



United Nations  
Educational, Scientific and  
Cultural Organization



Consultation Meeting:

Capacity Building for Potential Centres of  
Excellence in Journalism Training  
in Africa

# Report

**Rhodes University, South Africa, 17-18 March 2008**



United Nations  
Educational, Scientific and  
Cultural Organization



United Nations Educational, Scientific and Cultural  
Organization

Consultation Meeting:  
Capacity Building for Potential Centres of Excellence  
in Journalism Training in Africa

Rhodes University, South Africa, 17-18 March 2008

Report compiled by Sim Kyazze and Guy Berger

# Contents

## **Part One: Overview**

- i. Introduction
- ii. Aims and Objectives
- iii. Scope and Methodology
- iv. Participants
- v. Outputs and Expectations

## **Part Two: Plenary Presentations and Discussions**

Introduction: Mapping Potential Centres of Excellence and Reference in Journalism Training in Africa

### **I. Session One: Criteria for Institutional Excellence**

- 1.1 Journalism Curriculum, Teaching Resources and Assessment Systems
- 1.2 UNESCO Model Curricula for Journalism Education in Developing Countries and Emerging Democracies
- 1.3 Discussion Points on 1.2 and 1.3
- 1.4 Professional and Public Service, External Links and Recognition
- 1.5 Development Plan, Strategy and Potential
- 1.6 Discussion Points

### **II. Session Two: Striving for Institutional Excellence**

- 2.1 Potential Centres of Excellence Presentations based on Criteria for Institutional Excellence

- 2.2 Potential Centres of Reference Presentations based on Criteria for Institutional Excellence
- 2.3 Conclusion: Defining Needs in Journalism Training in Africa  
Summing up by Levi Obijiofor, University of Queensland, Australia

### **III. Session Three: Towards a Strategy for Institutional Development in Journalism Training in Africa**

- 3.1 Institutional Development Strategies: A Case Study
- 3.2 Building Partnerships for Institutional Development
- 3.3 Model Project Design
- 3.4 Resource Mobilisation and Identification of Partnerships
- 3.5 Discussion Points

### **Part Three: The Future - Conclusions and Recommendations**

- i. Overview
- ii. Next steps
- iii. For a Future Agenda

## List of Appendices

<b>Appendix A</b>	Meeting Agenda
<b>Appendix B</b>	List of participants
<b>Appendix C</b>	Opening remarks by Abdul Waheed Kahn, Assistant Director-General for Communication and Information
<b>Appendix D</b>	Mapping potential Centres of Excellence and Reference in Journalism Training in Africa: Guy Berger, Rhodes University, South Africa
<b>Appendix E</b>	Possible areas of focus for African Journalism Training: Yves Renard, Ecole supérieure de journalisme, France
<b>Appendix F</b>	Model proposal for potential donors: Rhodes University, South Africa
<b>Appendix G</b>	Model project design: Wijayananda Jayaweera, UNESCO
<b>Appendix H</b>	Final meeting recommendations
<b>Appendix I</b>	References

## Part One: Overview

### **i. Introduction**

UNESCO recognises the critical need to enhance journalism training in Africa. Strengthening journalistic training institutions boosts professional development and access to information, which can be seen as key to Africa's development as a whole, whether for ushering in democratic practices, tackling poverty or promoting social change.

As a follow-up to the recently-published UNESCO study entitled, *Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa* (2007), UNESCO convened a consultation meeting at Rhodes University, South Africa (17-18 March 2008). The study was undertaken through research by the Ecole supérieure de journalism (ESJ Lille) and Rhodes University. It defines a unique set of criteria and indicators to measure institutional excellence in journalism training, mapping almost one hundred journalism schools across Africa and singling out twelve institutions as potential centres of excellence in journalism training, and nine as potential centres of reference (specialising in a particular area).

The subsequent consultation meeting was organised by UNESCO in collaboration with Rhodes University and Highway Africa. It brought together representatives from the identified African journalism training institutions, development agencies, NGOs, professional organisations and internationally-renowned universities to explore the ways in which journalism training in Africa can be enhanced.

This initiative was undertaken by UNESCO within the framework of its commitment to Africa as a major development priority, and within its role as the lead facilitator in the implementation of the WSIS Action Plan which calls upon all stakeholders to “contribute to media development and capacity building”.

## ii. Aims and Objectives

The specific aim of the meeting was to determine how the African journalism institutions identified by the 2007 UNESCO study can make headway in fulfilling their potential in terms of the three crucial areas of institutional development. These categories were identified through research as fundamental to becoming centres of *excellence*. These are as follows: (a) internal capacity, (b) external outreach, and (c) future orientation.

The meeting in at Rhodes University in South Africa therefore aimed to:

- Provide an opportunity for stakeholders to discuss the outcomes of the UNESCO study, *Criteria and Indicators for Quality Journalism Training: Identifying Potential Centres of Excellence in Journalism Training in Africa*;
- Provide an opportunity for development partners to work with the potential Centres of Excellence to define a coordinated approach to institutional capacity building, aimed at achieving the criteria of institutional excellence.
- Provide an occasion for the identified schools to begin to network;
- Produce recommendations for building the capacity of the identified African journalism schools;

Expressly, the gathering was not aimed at generating projects that impacted on the twenty-one African journalism schools as a whole, but rather assisting each on an individual basis to realise its potential to become a fully-fledged *Centre of Excellence*. Accordingly, the intention was not to initiate a community of stakeholders in African journalism education. Nevertheless, a wide range of multilateral contacts were made between the twenty-one schools.

Interviewed during the conference, Abdul Waheed Kahn, UNESCO Assistant Director-General for Communication and Information, said: *“I would consider this meeting successful if those present internalise that quality is vital – they should strive for excellence as the first condition. Secondly, if we can help some institutions establish linkages on a long-term basis so they can work together; and, thirdly, if we can help a few projects to be developed in a concrete manner – that I would consider as a positive result of this meeting.”*

Also present at the meeting, UNESCO Communications Advisor in Kenya, Hezekiel Dlamini, said that he hoped the conference would develop standards and qualities that could help journalism become a respected profession in Africa.

Educator, Abderrahim Sami from the Institut Supérieur de l'Information et de la Communication (ISIC) in Morocco, one of the potential Centres of Excellence identified by the UNESCO study, also spoke of his expectations: *“My Centre is in a new phase of upgrading standards of training, so I am hoping that donors will be convinced and supportive about the projects we present, and will join in to make these possible.”* From the University of Queensland, Australia, Levi Obijiofor commented: *“I think it is very appropriate that UNESCO is championing the need to establish benchmarks for journalism training in Africa.”* Srinivas Melkote from a US-based journalism school expressed his expectations as: *“I’m looking forward to looking at ways my institution can help in being a partner in terms of capacity building”.*

### **iii. Scope and Methodology**

The agenda for the two-day meeting was divided into three main discussion areas. The first session focused on the criteria for institutional excellence, as determined by the 2007 UNESCO study, *Criteria and Indicators for Quality Journalism Training: Identifying Potential Centres of Excellence in Journalism Training in Africa*. These can be broken down into three main categories:

- (a) journalism curriculum, teaching resources and assessment systems;
- (b) professional and public service, external links and recognition;
- (c) development plan, strategy and potential.

The second session gave the floor to the identified institutions to present their institutional reports on the basis of the three criteria categories outlined above. The final session was devoted to developing strategies for institutional development in journalism training in Africa.

The methodologies for the meeting were the following:

- . Orientation by meeting convenors
- . Plenary presentations and discussions
- . *Open space* for discussion and networking

The *open space* was a formal session dedicated to networking, with potential partners “setting up shop” in different venues where the African schools could hold more detailed discussions. Evaluation forms, completed by one quarter of the attendees, indicated that the programme was very full, and that more discussion time would have been appreciated.

**The full meeting agenda is presented in appendix A**

#### **iv. Meeting Participants**

The meeting was attended by seventy-eight participants from Africa and other regions of the world, bringing together representatives from the identified African journalism training institutions with development agencies, NGOs, professional organisations and internationally-renowned universities.

Amongst the potential Centres of Excellence represented, four were from African countries north of the equator, two from East Africa, and six from Southern Africa. The predominant language of instruction is English, but three of the schools teach in French (one of these also in Arabic), and one in Portuguese. From outside Africa, journalism educational facilities were represented by three universities from the USA, two from France, one British, one Finnish, one Australian, and one Israeli institution.

Media organisations, media development NGOs, and several donor groups were also present. Some forty potential media development agencies had been invited, and a similar number of extra-African journalism schools. While these ambitious numbers did not materialise, three quarters of the delegates were nevertheless from these constituencies and therefore people with whom the African journalism educators could profitably network. The attendance by UNESCO field officers from eight countries in

Africa was also with a view to their subsequent involvement in assisting the identified African institutions in raising resources and building effective partnerships.

**The list of participants can be found in appendix B**

## **v. Outputs and Expectations**

The meeting launched a long-term commitment towards boosting the potential of the African journalism schools at both a regional and international level, to be achieved through networking, partnerships, twinning arrangements and knowledge exchange.

Various remarks made by participants set the scene and underlined the significance and focus of the gathering. Opening the conference at the welcoming dinner was the Chair of The African Editors' Forum, Mathatha Tsedu. His message was that the increase in media outlets as part of the democratisation process in Africa needed *“journalists steeped in the skills of today, understanding the changing continent, its complicated story of the African Union, the New Partnership for Africa's Development (NEPAD), [and also] new technologies and how these can be harnessed to serve the multitudes of our people.”* He outlined how editors were struggling to make an impact in promoting media freedom at the continental level, and proposed that the ultimate responsibility of facilitating a new journalism that would serve Africa's interests lay in the hands of journalism educators.

Also contextualising the conference was Dr Indrajit Banerjee, Director of the Asia Media and Information Centre (AMIC). His speech referred to the first-ever World Journalism Education Congress which his organisation hosted in Singapore in 2007. This had been a crucial step *“in creating the kind of journalism that preserves democracies and serves the public”*. There was deep public dissatisfaction about journalism which also faced strong pressures from economics and new technology. Banerjee further located the conference against the backdrop of the UNESCO Model Curriculum for Journalism, which was launched in Singapore, and commended the document especially to journalism educators in developing countries.

Internews representative Alison Campbell said of the event: *“I’m working with people that have virtually no training at all, and I’ve been persuaded here that universities are where (good training) should start. I would like to explore the synergies between institutions and NGOs, so I was most interested in the sessions that focused on forming partnerships.”*

From the UK National Commission for UNESCO, Ivor Gaber said: *“This conference has given recognition to the very high state of journalism education on the continent. ... in my small way, I would like to help bridge the gap between journalism educators in the UK and over here.”*

Freedom of expression consultant, Jeanette Minnie, stated: *“I agree with the whole idea of potential Centres of Excellence because it might help bring higher standards to the media. I think I would most like to see this system used to even support community media, so that potential Centres of Excellence become centres of expert resources for community journalism, and that community journalists also strive for the same level of excellence.”*

Experience was shared between the various parties. Skills – such as in developing project proposals – were enhanced, and a sense of commitment and mutual solidarity was palpable. The conference concluded by calling for enhanced relationships and attention to the potential of African journalism education. It further urged the convenors of the next World Journalism Education Congress to consider holding their next event in Africa, as one of the ways to build on the momentum of the meeting. UNESCO’s role in initiating the research and resourcing much of the cost of the Grahamstown consultation was commended. Participants were unanimous in urging the international organisation to continue to help champion the momentum achieved at the meeting.

