers, social activists and local media journalists who seek to become trainers in media literacy and

development of civic cooperation within their villages and towns. The project consisted of three phases. The first one was a face-to-face phase with local trainers in Chernivtsi. The second one was an online training with a German trainer. Last but not least, the third phase was a practical part during which the participants conducted trainings in their own communities. Same as everywhere else in the world, COVID-19 has caused some issues during the organization and conduction of the training. Instead of a face-to-face training done by a German coach from Interlink Academy, the classes had to be conducted online via Zoom. However, the Ukrainian local coaches had a chance to work with the team in person. After the training, the participants conducted their own trainings promoting critical thinking for school students and community representatives. COVID-19 restrictions taught everyone how to be flexible and creative since the Chernivtsi region was switching between the yellow and orange quarantine zones at that time. Therefore, some trainings in the communities were conducted in person while some were done remotely. Thus, the project was implemented in a hybrid form.

"The media literacy project in the regions was not only eventful, but also filled with knowledge."



Yevheniia Haifer, Media Trainer:

„During the modern time of information propaganda, fake news and manipulation, media literacy basics are the foundation for analysis and understanding of socio-political processes, as well as adequate perception of the existing media product. The media literacy project in the regions was not only eventful, but also filled with knowledge. As trainers, we chose priority topics for the training, formed a matrix, searched for and developed interesting ideas for dynamic tasks.

In total, the training covered more than 10 different topics and more than 17 hours of offline classes, excluding online time. In particular, we talked about standards of journalism, sources of information, critical thinking, fakes and fact-checking, manipulation and propaganda in the media, digital security, storytelling, hate speech and stereotypes in the media.

It was important that all the participants were very active, fully involved in the working process and showed their interest. Most importantly, as a result, they conducted at least three trainings in their communities.“

"I am confident that the experience gained will not only help me in teaching."

Eduard Ogranovych, Course Participant:

„I am very grateful to the representatives of the NGO Interlink Academy and Yuriy Fedkovych Chernivtsi National University for the opportunity to deepen my knowledge of media literacy and acquire practical skills. The methods chosen by the trainers fully revealed the content of the course and inspired me to be creative during my own trainings.

I am confident that the experience gained will not only help me in teaching, but also during my mission of spreading media literacy in my community, specifically among colleagues and like-minded people. Thank you to Interlink Academy, the German Embassy in Kyiv and everyone who was involved and inspired me.“



"Putting the new training methods to practical use."



Olga Kulko, Course Participant:

„After having taken part in the training called "Media Literacy in the Regions of Ukraine", I was interested to try to put the new training methods to practical use.

During my own trainings, I taught the basics of media literacy to adults aged 18 to 65 years. This topic turned out to be interesting for them.

After mini lectures and presentations, they actively participated in discussions, brainstorming and creative tasks.

Although at the beginning of the training some of the participants were not really active, at the end they diligently discussed the topic, shared their own observations about manipulative headlines, fakes, fraudulent schemes on social networks. Finally, at the end of the training they pointed out how interesting and useful the information was during the training .“

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