



JOURNALISM TRAININGS AND MEDIA DEVELOPMENT: DIFFERENCES AS PRACTICAL CHALLENGES

1

Why Research On Differences?

Journalism trainings as part of media development are discussed differently:

- (A) On one hand, it is about **possible inequalities** in supply and demand **and the request for more participation** of different stakeholders from receiving countries.
- (B) On the other hand, **diversity in journalistic values and cultures** is examined and recognized.

These discussions can become practical challenges ...

- (A) Are the trainings conducted on eyelevel or do both the trainers and the trainees negotiate unconscious hierarchies among themselves regarding their origin and background?
- (B) If the trainers and trainees come from different living and work environments, to what extent are these taken into account in the trainings?

... and they are based on differences.

* Such as between the "global North" and the "global South", "developed" and "developing" countries, and between different local-specific (journalistic) values.

2

Guiding Research Questions

The literature review shows a spectrum of "differences", and that the term is not limited to one definition.

Against this background, **an empirical study is necessary to analyze whether and how differences occur** and to clarify what they are based on. And accordingly, this will provide an opportunity to address them.

THE LEADING RESEARCH QUESTIONS ARE...

How do differences appear in journalism trainings?

What are the differences based on?

It is important to say that **research on differences also includes research on similarities and is meant to be constructive**. At the end of the day, it is all about good relationships and fruitful exchanges.

The awareness of differences is important to balance inequalities, to recognize diversity and finally to develop training curricula (and their evaluation) accordingly to specific needs.

3

Practical Challenges & Benefits

The relevant literature relate to various areas, of which the following are fundamental: (1) Media development work as framework and occasion for the trainings, (2) journalism research on different journalistic working and living environments, (3) critical reflections on ideas of development and alike, (4) and (adult) education research, since the trainings represent an (international) teaching-learning situation.

2

Example: Journalism & Culture

Is it possible for journalists to apply the content taught once they have returned to their daily routines? Do they (and their audience!) share common standards, values or living environments with the trainers and the training organisations?

"While Western notions imply that these values are universal because they enable journalists to perform their essential job to tell the truth, non-Western journalists tend to put a lot more emphasis on the common good." (Egypt, Kenya, Serbia, South Africa)
(Bref and Thomàs 2016, 12)

Practical effects of differences on journalism trainings

When is it reasonable to consider "differences" to protect from discrimination or inequality?
Regarding the principle of equal treatment, when is it necessary to explicitly treat everyone equally?
(Freidson & Massumi 2007)

For participants, the content is maybe difficult to understand or to apply it in their own context.

An unintentional ignorance or non-consideration of differences could lead to a rejection of the training content or misunderstandings.

Non-addressed differences may block a communication space that was actually intended to be open and thus turn participants into passive listeners ...

4

Field Visits & Data Collection

METHODS

Ethnographic Exploration: What is actually happening on the ground? What is relevant in the daily training routine?

In this ethnographic study, a qualitative-reconstructive procedure is used to investigate the practices of differences in journalism trainings. (Tervooren et al. 2014, Breidenstein et al. 2015)

Participant Observation: What is observable and could be addressed accordingly in future trainings?

Through participant observations, difference-settings and negotiations of differences can become visible.

Data-Analyses: It is open to relevant aspects of the field itself, based on the Grounded Theory methodology. (Mey & Mruck 2011, Strauss & Corbin 1996)



SAMPLE

Participant Observation & Collection of field material (2018-2021)

Step 1: 1 Organisation in EUROPE
Step 2: 1 Organisation in SOUTH-ASIA

Step 3: Further Data collection after the analyses of research stay I & II (2018-2021)

+ Feedback Round
+ Expert interviews
+ Group discussions ...

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