## **Opening remarks**

UNESCO Assistant Director-General for Communication and Information, Abdul Waheed Khan, delivered the opening remarks. Mr. Khan emphasised the following points:

- UNESCO was designated the lead facilitator in the implementation of the World Summit on the Information Society Action Plan which is aimed at promoting freedom of expression and universal access to information and knowledge. These in turn are necessary to empower people and ensure their participation in sustainable development.
- Quality journalism education is important within this context, and to this end UNESCO developed a model curriculum for journalism education for application in developing countries and emerging democracies. The curriculum also highlights the connection between democracy and journalism.
- UNESCO further launched a study to map and assess the journalism training institutions across the continent – the objective being to enable stakeholders to develop a strategy to promote quality training across the continent.
- This conference provides an opportunity to make informed decisions about the different elements which stakeholders can contribute to strengthen African journalism schools as potential hubs of excellence.
- UNESCO and others are ready to support actions that will see the potential of leading African journalism training institutions being realised.
- The conference is therefore the start of a pioneering development effort in journalism training.

**The full text of Abdul Waheed Kahn's speech is in appendix C**

## Part Two: Plenary Presentations and Discussions

### **Introduction: Mapping potential Centres of Excellence and Reference in Journalism Training in Africa: Guy Berger, Rhodes University, South Africa**

Guy Berger introduced the participants to the background study for the consultation meeting: *Criteria and Indicators for Quality Journalism Training: Identifying Potential Centres of Excellence in Journalism Training in Africa* (UNESCO 2007).

Rhodes University and ESJ Lille were contracted to undertake this study with a three-fold mandate from UNESCO:

- to map the journalism training landscape in Africa
- to devise a system to define excellence in African conditions
- to identify potential Centres of Excellence as a result of the research.

The research rationale was to identify Centres of Excellence and Reference in order to channel resources through these institutions to foster an impact on the media and societies within which they operate.

Points to be taken into consideration include issues of elitism, African specificity (versus universal conditions for excellence), relations within the industry, the democratic dimension of journalism education, and how action can be prioritised with regard to the criteria and indicators of institutional excellence.

It was suggested that African journalism schools could further contribute their experience to global practice, and build more partnerships, if the second World Journalism Education Congress could be held on the continent.

**Full text of Guy Berger's speech in Appendix D.**

**Possible areas of focus for African Journalism Training:  
Presentation by Yves Renard, Ecole supérieure de journalisme (ESJ Lille),  
France**

Yves Renard further elaborated on the findings of the UNESCO study, the African context of journalism education and possible action in this area.

- That the study identifies so many potential Centres of Excellence for the training of journalists is concrete refutation of Afro-pessimism.
- If African journalists are not trained and given a sense of responsibility and professionalism, as well as strict and honest service to the public, then the continent's media will not be able to fulfil its mission.
- ESJ of Lille, founded in 1924, has a tradition of welcoming African students, and is already working with two of the African journalism schools in the Theophraste Network (which in turn was created by ESJ Lille).
- An action plan must take into account the context of the journalism profession and the function of the media in Africa which are specific, even although professional techniques are the same everywhere.
- First, news is hard to produce and requires major professionalism if it is to help promote dialogue rather than violence. There is a need for training about covering conflict.
- Second, often specific to Africa are the economic conditions and legal practices of the journalist and the media manager. This points to continuing education that helps journalists negotiate bad laws, and which develops good business management practices.
- Third, it is also necessary to teach journalists how to work without placing themselves in danger.
- The School of Journalism of Lille has relevant masters degree programmes that could be offered in Africa as part of a network of institutions and with some distance learning.

- African journalists and media need the contribution of the potential Centres of Excellence and of Reference.

**The full text of Yves Renard's speech is in Appendix E**

## Session One: Criteria for Institutional Excellence

The session was moderated by Fackson Banda, SAB Miller-UNESCO Chair of Media and Democracy, Rhodes University, South Africa.

### **1.1 Journalism Curriculum, Teaching Resources and Assessment Systems: Ralph Akinfeleye, University of Lagos, Nigeria**

- If African journalism schools are to produce journalists of conscience, the principles for curriculum design must include a balance of theory and practice. Proportions of 30% and 70% are suggested.
- A curriculum must reflect African realities and support nascent democracies. It must also address development – and therefore be communication for development, not about development.
- It must also have African history as a co-course, so students can study Pan-Africanism and cultural particularities.
- The curriculum should include media entrepreneurship.
- Students should have at least two semesters of media attachment.
- Legislative reporting should be part of the course, in the light of transitions to democracy in various countries.
- Teaching should be informed by the principles of journalism as adopted at the World Journalism Education Congress in Singapore 2007.
- Curriculum should be reviewed twice a year,
- Online journalism and blogging should be included, as well as conflict reporting.
- The concept of watchdog reporting should be replaced by a watchtower typology, because some African “watchdogs” are “contaminated by rabies”. A watchtower

means watching African leaders who don't understand democracy and journalism.

- The curriculum should be consistent with African communication policies and systems, and recognise African cultures. Use of African cases and books is important. Democratic principles – including media law, ethics – should also be included.
- Training and re-training of staff is needed. A staff development programme should be encouraged. The ratio of teachers to students is important, and the carrying capacity of a school is also important to identify.
- There is a need to not stay in the ivory tower, but to work with professionals.
- Classrooms in most African countries are far behind the newsrooms. It used to be they were ahead, and that needs correcting.
- Schools should do continuous assessment including internships, not only exams. The mix could be: Skills 30% to 50%; [of the remaining 50%]: 20% for course work; a midterm exam 30%, and the final exam 50%. External examiners are needed.
- African schools should not buy wholesale into the UNESCO model curriculum, but adapt it to African realities and complexities. The curriculum needs to be Africanised so as to produce journalists of conscience.

## **1.2 UNESCO Model Curricula for Journalism Education in Developing Countries and Emerging Democracies:**

**Gordon Stuart Adam, Poynter Institute, USA**

The UNESCO model curricula had its genesis in Paris, France in 2005 when some twenty experts in journalism education and training found a degree of consensus on a common set of journalistic goals, however these may vary in their application in different parts of the world. The consideration of the scope of education and training was critical in these initial consultation meetings. Crucially, the activity of journalism and the intellectual culture of the university was fore-grounded.

The topics discussed included:

- the broad contexts for university programmes provided by governments; the professions, and private interests;
- the relationship between independent journalism and democratic institutions;
- the difference between independent and development journalism;
- the alleged tension between theory and practice;
- the role of workshops and studio courses;
- the use and future of new technologies;
- the benefits of general and specialised education;
- the overall aims of undergraduate and graduate education;
- the uses of accreditation;
- the desirability of creating Centres of Excellence;
- the place of journalism programmes in, and their relationship to, the broader intellectual culture of the university.

Although there were continuing references to the unique situation of journalists and educators in Africa, the Middle East, Asia, and Eastern Europe, it was striking to discover that there was a substantial consensus in the group on the goals of journalism and the democratic values enshrined therein.

The UNESCO model curricula aim to help form journalists who are in command of the complex skills marking the craft, and are also in command of the knowledge and thought, that can support the reporting and analysis called for in a beat (*Model Curricula for Journalism Education for Developing Countries & Emerging Democracies*, UNESCO, 2007:9).

It is debatable whether the UNESCO model curricula are ideal, or even necessary, but for now, they form a basis on which some of the resource-poor Centres of Excellence and Centres of Reference can build on in order to strengthen and innovate their own curriculum discussions. These UNESCO models can also provide a basis for a Pan-African discussion about what is and what is not ideal or possible in journalism education and training in Africa.

### 1.3 Discussion Points (1.1 and 1.2)

- Should the visual dimension of journalism be just a curriculum elective, or should it be on a par with written journalism? Should visual journalism be taught at the university level i.e. linked to fine arts and art history?
- There is a need to manage studio-based courses which absorb a lot of time, and other courses that deal with language of the mind and which compliment the civic goals of journalism.
- Should media law and ethics be seen within media studies, and thereby separated from the other aspects of a journalism-centric curriculum?
- There is a need to factor in training journalists about protection, including knowledge of media law such as criminal defamation, so that they understand what they are doing, even if breaking unfair laws.
- A curriculum should include the centrality of ethics and independent codes of conducts and how to apply these.
- One challenge is how to strengthen journalists' language ability which, in West Africa, is increasingly a mix that is neither the indigenous nor the colonial language.
- The question of how much time is needed to teach journalism adequately needs addressing: if one looks at the long list of things needed, is a two-year programme enough?
- How can you include experimentation, and encourage new forms of journalism? In this regard, the UNESCO model is not a conservatising document, but an open-ended one. Course work is a vehicle that can be used for innovation.
- An educational programme should aim at enriching a particular part of the world, and in Africa this raises the question whether journalism can really be carried out in a national language. These sorts of wider questions should be posed to students, and they can direct training to be more relevant and address current needs.
- The methodology of the UNESCO curricula is pertinent. It does contain proposals for adaptations which have to do with language and culture.

#### **1.4 Professional and Public Service, External Links and Recognition: Eugénie Aw-Ndiaye, Centre d'Etudes des Sciences et Techniques de l'Information (CESTI), Senegal**

This presentation focused on four indicators: interaction and relations with the profession; international recognition; social participation and reputation; external orientation. The emphasis was that although each indicator helps to determine how journalistic training can be improved, it is important to deconstruct these indicators as they may be too general. There is a need to put them into context by considering the challenges which face the African media.

- . *Interaction and relations with the profession:* professional placements and internships are important in providing national as well as international standards. At the African level (one talks of pan-Africanism) students form part of a pool of African journalists, but at the same time are also able to participate in the broader international pool of journalists. The idea is that training in Africa is also recognised at the international level. This of course raises questions of certification and standards by which African schools of journalism are recognised as such. Students no longer receive the type of professional guidance that they used to receive from their mentors because many journalists within the media do not have specific training in Journalism and this is a consequence of the privatisation of the media in general. Many journalists within the media are therefore not particularly interested in journalism and as a result, students are really left to themselves when they take up internships. It is important that more attention is paid to the monitoring of these internships and that mechanisms are put in place to ensure that students are really exposed to the media around them during their internship.
- . *Further training:* Many professionals working within the media are not necessarily journalists by training. Often, there are no mechanisms in place to provide the training which these professionals require. There needs to be a certain recognition of specialised training institutions where anyone can receive an education. Moreover, there needs to be recognition of the links between

professional structures such as associations, unions and trade unions. What kind of training does the Institution provide? Is the school able to provide additional training? Are we content to provide an education which is exclusive to Africa?

. *Diffusion of knowledge:* It would be interesting to see how a new element such as new technologies in education and communication could help us access more people. A lot of the time, at symposiums, conferences and other events, only traditional media is focused upon and as a result, ignores a whole spectrum of media which is just as important. Take for example community media in Africa – an example is community radio stations. We see these as secondary forms of media. It is time to start looking at forms of media which speak directly to the community about democracy and citizenship. Mechanisms need to be put into place so that this knowledge is shared. The production of knowledge needs to include the production of knowledge by students as well as exchanges which occur between students. Here one needs to take into account the fact that students are going to have to answer to the needs of civil society.

. *The relationship between the international network and the recognition of African schools of journalism:* with increased participation within the international network, will the international recognition of African Schools of Journalism result in foreign students being attracted to these schools? Are these institutions ready to offer expertise to other schools of journalism in Africa?

. *The implications of teaching on the production of media.*

In Francophone Africa, there is a clear division between traditional university departments, and those such as journalism, which provide a technical or professional training. The perception is that journalism provides a professional training. Therefore, it is important to show that the media cannot be sidelined and this needs to be done through participation in civil society. The linkage between civil society and the media is clear when one considers the freedom of the press which is fundamental to the freedom of expression (which in turn is related to questions of governance).

## 1.5 Development Plan, Strategy and Potential: Emily Brown, Namibia Polytechnic, Namibia

The presentation referred to Institutional plans, direction and capabilities: planning, identity and culture, curriculum, physical space and costs.

- . *Practicalities of journalism training in Africa:* There is still a tendency to be print oriented. There are many new areas of journalism education to be adopted. North-South arrangements are wonderful way of getting qualifications issued by two institutions, but what travel and other implications does this have? Staff qualifications are an issue. The variety of qualifications on offer has potential to attract those straight from school. Attention is needed to get students beyond their first qualification.
- . *Creative institutional approaches:* Curriculum: stakeholder consultation is worthwhile but time-consuming. What can other departments within your institution offer your students? ie. partnering with IT departments. There is a need to be proactive in terms of communicating what the curriculum requires. Experiential learning needs to be formalised. If the experiential learning is credit bearing, whose responsibility is it to ensure that students find places?
- . *Mainstreaming HIV and gender:* the term “mainstreaming” is thrown about as if everyone understands it, but African journalists don’t understand it. The curriculum is very full, so how do we accommodate these subjects?
- . *Physical space and facilities:* purpose-built or makeshift? And what are the implications in terms of limits on intake and on bringing in experts? What does it cost us to offer journalism? Is management committed to investing? There is the need to get studios and new technology, although the cost of broadcast equipment makes one shudder. How can we meet the difference in terms of costs every year? What does industry say about our products? Experiential learning becomes important in this light.

- . *Challenges*: there is less state funding; specialisation requires more facilities and staff, and could mean higher cost per student; staff with technical skills come with a high price tag. Newsrooms are ahead of our classrooms. Casualisation – industry people who teach on a part-time basis – is an issue.
  
- . *Sustainability*: what works better, South-South, or North-South? Growth is a sign of effective partnerships. But they entail time-consuming work (proposal writing and reporting, etc). Do we have the resources to make this happen? Is your institution willing to share costs of reporting to donors? Partnerships should be purposeful – eg. for staff development, or curriculum development, or research. Are the resources from abroad relevant to us in terms of research outputs available? A consultative approach is a way to ensure participative governance, but partnerships can sometimes mean that donors are prescriptive. Who stipulates the outcomes of donor funding?

## **1.6 Discussion Points (1.4 & 1.5):**

- *Graduate jobs*: Is there an issue of students going to work for NGOs rather than media, because of lower salaries in the media? Most working African journalists do not have a qualification and that impacts on their pay. Those with qualifications often go to Public Relations.
- *Gender*. Staff and student mix is an issue, in terms of gender. In some countries, there is still a male preponderance. There is a need to support women and provide the necessary leadership skills.
- *Scarce skills* – getting teachers who were or are practitioners, but also academic, is a challenge.
- *Admission standards* impact on quality of graduates. A multi-stage selection process with interviews can show if applicants have a romanticised view of journalism, or whether they have more substance. There are ethical issues around admitting such large numbers that there is no chance that industry jobs can absorb them. However, in relation to job saturation concerns, the question is also whether schools are innovative in courses – eg. in offering multi-media.

- With increasing plurality and democratisation at the level of media and training, there needs to be training which corresponds to this. More opportunities need to be created for students to understand the career options open to them, such as within NGOs.
- Students can spend some time working in the media, without necessarily having to be in a formal internship.
- Universal principles are there for determining excellence, but there is always a need to contextualise the universals – on the levels of continent, country and institutions themselves. The issue is the application of these.

## Session Two: Striving for Institutional Excellence

### 2.1 Potential Centres of Excellence Presentations based on Criteria for Institutional Excellence

The session was moderated by Véronique Garé, Centre de formation et de perfectionnement des journalistes (CFPJ) France, and Oliver Boyd-Barrett, Bowling Green State University, USA.

The potential Centres of Excellence presented their country-specific institutions covering, in varying degrees, the three criteria areas (internal, external, and forward-looking, with indications of their priority needs in terms of achieving their potential.

#### **Makerere University, Uganda: George Lugalambi**

- The UNESCO model curriculum is valuable in Makerere's current process of curriculum revision.
- There is a need to address communication to underprivileged audiences, and thence the skills that graduates need to do communications work in NGOs – such as running public health campaigns.

- Social communications will be mainstreamed into the Makerere curriculum. Indigenous language issues will also be incorporated.
- The nomenclature of the department and its degree will be revised to create more clarity than just “Mass Communication”.

**Walter Sisulu University, South Africa: Gerry Leibel**

- The Department faces the challenge of teaching in English for an English-language media, with students who are second-language speakers.
- In assessing student internships, the Department succeeds in getting good feedback from industry.
- There are pressures to take in more students, while quality teaching requires lower ratios of learners to staff.
- The Department is beginning a student news agency to produce news for community media.

**Mozambican School of Journalism, Mozambique: Americo Xavier**

- The School addresses issues of journalists communicating national identity.
- Many students endure extreme poverty during their studies.
- Most graduates do not want to work in the rural areas.
- There is a process to upgrade the school into a Polytechnic Institute.

**Rhodes University, South Africa: Jeanne Prinsloo and Guy Berger**

- The School’s curriculum strives for praxis.
- More is needed in fostering multi-lingual graduates.
- Students do experiential learning on projects such as Grocott’s Mail newspaper, campus radio and Cue arts festival media.
- There is a question on how to increase the proportion of graduates who go into media jobs.
- A dual leadership structure at the School makes possible attention to both internal academic matters, and external relations with industry and community.
- The School has pan-African linkages through Highway Africa and the Sol Plaatje Leadership Institute.

- A theme of “media, poverty and social justice” informs the teaching and learning in 2008.

#### **Namibia Polytechnic, Namibia: Emily Brown**

- Setting up the Department’s diploma curriculum was done by extensive consultation.
- There is a good mix of theory and practice.
- An Experiential Learning Guide has been produced to inform learners and employers involved in the process.
- The “Echoes” news agency is integrated into the teaching process, and generates print, broadcast and multi-media content
- Challenges are to organise alumni, gain scholarships, introduce a degree, and develop a radio station.

#### **University of Lagos, Nigeria: Ralph Akinfeleye**

- The Department of Mass Communication is 42 years old, with 850 students and 51 staff.
- Programmes: one-year diploma for working journalists; BSc and Post-graduate diploma in Mass Communication; MSc; MPhil and PhD.
- The Department is accredited and linked to various practitioners’ bodies.
- Has a strong focus on quality assurance mechanisms. Examiners must not be below the rank of Senior Lecturer in any university. Young lecturers do not teach foundation courses or final year courses: only experienced teachers do these years.
- Benefits from a campus radio station.
- Highly rated by the employers and also produced the first African Pulitzer Prize winner, Dele Olojede in 2004.
- Links with the American Centre (formerly United States Information Service) provides visiting scholars.

### **Tshwane University of Technology, South Africa: Pedro Diederichs**

- The regulation of qualifications is increasingly complex and political.
- The Department is engaged in agenda-setting by including HIV-Aids reporting in the curriculum.
- Much emphasis goes into the selection of students who will actually become journalists.
- Partnerships are vital, and through these the Department has established a training newspaper.

### **University of Nairobi, Kenya: Wambui Kiai**

- The School aims to become a centre of research excellence, with a new focus on PhD studies and e-learning.
- There is also an aim to set up a type of Poynter Institute facility to run courses for working journalists.
- The School is involved in the country's Media Council and Editors' Guild, and has partnerships via Africomnet, and with Ford Foundation and UNDP.
- There are shortages of equipment, and a need to begin focussing on Peace Journalism and media's resolution role in contexts of civil strife, with the example of the clashes in Kenya still fresh in the mind.

### **Ecole Supérieure des Sciences et Techniques de l'Information et de la Communication (ESSTIC), Cameroon : Laurent Charles Boyomo Assala**

- The college was founded in the 1970's through the partnership of several African states: Gabon, Cameroon, the Central African Republic, Rwanda, Chad and Togo, with financial support from France and Canada. In 1981, it became part of the University of Yaoundé.
- Three levels of study: the first cycle which lasts three to four years; a second cycle which is known as a "Masters" and prepares students for doctoral studies; finally, the doctoral level which takes three years.
- There are around 700 students across the different levels and disciplines and 40 lecturers.

- The college emphasises the importance of professional experience for students. A programme of study has also been developed at fourth year level which includes a compulsory internship which lasts six months.
- ESSTIC also has a professional radio station where students can gain practical experience and it is in the process of establishing a television station.
- Students from all over Africa attend ESSTIC.
- Challenges are the number of working journalists who still lack training, as well as a lack of resources and an unreliable internet connection.

### **University of Stellenbosch, South Africa: Lizette Rabe**

- The Department teaches professional skills and research-based activity. It is in a region with problems of drug-abuse, so its activities are within a pedagogy of hope (cf. Paulo Freire).
- There is an Honours level course – where students are multi-skilled at entry level.
- Journalism Studies informs the students' research projects. This is not a focus on media studies, but on journalism.
- Challenges are at Honours level: introducing African values into core curriculum. What are they, and how do they relate to western ones?
- The Honours takes 20 -25 students, and there is pressure to take more in order to generate money, but the Department needs to stay with existing numbers so as to keep quality.
- The MA only takes 15 students per annum. But many fulltime working journalists don't complete the degree within the two year period.
- A doctoral programme elicits interest from all over Africa, there is not capacity to accommodate this.
- Challenges are scholarships, equipment, administrative support and infrastructure.
- Students provide a news service to local industry that sometimes gives the local papers a scoop, including multimedia with sound bites and video.
- External links involve a lot of effort.
- There is recognition of the Department in terms of various awards, and in terms of internships (where newsrooms rated the students higher than the Department did).

**Centre d'Etudes des Sciences et Techniques de l'Information (CESTI), Senegal:  
Eugénie Aw-Ndiaye**

- CESTI was created around 1970, funded by UNESCO, France and Canada. In 1990 Senegalese management took over. It is part of the Sheikh Antiope University.
- Since the beginning, CESTI has had pan-African values – meaning there are Senegalese students and also students from the sub-region and the Indian Ocean.
- There is a three year programme, and then a masters and PhD level. Out of 800 applicants, only 40 students are admitted each year for the Bachelors degree. In first year, 60% deals with theoretical matters and 40% practical. This is reversed in the 2<sup>nd</sup> year.
- At third year, students specialise in one medium. As part of the exam, they have to make a professional media product to be presented to a jury including academics and industry representatives.
- One objective is ongoing training to strengthen working journalists, and to aid them in integrating ethics. CESTI recently completed a nine-month course for professional journalists, and wants to offer this to the sub-region.
- Active pedagogy is used to link theoretical and practical training, and the training at the school to the industry. This involves seminars on key issues such as: media and conflict; media and scientific popularisation; gender issues; emigration issues; following elections from within media houses; exposure to community media.
- After convening a meeting with other journalism educators in Africa, a curriculum has been devised on media, conflict and security.
- CESTI posts staff and student productions on the website, and is working on a project for web-radio.
- There is a need for space, and for more collaboration with other Schools. The School is developing South-South and pan-African partnerships. South-North relationships are next, on the basis that CESTI has something to offer, and not always to take without a return.

## **Institut Supérieur de l'Information et de la Communication (ISIC), Morocco: Abderrahim Sami**

- Founded as a public institution in 1977.
- In 1989, ISIC began offering specialised training. For instance, students were able to pursue studies in specific career directions such as Chief Editor and Chief Sub-Editor.
- Independent newspapers have emerged and Morocco now boasts ten private radio stations and one private television station, but ISIC still faces institutional constraints which limit the amount of admissions to between 40 and 46 students per year.
- The Institute offers classes in both French and Arabic.
- Fourth year students are involved in internships which are usually three months long.
- The Institute has been working on curriculum reform with reference to UNESCO's model curriculum.
- Students take part in governance structures through the Student's Association.

### **2.2 Discussion Points**

- Are journalism schools “in danger of fighting the last war”, by training students for a media that is being overtaken by User Generated Content? One answer is that there is still a role if journalism as a service to the public interest, requires a cohort of professional journalists. Critical and analytic skills, and multiple media competency, are central. Poor connectivity, however, means that many schools can only offer basic level education in ICT use.
- The Digital National Archive at the Namibia Polytechnic involves students in collecting and storing stories and old photographs, thereby ensuring content longevity and student skills development.
- Experiential learning: The challenge of guaranteeing internships when these are credit-bearing can be met by looking at campus media outlets which can compete with the industry to host students and prepare them for the world of work.

- Controlling and assessing experiential learning can be done through weekly log sheets, continuous assessment, project presentations, and portfolios of work done, but a dedicated co-ordinator is also needed. Namibia Polytechnic has 26 criteria for the assessment of experiential learning.
- Schools should give attention to community radio and to convergence.
- Groups like Internews have longstanding programmes in Nairobi and Abuja with working journalists. They can offer a conduit to this group, and they have some resources – local and international – that can be brought in. One possibility is in interfacing credits between NGO courses, and those taught by universities, so as to add up to a qualification.
- Many countries have immigrants who often have no access to tertiary education, and schools can help address this.

### **2.3 Potential Centres of Reference Presentations based on Criteria for Institutional Excellence**

The potential Centres of Reference also described their character and needs to fulfil their potential as follows:

#### **Unité de Formation et de Recherche en Journalisme (UFR), Madagascar: Diatou Cisse Badiane**

- The Institute has been doing research and training journalists for 12 years. It is now working on a project at the Masters level based on a paper entitled “Research in Journalism at the University of Antananarivo”.
- In December 2007, the Institute’s advanced students along with their lecturers formulated a paper entitled “Madagascar and E-Media” which took electronic media as a reference for all Malagassian media at a national level. This type of research accords with UNESCO’s model curricula.
- The Institute has developed a project which focuses on UNESCO’s model. It is called “The reinforcement of journalistic training mechanisms” and its objectives are: to develop training programmes for various actors such as designers,

lecturers and tutors; to acquire the necessary resources; and to develop teacher exchanges.

- This can be done through cooperation and partnerships.

#### **University of Ouagadougou, Burkina Faso: Firmin Gouba**

- The Department was established in 1992, and takes a maximum of 40 students per year. Most students are nationals, but there are also students from Togo, Mali, Congo and Rwanda.
- Over the four year programme, three specialisation options are offered: Writing, Radio and Television.
- Students can apply the skills at the Department's FM radio station and School newspaper. The department also has television equipment which can be used for production.
- Studies are also offered at the Doctoral level.
- There is ongoing training of professional journalists through the Department's Centre for African Research and Studies.
- The Department has also been involved, as a source of expertise, in research for various Non-Governmental Organisations (NGO's) as well as the Ministry. At the moment, the department is involved in a project concerning HIV/AIDS.
- The Department is also in a variety of exchange programmes, notably with France and Canada.

#### **University of Ibadan, Nigeria: Beatrice Adeyinka Laninhun**

- The Department was established in 1975, and aims to equip students with communication skills.
- Five areas of specialisation: journalism, advertising and public relations, publishing, development, broadcasting.
- The University is designated as a post-graduate institution, so the programmes are an MA, and also a professional Masters for those with five years experience in the industry. There is also a PhD programme.
- The Department trains more journalism educators than any other university in Nigeria.
- A campus radio is being established.

- Recognised by authorities and Nigerian Press Council.
- Most lecturers do individual collaborations – such as content development with UN agencies, such as UNICEF, and in training journalists in reporting HIV-Aids.
- Interested in partners who can support research, curriculum development, and staff development.

**Daystar University, Kenya: Levi Obonyo**

- The Department in 1976 offered a MA degree in communication, and in 1982 began an undergraduate programme. There are now approximately 1000 undergraduate students, and 150 at Masters' level.
- Specialisation options include print, electronic, public relations and advertising, and are operational at third year. There is a semester internship.
- There is a fortnightly student newspaper and print students are required to work there; electronic students work in the radio station; there is a desktop publishing lab, and also seven darkrooms. The campus is in the process of setting up a TV station.
- There are alumni in every major media institution in Kenya.

**Lagos State Polytechnic, Nigeria: Ifedayo Daramola**

- Started in 2000, the Department operates a National Diploma in Mass Communication, with seven academic staff and two support staff. Now there are twelve academics and eight support staff. It also now offers a Higher National Diploma.
- The Department has been rated as one of the best in Nigeria. A large number of applicants have to be turned down due to limited capacity.
- Graduates do well in the field, according to industry reports.
- The goal is to become a Centre of Excellence, and the Department hopes that UNESCO will assist with broadcast and other studios.

**Southern African Media Training Trust (NSJ), Mozambique: John Mukela**

- This facility is not a traditional school, but an organisation founded during the transition from one-party states to work with journalists and encourage cross-fertilisation of ideas. Mid-career journalists did not have a platform to exchange ideas and learn.

- NSJ was initiated to address this as and as a partnership between Norway and SADC governments.
- It runs courses for working practitioners from all over Southern Africa – they convene for two weeks, and experts come in to input into the programme.
- There are partnerships with institutions like Rhodes and Fojo. NSJ has also built capacity with some schools which have taken on some of the ideas it has introduced.
- NSJ courses are determined by what is needed in the field, and are in tune with developments – like Reporting Africa, and Reporting Poverty, Reporting Culture, and Reporting Elections (which goes hand in hand with actual elections).
- Very hands-on practical training.

#### **African University College of Communications, Ghana: Linus Abraham**

- This is a young institution with sense of activism, founded by Kojo Yankoh, the first director of the School of Journalism in Ghana. It is a private institution without the strictures of government.
- It responds to much public criticism made of journalists after liberalisation, and the recognition that much training was too theoretical and not necessarily producing critical graduates within a two year diploma timeframe.
- The college focuses on producing critical thinkers, and so includes a humanities programme – a minor in African studies. It operates a Bachelors in Communication Studies. Students can specialise in journalism with a print or broadcast focus; or strategic communications – combining public relations and advertising. Also offered is a discipline of digital and visual communications, with web and photojournalism skills. General media studies options are provided for those not taking to a skill specialisation.
- There is a need to resource the vision.

#### **National University of Science and Technology, Zimbabwe: Gibbs Dube**

- Established 2001, the Department faces a challenging task to operate when its staff are not safe. There are 120-130 undergraduates, and an MA level programme. There is also a diploma in public relations, and there is work towards a diploma for Development and Social Change, in conjunction with NSJ. They

- have four professionals, nine lecturers and two teaching assistants, but lecturers are leaving due to inflation.
- The undergraduate programme used to be very theory-based. This is now being remedied, but there is antiquated equipment, and cameras are not functional. They are seeking equipment for a multi-media lab, and a university radio station.
  - They also need funding for short courses, conferences and seminars, and for lecturers to travel and take part in exchange programmes.

#### **University of Namibia, Namibia: Fred Mwilima**

- Students come from several African countries. There are exchange programme (staff and students) partners, namely the University of Colorado and the University of Pennsylvania. John Hopkins University is partnered in area of HIV-Aids.
- Extensive services are provided to communities and the Department has contributed to national media, information and communication policies
- A staff member has served as a staff member of Misa, and as a judge in the SADC journalism awards.

## **2.4 Conclusion: Defining Needs in Journalism Training in Africa**

### **Summing up by Levi Obijiofor, University of Queensland, Australia**

The issues highlighted in the summary to follow are embedded in the following sub-themes:

- Opportunities for journalists to access training that is appropriate to their needs.
- Training that provides journalists opportunities to contribute to the advancement of democracy and socio-economic development in Africa, including ethical journalism practice and risks associated with the practice of journalism.
- Training that highlights and recognises the perspectives of the marginalised members of our society.

## Keywords

Some key words were evident in the presentations. These were:

- Curriculum design, review or revision that reflects the needs of the industry and the changing needs of society (e.g. new technologies and the emergence of online journalism, citizen journalism, or participatory journalism).
- Equipment and infrastructure problems (e.g. low Internet presence and access; inadequate equipment to advanced training of journalists).
- Good mix of theory and practice (training of journalists should involve a mix of theory and practice so that theory informs practice and practice should inform theory).
- Assessment: what form should it take? Should it be continuous assessment only? Should it be examination based? Should it be a combination of continuous assessment and examination? How should experiential learning be assessed, and what should constitute the framework for assessment? How should experiential learning be monitored?
- Staff training and professional development: opportunities for staff to upgrade their qualifications. Scholarship opportunity should be considered for this purpose and also to assist indigent students.
- External relations/service to community and industry: schools of journalism demonstrate the various ways in which they provide service to the community and the industry by staff and students.
- Internship opportunities for students: a centre of excellence in journalism training should have a programme that offers students industry experience.
- Relationship with alumni associations: established journalism schools can tap the resources that are embedded in their graduates through the establishment of links with alumni. E.g. schools can start a “Research and teaching development fund” and the campaign could be driven by the alumni who could be approached to make cash and in kind contributions.

- Staff and student exchange programme at local, regional and international levels.
- Training should be attuned to industry needs, markets and national needs.
- Learning and training should be advanced through various channels and should be made available to journalists in urban and rural areas.

### **Defining needs in journalism training in Africa.**

1. There is need for an all-inclusive curriculum that addresses industry needs, community needs and needs of students. Curriculum should be reviewed or revised on a regular basis and should be evaluated by peers (i.e. peer review process). Curriculum should also reflect African values.
2. Provision of basic equipment to support teaching, professional training and research. Journalists should also be able to access and use technologies that are appropriate to their environment and their circumstance.
3. There were concerns about the quality of training provided (weak training) or the absence of training opportunities available to journalists in some African countries. Training of journalists in Africa is critical. There is need to strengthen or build capacity by insisting on professional training, which also includes the values of ethical journalism practice.
4. One of the goals of journalism training should be to contribute to the development of society. Journalists provide a service to society, not to a select group of our population. Rural dwellers need basic information to assist them to plan their lives and to organise their daily activities.
5. There is evidence that journalism schools are responding increasingly to feedback from the industry. Programmes are being designed to reflect industry needs.
6. There is an overwhelming agreement on the need for sufficient funds to enable journalism schools to operationalise their curriculum and to achieve their core objectives. Funding is critical to the survival or demise of journalism training in Africa.

7. There is need for journalism trainers to recognise the shift towards convergence journalism so that journalists can work across different media platforms with the aid of new technologies.
8. Various schools demonstrated how they have been forced to limit the number of students they are able to admit because of financial problems, lack of equipment and lack of qualified staff. While there is great interest among potential students, journalism schools are hampered by various obstacles to accommodate the interests of students.
9. Journalism schools need to develop (or continue ongoing) partnerships with aid agencies and NGOs to provide service to the community.
10. There is recognition of the disconnection between media contents and audience needs. Journalism training should recognise and close the gap.
11. There is a strong feeling for the inclusion of indigenous languages (or cultural languages) in the curriculum.
12. To ensure high quality and standards in the training of journalists, there should be regular and ongoing evaluation of teachers and courses. The variation should be done at an appropriate time.
13. Journalism schools would recognise the different profiles of different student awards and provide training to meet the specific needs of each cohort.
14. There is need for a uniform period of training. E.g. some schools have a three-year training period, others have a four year training programme.
15. Questions were also raised about maintaining the right mix of staff to train journalists. That is, what should be the appropriate ratio of professional journalists, and academic staff who are employed to train journalists?
16. There should be local, regional and international exchange programmes as part of the staff development plan. The exchange programme should help journalists to upgrade their academic and professional qualifications and to be competitive in the international community.

17. Training of journalists should include a conscious effort to maintain some kind of gender balance, and a balance between students from disadvantaged backgrounds and students from marginalised groups.
18. Journalism schools need appropriate physical space for training of journalists.
19. Training curriculum should include courses in “Peace and conflict journalism”.

## Session Three: Towards a Strategy for Institutional Development in Journalism Training in Africa

### **3.1 Institutional Development Strategies: A Case Study. Jeanne Prinsloo and Fackson Banda, Rhodes University, South Africa**

At the request of UNESCO, the School of Journalism & Media Studies, Rhodes University, South Africa presented a model proposal to be presented to potential donors, based on a UNESCO model template provided.

The particular theme chosen was research into “media, poverty and social justice”. It was explained that this originated within the vision and mission of the School. Further, the presentation explained how the development of the proposal, through a series of staff meetings, doubled as a useful exercise for the School in establishing common ground amongst staff members. The proposal itself, which focused on research and media production, was one initiative within the context of a range of wider activities on the theme, such as staff seminars and community service.

There was vibrant discussion in regard to this exercise, mainly around the content of the proposal rather than the structure. There were contested definitions of poverty, and even of the idea that the media can somehow help to reduce poverty. (In part this was a Cultural Studies approach with an emphasis on the change potential in symbolic meanings Vs a Political Economy approach which foregrounds structural obstacles).

Participants agreed that the proposal was innovative and that it attempted to make a difference to both internal focus and external outreach impact (two of three criteria areas as identified as key to recognition of a journalism school as a Centre of Excellence).

**See model proposal in appendix F**

### **3.2 Building Partnerships for Institutional Development**

This session was moderated by Janet Boston of the Thomson Foundation, UK. She said the Foundation works in partnership with local media, NGOs or UN agencies, and listens closely to what they say.

A team of eight panellists led this session and were of diverse backgrounds and profiles, some existing or potential donors, and others northern Centres of Excellence and existing or potential partners in development, implementation and monitoring of journalism education and training in Africa.

The panel included the following members who each gave a short introduction on the topic of discussion from their own perspective:

1. Srinivas Melkote, Bowling Green State University, USA
2. George Lugalambi, Makerere University, Uganda (Africom-Net)
3. Jackie Hitchon McSweeney, University of Wisconsin, USA
4. Kaarle Nordenstreng, University of Tampere, Finland
5. Johan Romare, Institute for Further Education of Journalists, Sweden
6. Heather Purdey, City University, London UK
7. Sondra Rubenstein, Mount Carmel International Training Centre, Israel
8. Yves Renard, Ecole supérieure de journalisme de Lille, France

**Srinivas Melkote, Bowling Green University, USA**

The School of Media and Communication Studies runs three bachelors degrees, as well as MAs and PhD programmes. The school does not want relationships that are hierarchical, but rather true collaboration and horizontal communication. The School can be of some help in regard to some of the indicators identified in the UNESCO study. It has a range of media platforms and focus on emerging technologies, and communication and development. It has conducted workshops and quantitative research in continuing education, such as around developing journalists' numerical literacy. There are existing partnerships in Asia and East Europe and Africa.

**Jackie Hitchon McSweeney, University of Wisconsin, USA**

The Life Sciences department seeks complementarity in partnerships. Where many African journalism schools are educating journalists as generalists, the department has a specialist nature that can complement this. The department has agricultural communications, health and nano-technology. They also do a great deal in marketing communication – social marketing campaigns to create behaviour change. They have experts who look at frames around poverty communication, and perceptual bias. The university draws in large amounts of funding for research – whether for undergraduates, graduate students, faculty. International initiatives are part of the legacy of the University.

**Kaarle Nordenstreng, University of Tampere, Finland**

The institution is 80 years old, and has been involved in a multi-lateral project being the first attempt to map out African journalism centres under UNESCO and Finnish foreign ministry funding. It focused on educational materials, and identified new textbooks needed. Today, on a bilateral basis, there is a university exchange with three Finish educational institutions collaborating around journalism education with universities in Dar es Salaam, Lusaka, and Windhoek. Small numbers of teachers and students are involved. There are also some African MA and doctoral students involved at Finnish universities, although funding is a problem.

**Johan Romare, Institute for Further Education of Journalists (Fojo), Sweden**

Fojo is a national institute with mandate of improving existing journalists, started in 1972. It has ongoing institutional partnerships with several countries, and some history with NSJ in Maputo. In terms of the three UNESCO “excellence” criteria, one that can be discussed, and experiences shared, is around continuing and in-service training to practising professionals. There is a huge difference between working with working journalists and teaching under-graduates and PhD students.

**Heather Purdey, City University, London UK**

The university is very vocationally oriented. It runs an MA in international journalism, exclusively for international students. There are some 1000 alumni, many in African media. There are partnerships around the world. The unique selling point is specialised journalism: such as conflict, environment, science, health, investigative. The curriculum on international news is geared towards where students come from – including, for instance, the Baghdad blogger and the involvement of the media in relation to that. The programme is interested in partnerships to exchange knowledge, ideas, staff and students, and research. Some students could be sent to Africa to do their theses and many staff are interested in doing research in Africa. Accreditation, indicators and validators would be another area to explore further.

**Sondra Rubenstein, Mount Carmel International Training Centre, Israel**

The Centre has many partnership and collaborations around the world. They are interested in NGOs and groups, such as the Nepalese journalists’ association, or the Ethiopian News Agency, All China Women’s Federation of Publications, Vietnamese women’s organisations. Another kind of programme is run by the Mashad Centre for International Training, also funded by Israel’s foreign ministry. It has worked with UNESCO, on a train-the-trainers course with people coming from eight African countries. UNESCO provided travel grants and the Centre for International Training covered everything else. This was a course with skills and an analytical component.

**Yves Renard, ESJ Lille School of Journalism**

An example of international cooperation at the Lille School of Journalism is the sharing of diplomas with the South. There is a Masters in Media Management with Chinese universities who have strong ties to press groups. This has created a common

programme which is both European and Chinese at the same time. The Masters consists of twelve modules which are made up of thirty hours each. Lectures are given by both Chinese and European lecturers. Similar partnerships could be developed in Africa. ESJ Lille also has been involved in co-ordinating a broader network of schools of Journalism known as the Theophraste Network of Francophone journalism schools. This incorporates both the North and South and includes many French, Canadian, Belgian, Bulgarian, Romanian, and Swiss actors (from the north), as well as actors from Southern states such as Senegal, Cameroon, Madagascar, Morocco and Tunisia.

### **George Lugalambi, Makerere University, Uganda (Africom-Net)**

Africom-Net involves a network of three universities: Nairobi, Makerere, and the University of Namibia. At Makerere, there is a consortium that includes the Department of Mass Communications, and two other facilities dealing with health issues. The aim is to develop capacity in communication around HIV-Aids. Within the network, Makerere is responsible for curriculum around treatment and prevention; Nairobi responsible for curriculum around stigma and communication issues; and Namibia – on the monitoring and evaluation of HIV-Aids programmes. Based on this division of labour, there is mutual training between the three partners. Support comes from USAID and John Hopkins University. This is an example of three African universities working together.

### **Discussion Points**

- Three other African journalism schools are also working on the issue of HIV-Aids, so there is something to be shared here. It is important to research communication messages around HIV-Aids because of complexity around results of behavioural change. This is also an international issue to collaborate around because you can compare a poor community in Detroit to a poor community in Africa.
- Is it possible to have some co-ordination and harmonisation? Thompson has partnerships with Fojo – and they share ideas, which stop a lot of effort from being wasted. There is, however, a lack of “handover” between groups of trainers going into different countries. There is room for improvement and expansion.

- There used to be African Council of Communication Education on the African side, and there is a need to be organised in Africa region. It is time to revitalise a network in Africa.

### **3.3 Model Project Design: Wijayananda Jayaweera, UNESCO**

The Director for the UNESCO Communication Development Division, Wijayananda Jayaweera, presented a template for proposal writing, in the context of the harmonisation of United Nations activities where increasingly multilateral donors seek comprehensive models with which they are familiar.

- He has seen many project documents, and while they are not invalid, it is important for institutions to make their information understandable to donors.
- In terms of “excellence for what” as regards African journalism schools, three interdependent levels have been identified: external recognition, institutional capacity, and institutional strategy.
- This particular presentation focuses on curriculum and institutional capacity.
- A project should respond to a problem, so the identification (and analysis) of the problem is the starting point. The problem is what prevents one from becoming a Centre of Excellence in this area. You identify your problem as inadequate institutional capacity, and then present the analysis of its causes and effects. This will inform your solution.
- The next level is the problem solved – how you can meet the standard of Excellence as described in the criteria, by addressing one or more of the causes (eg. teachers do not have adequate qualifications).
- This in turn involves an analysis of causes and effects in terms of the solution (eg. training the trainers, rather than, for instance, replacing them).
- Then a proposal should elaborate on the specific activities.
- Five basic ingredients are needed for a project matrix: The (long-term) development objective, the immediate objective as a result of the project, the outputs to be produced within the project, activities, inputs.
- A proposal should not start with citing the inputs, but rather the development objectives to which the project will ultimately contribute. The immediate

objective then follows, and thereafter are the direct project outputs which are linked to and underpin these. Then the activities and finally the inputs are presented.

- Indicators are also needed for how you are going to prove what you have achieved – for both the development objective and the immediate objective, and you also need to state how you will verify these indicators. In the case of indicators for outputs of, for example, an MA for working journalists, you would show results in terms of characteristics of graduates.
- UNESCO is prepared to assist each of the schools in preparing a project matrix which can be discussed with stakeholders and revised, with the immediate objective of each project being for the School to come closer to being a Centre of Excellence on a particular point.
- The matrix is a negotiation tool – for bringing donors, UN agencies and stakeholders into a discussion about how you can mobilise the necessary resources to produce the outputs.
- This is known as a “logical framework analysis”.

**See model project design in appendix G.**

### **3.4 Resource Mobilisation, Identification of Partnerships and Project Design**

This session was moderated by Scholastica Kimaryo, United Nations Development Programme.

A team of six panellists led the discussion:

1. Inger Jernberg, Swedish International Development Agency
2. Vincent Garrigues, Direction de la Coopération internationale et du développement, French Ministry of Foreign Affairs
3. Ivor Gaber, UK National Commission for UNESCO
4. Lem van Eupen, Radio Netherlands Training Centre, Netherlands
5. Gordon Stuart Adam, Poynter Institute, USA
6. Kajsa Törnroth, World Association of Newspapers, France

#### **Scholastica Kimaryo, United Nations Development Programme (deputy regional director for Eastern and Southern Africa)**

UNDP supports this initiative to strengthen African journalism education. In the broader context of UN reform, it is important strategically to see the UN system more widely. There are a number of UN bodies interested in advocacy, social communication, development journalism, and media work in crisis situations. Schools need to know donors, potential partners, intergovernmental organisations and UN country programmes, civil society organisations. There is regional and country potential. Money is not the only object: partnerships are there. It is possible to invite UN people as resource persons in respective areas, and this does not cost – but you need to know who is there. We should build on this.

#### **Inger Jernberg, Swedish International Development Agency (SIDA)**

SIDA places emphasis on poverty, democratic development, gender, human rights, and environment. The overall mission is poverty reduction, poverty being a condition where people do not have the freedom necessary to shape their lives. SIDA has a specific policy for culture and the media, with the goal being to help produce an environment conducive to poor people improving their lives. Poverty is not only a lack of resources, but also power. Areas of culture and media support are: cultural freedom and diversity;

freedom of expression and access to meaningful expression; access to information and ideas; conflict prevention and increased tolerance; local production, economic growth and employment.

#### **Ivor Gaber, UK National Commission for UNESCO**

- The Commission knows people who have resources, and can serve as a broker for African journalism schools.
- The Commission can open doors, because it has membership from national broadcasters (the BBC and ITN), as well as NGOs and it can reach out to a broad constituency in the UK which is not pulling its weight in terms of Africa media development.
- There are over seventy journalism schools in the UK, which have enormous expertise and resources which they could share if they knew who was looking for partnerships.
- Journalism educators in the UK could benefit from South-North partnerships.

#### **Lem van Eupen, Radio Netherlands Training Centre (RTNC), Netherlands**

- RNTC is not a donor, but it has worked together with UNESCO and other UN agencies to bring about projects on media development, and to look for money for them. RNTC's mission is to contribute to media development, especially in developing countries, and use of media for development.
- It is an institute of Higher Education in the Netherlands, with a linkage to Radio Netherlands, and hence a bridge between academic world and the industry where there are often huge gaps.
- The Centre works with community to national, and state to private broadcasters, and ranges from human resources development to organisational development.
- It also works with Universities, especially schools of journalism. The main focus is on e-learning and incorporating this into the curriculum in a way that is driven by the educators and pedagogy, not technological perspectives. In addition, it works with independent media training centres around the world.
- Implementation is often a problem in collaborations. Sometimes this is due to lack of staff, or lack of commitment beyond management level. Even management itself sometimes loses interest, with a focus on new projects rather than longterm sustainability. The temptation to do this is high when you are a

centre of excellence and people come and look for you, rather than vice versa. Implementation costs time and energy, and adds to your workload, and we could look at exchanging best practices in meeting that challenge.

**Gordon Stuart Adam, Poynter Institute, USA**

- The Institute is named after Nelson Poynter, publisher of St Petersburg Times, and it owns the shares in the paper.
- The Institute is a school for journalists, and its website carries critical essays on journalism, and NewsU – an online facility that offers short courses in a variety of subjects.
- There are also weeklong seminars for professionals in St Petersburg.
- The Institute can consider some journalism educators coming to a course at the institute, although the St Petersburg Times is currently facing the same economic challenges as other US newspapers.
- Journalism educators in Africa should follow this UNESCO curriculum document example in terms of freely sharing syllabuses with each other.

**Kajsa Törnroth, World Association of Newspapers (WAN), France**

- WAN represents 18000 newspapers in 102 countries, and 77 national newspaper associations.
- It is a global organisation of newspaper managers and editors, and has a human rights and press freedom mandate.
- It has conducted a lot of on-site training in media management, mainly in Eastern Europe.
- The focus is on mid-career journalists, although WAN is also becoming interested in training at the university level.
- WAN's contribution could be in providing expertise and connections to newspaper industry and publishers who are very keen in getting involved in voluntary work and financially supporting initiatives around the world.
- The association could be a bridge to the newspaper industry, although it is not a donor.

### **3.5 Discussion Points**

- Fundraising takes time and resources, and it would be useful to have a database of potential funders and their interest areas.
- It is surprising that there is no one representing African donors on this panel. What about the African private sector - do they have this culture or not? There are many potential private sector partners in Africa, and so journalism schools should look inside before outside. To enable access to the internet, which is a problem in countries such as in Mozambique, you have to partner with relevant private companies. The African Development Bank, and in-country NGOs, also give funding.
- The UN system is doing pilots in nine countries to address in a programmatic way the diverse agency activities. Journalism schools need to see if their centres have a place in the general development sector in your country. Each can use its project matrix document to meet with stakeholders including UN agencies. This means visualising how you will fit in with a country programme. The various UN agencies accept the value of training journalists – for instance, the good governance programme in UNDP is interested in investigative journalism. One can also bring in the private sector like Microsoft, or bring in other companies to help fund UNESCO chairs.
- It could be an idea to develop the Rhodes poverty research proposal into a project across all the centres, on a regional basis.

## Part Three: The Future - Conclusions and Recommendations

### **i. Overview**

Debate took place about whether to formalise a network of the identified journalism schools. However, UNESCO indicated that following the difficulties with the African Council for Communication Education (ACCE) Secretariat, after significant institutional and financial support from UNESCO, it may be difficult to mobilise UN support for a similar association in the future. Over \$100 000 had been spent on ACCE, with little to show.

Against this position, it was argued by some delegates that it had been a different generation that had failed with ACCE. UNESCO responded that there was indeed a need for networking, but the danger of a secretariat model was that it raised politics, such as who would be Secretary-General, etc. It was also expensive to meet face-to-face as an association, so a virtual association for networking a technology-based model could be explored.

Further arguments in favour of an organisation were that similar structures had worked elsewhere, so it was not that the ACCE model did not work, but rather the generation of people involved in it. There was a need to make sure that this meeting in Grahamstown was not a one-off, and that some permanent structures could be forged which would also enable others to come into the system. Even if virtual, there would still be a need for some resources.

Other experiences with organising journalism educators were raised. The future of the Southern African Media Trainers Association was uncertain, pending an evaluation which would show if there was any hope and sense in seeking support from a development partner about resuscitating it. From UK experience, it was proposed that a fulltime secretariat was not needed to operate a network of journalism educators.

UNESCO responded that it would give moral support to a network with a viable business model because there was undoubtedly a need for networking.

Also accepted by UNESCO was that the designation of Centres should not be taken as a frozen process, because standards could rise and fall. If someone could find resources, the organisation would co-ordinate expanding the inventory of data on African journalism schools beyond those currently listed. There should be a mechanism to ensure that this research could happen.

In summing up the conference, UNESCO's Abdul Waheed Khan noted that the UN body was a laboratory of ideas, generating outcomes like the model curriculum. It was also a standard-setter, and the criteria for Centres of Excellence and Reference could be used in other continents. Providing capacity-building initiatives is another function of UNESCO, and this meeting had aimed at creating capacity in the area of journalism education.

The rationale was to bring people face-to-face, and to bring ideas and resources together, in order to "make things happen". Hence the gathering in Grahamstown involved the identified Centres of Excellence and Reference, development partners and universities across the world, and UNESCO field officers. The process henceforth would need to be nationally and regionally owned. UNESCO does not have unlimited resources, although its field officers will assist the Centres in mobilising resources at the country level.

A group of delegates drafted a set of recommendations, and the gathering adopted them with minor amendments. **The final meeting recommendations can be found in Appendix H**

## ii. Next steps

Summarising significant and common points at the conference, the following points can be made:

### a) **Strategic prioritising towards *Centres of Excellence*:**

Broadly, the participating African journalism schools at the consultation meeting recognised that they had been chosen precisely because they had proven their potential. Accordingly, all showed interest in advancing their activities further in order to come closer to being fully-fledged *Centres of Excellence* that qualified across the three criteria areas and 42 sub-indicators. However, some of the presentations given lacked clarity about how the school compared to these criteria and indicators. This meant they did not specifically prioritise areas for attention within the framework elaborated for defining excellence.

Further work could therefore be profitably done by many participating African schools so as to audit or re-audit themselves according to the matrix of excellence, and thereby more strategically pinpoint their areas for action. Several spoke of already benchmarking their criteria in terms of the UNESCO model curricula; there is still space for a number to benchmark themselves against the criteria and indicators. The goal of each should be, as the original report put it, for each potential Centre to be “firing on all three pistons” so that it can impact threefold: on entry-level aspirants, employed journalists and the public more broadly. Taking the criteria and indicators as aspirational constituents of excellence, the schools will be able to prioritise development foci in rigorous ways and with long-term strategic vision. It may be apposite to encourage each school to conduct this exercise during 2009, and to compare results via a website. This addresses to an extent the issues raised in the consultation about peer reviews of schools in the light of longer-term ideas for accreditation.

### b) **Identified needs in order to fulfil potential in the area of internal criteria**

Raised by various schools were three concerns in this criteria area: staff capacity, suitability of curriculum, and facilities.

Staff capacity: Several schools reported extensive demand from aspirant students, working journalists and civil society for access to journalism education, but that this could not be met due to limits related to optimum staff-student ratios. Staff complements would need expansion here.

Suitability of curriculum: while the UNESCO model curricula were generally seen as helpful, there were also common thrusts about the need to develop additional curricula on journalism and conflict, media and HIV-Aids, and communication for development. A pertinent concern was how to include these subjects in already overloaded curricula, although various solutions for this problem (such as raising the “productivity” of tuition via ICTs) were not explored in detail. There is a need for focused discussion on this issue and sharing of best practice amongst the schools.

On facilities: a common concern was the need for updated media technology. This was especially with regard to teaching new media and having Internet access.

**c) Identified needs in order to fulfil potential in the area of External Relations:**

Many schools spoke about internships for students, and the issues around securing and managing these. There is a need to share practice around these. Quite a number of schools also provided practical opportunities for students which outlets also had an external significance: campus radio stations, training newspapers, and school news agencies serving the mainstream media. Other schools had aspirations to develop these opportunities, and resourcing would be needed here.

A number of African educators also spoke about the need to engage with civil society and community media, so as to help serve these sectors’ needs for skilled practitioners. Few, however, elaborated on relations with industry, suggesting that there is a need for more attention to this aspect of excellence.

Further education courses for working journalists was an activity shared by some of the schools, but needing to be developed by others.

There were many schools which already had a number of international partnerships, but there was general interest in expanding and deepening these so as to be more networked into international journalism education.

**d) Identified needs in order to fulfil potential with regard to Future Orientation.**

The journalism schools saw the way ahead as being through two mechanisms: (a) securing resources and especially equipment from funders; (b) partnerships around particular projects.

Speakers at the meeting as a whole raised the following points in regard to these two areas:

- Preparing proposals, servicing relationships and implementing projects requires substantial skill and takes a lot of work.
- Donors and partnerships should be seen to include African sources, and also as opportunities for South-North (not only North-South) relationships where African schools have intellectual value to contribute (and are not only recipients).
- Sustainability through support from the wider University institution – both in terms of finance and partnerships with other academic departments.
- The possibilities of using new technology to create a network of Africa journalism educators, and for sharing of syllabuses, were raised.

**e) Identified support opportunities for the African schools**

UNESCO offices were announced as being available to assist in drafting project proposals and convening meetings with funders. This activity could help each school in raising resources.

International journalism schools in the UK and USA interested in collaborations offered their expertise in specialist areas of journalism (eg. health, conflict). Such relationships could support African journalism schools in terms of staffing, curriculum development and research.

Several international institutions were also available to collaborate around the subject of providing further education to working journalists (for instance Poynter Institute, Fojo, Bowling-Green University). This could help institutions develop this dimension of their activities.

Some delegates offered African journalism schools access to other international journalism schools in the UK, and to World Association of Newspaper members.

Possibilities were raised for “train-the-trainer” programmes (Mount Carmel Institute, Poynter Institute, UNESCO scholarships for journalism educators tenable at Rhodes University).

#### **f) Further follow-up**

Realising much of the potential and opportunity described above depends solely on the initiative, drive and preliminary capacity of the 19 African journalism schools. But as far as UNESCO or other stakeholders are concerned, the following steps could be helpful to the momentum:

- UNESCO field officers report on progress in their support for journalism schools in their African region, and a report made available to participating schools about what is happening.
- UNESCO head office initiate activities to capacitate the leadership of the 19 schools to better develop priorities, upgrade skills on how to raise and account for funds, and share best practice on how implement projects and report on them. In this regard, the initial report on excellence in African journalism education recommended academic management skills workshops where leaders at the institutions can share experiences, strategies and tactics on a range of issues such as developing industry relations, revising curriculum, managing staff, fundraising, convergence, etc. This recommendation is strengthened by an analysis of needs emerging from the Grahamstown consultation.
- UNESCO head office take up the theme at the consultation that information is compiled about potential partners and donors for African journalism schools, including the interests and resources of various UN agencies and also African-based foundations and companies that could be tapped.

- UNESCO and others could help with momentum by supporting efforts to further network African journalism schools with international counterparts at relevant conferences such as Highway Africa, and also explore how the holding of a World Journalism Education Congress in Africa could further contribute towards the quest for excellence in African journalism education.

### **iii. For a Future Agenda**

Picking up on the original report on the excellence in African journalism education, a number of practical activities should be kept on the front-burner of capacitation for all stakeholders:

- Collaboration on textbook development, cross-African research projects, colloquium and conference convening, training workshops, writing project websites, exchanges, and joint programmes. These activities do not have to wait for centres to achieve excellence – in fact, they can help strengthen centres in this respect.
- Developing deep websites at these schools, and a common search engine across them all.
- Building relations with the media industry in the interests of sustainable growth, resourcing and impact of the schools. Consultative workshops between centres and their constituency media could very profitably be supported.
- Assistance for centres to become trailblazers of teaching around use of new technologies (including cellphones as media devices, blogging and social networking media).
- Exposure of centres to the possibilities of using Internet to boost the power and productivity of teaching, including distance education of professionals. The development of Open Learning Materials and Open Educational Resources could be profitably promoted.
- African mobilisation towards hosting the second World Journalism Education Congress – on an individual and collective basis, the African schools need to begin thinking strategically about what they will contribute to such an event and what they would hope to gain from it.

## Appendix A

## Meeting Agenda



### Consultation Meeting on Capacity Building for Potential Centres of Excellence in Journalism Training in Africa

Rhodes University, Grahamstown, South Africa  
17 - 18 March 2008

#### Sunday 16 March

- 6pm            *Pre-dinner sherry hosted by Abdul Waheed Khan, UNESCO*  
(Africa Media Matrix Building)
- 7pm            *Welcome dinner* (Nelson Mandela Hall)  
Guest speaker: Mathatha Tsedu, African Editors Forum, South Africa

#### Monday 17 March:      Nelson Mandela Hall

- 8.30-9am      Registration in the AMM foyer
- 9am            Opening remarks  
*Abdul Waheed Khan, Assistant Director-General for Communication and Information, UNESCO*
- 9.10am        Mapping Potential Centres of Excellence and Reference in Journalism Training in Africa  
*Introduction by Guy Berger, Rhodes University, South Africa & Yves Renard, Ecole supérieure de journalisme de Lille, France*
- 9.30am        SESSION ONE: Criteria for Institutional Excellence  
*Moderator: Fackson Banda, SAB Miller-UNESCO Chair of Media and Democracy*
- 9.30am        Journalism Curriculum, Teaching Resources and Assessment Systems  
*Ralph Akinfeleye, University of Lagos, Nigeria*
- 9.40am        UNESCO Model Curricula for Journalism Education in Developing Countries and Emerging Democracies  
*Gordon Stuart Adam, Poynter Institute, USA*
- 9.50am        Open discussion
- 10.20am      Coffee Break (*AMM foyer*)

- 10.30am Professional and Public Service, External Links and Recognition  
*Eugénie Aw-Ndiaye, Centre d'Etudes des Sciences et Techniques de l'Information (CESTI), Senegal*
- 10.45am Open discussion
- 11.15am Development Plan, Strategy and Potential  
*Emily Brown, Namibia Polytechnic, Namibia*
- 11.30am Open discussion
- 12pm SESSION TWO: Striving for Excellence  
Journalism schools' presentations based on the three criteria for institutional excellence  
*Moderator: Véronique Garé, Centre de formation et de perfectionnement des journalistes, France*
- Presentations by:
- George Lugalambi, Makerere University, Uganda
  - Gerry Leibel, Walter Sisulu University, South Africa
  - Abderrahim Sami, ISIC, Morocco
  - Americo Xavier, Mozambican School of Journalism, Mozambique
- 12.40pm Questions and discussion
- 1pm Lunch (*Oppidan Dining Hall, Union Building*)
- 2.30pm Journalism Schools' Presentations (*continued*)  
*Moderator: Oliver Boyd-Barrett, Bowling Green State University, USA*
- Presentations by:
- Guy Berger, Rhodes University, South Africa
  - Laurent Charles Boyomo Assala, ESSTIC, Cameroon
  - Lizette Rabe, University of Stellenbosch, South Africa
  - Emily Brown, Namibia Polytechnic, Namibia
- 3.10pm Questions and discussion
- 3.40pm Coffee Break (*AMM foyer*)

- 3.50pm Journalism Schools' Presentations (*continued*)  
Moderator: Kaitira Kandjii, Media Institute of Southern Africa, Namibia
- 3.50pm Presentations by:
- Ralph Akinfeleye, University of Lagos, Nigeria
  - Eugénie Aw-Ndiaye, CESTI, Senegal
  - Pedro Diederichs, Tshwane University of Technology, South Africa
  - Wambui Kiai, University of Nairobi, Kenya
- 4.30pm Questions and discussion
- 5.30pm Conclusion: Defining Needs in Journalism Training in Africa  
*Summing up by Levi Obijiofor, University of Queensland, Australia*
- 7pm Dinner (*Senior Common Room, Main Administration Building*)  
*Guest speaker Indrajit Bannerjee, Asian Media Information and Communication Centre (AMIC), Singapore*

*Tuesday 18 March:* Nelson Mandela Hall

- 9am *SESSION ONE: Towards a Strategy for Institutional Development in Journalism Training in Africa*  
Moderator: Dane Claussen, Association for Education in Journalism & Mass Communication, USA
- 9am *Institutional Development Strategies: A Case Study*  
Fackson Banda, SABMiller – UNESCO Chair of Media and Democracy, & Jeanne Prinsloo, Rhodes University
- 9.30am Open discussion
- 10.30am Coffee break (*AMM foyer*)
- 10.45am *SESSION TWO: Building Partnerships for Institutional Development*  
Moderator: Janet Boston, Thomson Foundation, UK
- Discussion led by panelists:*
- Srinivas Melkote, Bowling Green State University, USA
  - George Lugalambi, Makerere University, Uganda (Africom-Net)
  - Jackie Hitchon McSweeney, University of Wisconsin, USA
  - Kaarle Nordenstreng, University of Tampere, Finland

- Johan Romare, Institute for Further Education of Journalists, Sweden
- Heather Purdey, City University, London UK
- Sondra Rubenstein, Mount Carmel International Training Center, Israel
- Yves Renard, Ecole supérieure de journalisme de Lille, France

12.30pm  
2pm

Lunch (Oppidan Dining Hall, Union Building)  
SESSION THREE: Resource Mobilisation, Identification of Partnerships and Project Design  
Moderator: Scholastica Kimaryo, United Nations Development Programme

2pm *Project Design*

Presentation by Wijayananda Jayaweera, UNESCO

2.15pm *Discussion: Resource Mobilisation and Identification of Partnerships*

*Panelists:*

- Inger Jernberg, Swedish International Development Agency
- Vincent Garrigues, Direction de la Coopération internationale et du développement, French Ministry of Foreign Affairs
- Ivor Gaber, UK National Commission for UNESCO
- Lem van Eupen, Radio Netherlands Training Centre, Netherlands
- Gordon Stuart Adam, Poynter Institute, USA
- Kajsa Törnroth, World Association of Newspapers, France

3.30pm

Open Space for Discussion and Networking  
(*AMM Seminar Rooms*)  
*Coffee will be served during the open space*

5pm

PLENARY SESSION  
*Chair: Abdul Waheed Khan, UNESCO*  
Final conclusions, recommendations and closing remarks

7pm

Closing Dinner (*Yellow Piano, High Street*)  
Guest speaker: Jeanne Prinsloo, Rhodes University, South Africa

\* \* \*

**Appendix B****List of participants**

<b>Surname</b>	<b>First Name</b>	<b>Institution</b>	<b>Country</b>
Abraham	Linus	Africa University College of Communications	Ghana
Adam	Stuart	The Poynter Institute	U.S.A.
Akinfeleye	Ralph A.	Dept. of Mass Communication , University of Lagos	Nigeria
Akyeampong	Kobby	Africa University College of Communications	Ghana
Alougou	Mani Germain	Academic Programme Assistant, ESSTIC Yaounde	Cameroon
Aw-Ndiaye	Eugénie	Centre d'Etudes des Sciences et Techniques de l'Information (CESTI)	Senegal
Banda	Fackson	SABMiller - UNESCO Chair of Media and Democracy	South Africa
Banerjee	Indrajit	Asian Media Information and Communication Centre	Singapore
Berger	Guy	Rhodes University	South Africa
Borden	Tony	Institute for War and Peace Reporting (IWPR)	UK
Boston	Janet	Thomson Foundation	UK
Boyd-Barret	Olivier	Bowling Green State University	USA
Boyomo Assala	Laurent Charles	Director of ESSTIC	Cameroon
Brown	Emily	Namibia Polytechnic	Namibia
Campbell	Alison	Internews	South Africa
Chicuecue	Noel	UNESCO Maputo	Mozambique
Claussen	Dane S.	Association for Education in Journalism and Mass Communication	USA
Daramola	Ifedayo	Lagos Polytechnic	Nigeria
Davidson	Brett	Institute for War and Peace Reporting (IWPR)	South Africa
Diederichs	Pedro	University of Technology, Tshwane	South Africa
Dlamini	Hezekiel	UNESCO Nairobi	Kenya
Dube	Gibbs	National University of Science and Technology	Zimbabwe

Du Toit	Jaco	UNESCO Rabat	Rabat
Eupen	Lem van	Radio Netherlands Training Centre (RNTC)	The Netherlands
Gaber	Ivor	UK National Commission for UNESCO	United Kingdom
Gajadhar	Shalen	Highway Africa News Agency	
Garé	Veronique	Centre de formation et de perfectionnement des journalistes (CFPJ International)	France
Gouba	Firmin	l'Université d'Ouagadougou	Burkina Faso
Guarrigues	Vincent	Direction de la Coopération internationale et du développement, French MFA	South Africa
Hitchon McSweeney	Jacque	University of Wisconsin	USA
Jayaweera	Wijayananda	UNESCO HQ	France
Jernberg	Inger	Swedish International Development Agency	Zambia
Kabwato	Chris	Highway Africa	South Africa
Kabwato	Levi	Highway Africa News Agency	South Africa
Kaliwo	Gervasio	UNESCO Harare	Zimbabwe
Kandjii	Kaitira	The Media institute of Southern Africa	Namibia
Khan	Abdul Waheed	UNESCO HeadQuarters	France
Khosa	Miyelani	Open Society Foundation for South Africa	South Africa
Kiai	Wambui	University of Nairobi	Kenya
Kimaryo	Scholastica	UNDP	South Africa
Kiti	Luthando	Highway Africa	South Africa
Komeke	Benedict	Highway Africa News Agency	South Africa
Laninhun	Beatrice	University of Ibadan	Nigeria
Leibel	Gerry	Walter Sisulu University	South Africa
Lugalambi	George	Makerere University	Uganda
Maduna	Taurai	Highway Africa News Agency	South Africa
McSweeney	Kevin	University of Wisconsin	U.S.A.
Melkote	Srinivas	Bowling Green State University	USA

Minnie	Jeanette	Global Forum for Media Development	South Africa
Mnchunu	Noloyiso	Open Society Foundation for South Africa	South Africa
Mukela	John	Southern African Media Training Trust (NSJ)	Mozambique
Mwilima	Fred	University of Namibia	Namibia
Ndjavera	Alcina	UNESCO Windhoek	Namibia
Nordenstreng	Kaarle	University of Tampere	Finland
Obijiofor	Levi	University of Queensland	Australia
Obonyo	Levi	Daystar University COR	Kenya
Ochieng	Zachary	Highway Africa News Agency	Kenya
Ojong	Cletus Tabe	UNESCO Yaounde	Cameroon
Padhy	Hara	UNESCO HQ	France
Phiri	Aretha	Highway Africa News Agency	South Africa
Prinsloo	Jeanne	Rhodes University	South Africa
Purdey	Heather	City University	UK
Rabe	Lizette	University of Stellenbosch	South Africa
Razanamanana	Marie Jeanne	Unité de Formation et de Recherche en Journalisme (UFR)	Madagascar
Renard	Yves	Director ESJ-International	France
Romare	Johan	Institute for Further Education of Journalists	Sweden
Rubenstein	Sondra	Mount Carmel International Training Center, Ministry of Foreign Affairs Israel	Israel
Sami	Abderrahim	Institut Supérieur de l'Information et de la Communication	Morocco
Seck	Jeanne	UNESCO Dakar	Senegal
Steenveld	Lynette	Rhodes University	South Africa
Subramoney	Thrishni	Highway Africa News Agency	South Africa
Törnroth	Kajsa	World Association of Newspapers	France
Toure -Ba	Rokia	UNESCO Bamako	Mali
Tsedu	Mathatha	African Editors Forum	South Africa
Wesso	Harold	Meraka e-Skills Institute	South Africa

Xavier	Americo	Mozambican School of Journalism	Mozambique
Yusuf	Al Amin	UNESCO Dar es Salaam	Tanzania
Foadey	Gilles Eric	Interpreter	South Africa
Ngam	Roland	Interpreter	South Africa

## **Appendix C**

### **Opening Remarks, Abdul Waheed Khan, Assistant Director-General for Communication and Information**

It gives me immense pleasure to welcome you to this consultation on capacity building for potential centres of Excellence and Reference in journalism training in Africa. I would like to thank our hosts and partners in this meeting, Rhodes University and Highway Africa, who have collaborated closely with UNESCO in order to make the initiative possible. I would like to thank you, the experts and training practitioners from around the world, for having accepted our invitation to come to South Africa and share your knowledge with us.

Over the next two days, we will be working together to exchange knowledge and explore partnerships with a view to enhancing professional standards of media professional in Africa. We at UNESCO believe that fostering journalist-training institutions is key to Africa's development as a whole, whether for ushering in democratic practices, tackling poverty or promoting social change. UNESCO is proud to be able to provide a platform to discuss how these African journalism institutions can better realise their development potential.

The World Summit on the Information Society recognised the essential role that media play in development. This role goes beyond reporting news and events; it contributes to the freedom of expression and the plurality of information, to engage and empower communities and to underpin sustainable development and good governance. The Geneva Plan of Action adopted by the WSIS provides an excellent roadmap for all stakeholders to "contribute to media development and capacity building". As you know, UNESCO was designated the lead facilitator in the implementation on of the Action Plan aimed at the promotion of freedom of expression and universal access to information and knowledge. Without the freedom to express and to access information and knowledge it is not possible to empower people and ensure their participation in sustainable development.

Current issues and trends are redefining journalism practices. Globalisation and the subsequent rise of global media networks have been accompanied by the emergence of multimedia platforms that are opening entirely new avenues for broadcasting and reaching a great variety of audiences. At the same time, new forms of 'personalised' journalism have appeared where small groups and individuals such as 'bloggers' are making use of the internet to access audiences worldwide.

In addition to these developments, the quality of journalistic work is increasingly under threat as it moves from a journalism of verification to a journalism of assertion. In developing and emerging democracies, journalists are confronted on a daily basis with divided loyalties, when political and market demands collide with their responsibility to report according to the principles of the profession. But this is a predicament that quality journalism education can improve.

It was to this end that UNESCO developed a model curriculum for journalism education for application in developing countries and emerging democracies. The curriculum highlights the connection between democracy and journalism, taking cognisance of the social, economic, political and cultural contexts of these countries. The models aim to enhance the ability of students to think critically, incorporating skills in comprehension, analysis and synthesis. They provide a framework to develop a basic understanding of evidence and sound research methods, and foster a more widespread, interdisciplinary approach to journalism education, to give students the specialist knowledge that is required to report on increasingly complex issues at both a national and international level.

It was with these contexts in mind, and within the framework of its strong commitment to Africa as a major development priority, that UNESCO launched a study to map and assess existing journalism training institutions across the continent. The objective of this study was to enable stakeholders to develop a strategy that can be applied to African institutions to promote quality training across the continent.

Entitled "Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa," the study was conducted in collaboration with Rhodes University's School of Journalism and the Ecole

Supérieure de Journalisme de Lille. It benefitted from the expertise and knowledge of experts in the field, local and international media networks, African teaching institutions and media development agencies.

By devising a set of criteria and indicators to measure institutional excellence, the authors of the study were able to evaluate the capacities and potential of almost one hundred journalism schools across Africa, highlighting development opportunities and challenges, and identifying specific areas of support for potential development partners. The final report identifies twelve African journalism schools that have the potential to become Centres of Excellence and nine as potential Centres of Reference.

As a first step to implement the recommendations of the study, UNESCO catalogued the information and details of each journalism school assessed onto an online database. This resource is open to all and we hope that it will prove valuable to journalism teachers, students, textbook publishers, donors and the media industry for further development initiatives in this field. This study is the first of its kind, and provides the backbone for our meeting. It lists concrete, up-to-date data for building professional and institutional capacity for media training in Africa, and the selected criteria and indicators give scope for extending the study further, to adopt them for us in other parts of the world.

We at UNESCO hope that this meeting will lead to the establishment of a platform that will serve as the basis to this initiative, one that will facilitate the future implementation of our common strategy from here onwards to enhance journalism training in Africa. I look forward to the fruitful interaction and that the next two days will provide each of us with an opportunity to make informed decisions about the different elements that we can contribute to strengthen these institutions as potential hubs of excellence across Africa. I can assure you that UNESCO, at headquarters and in the field, and stakeholders from across the board will undertake to see that these goals are delivered so that the potential of leading African journalism training institutions is realised now and in the years to come. Our meeting today marks the beginning of what promises to be a pioneering development effort in journalism training.

Let us renew our commitment to build a better, more informed Africa.

## Appendix D:

### **Mapping potential Centres of Excellence and Reference in Journalism Training in Africa: Presentation by Guy Berger, Rhodes University, South Africa**

Rhodes University and the ESJ Lille were contracted to undertake a study that could identify potential Centres of Excellence and Reference on the continent. The ESJ researched the French-speaking countries and they also did South Africa because it would have been a conflict of interest for Rhodes University to do South Africa. We did the rest of the countries on the continent and we got contributions from various other stakeholders in this whole process. To this end, we had a three-fold mandate from UNESCO: The specifications we had from UNESCO for this project were:

- to map the journalism training landscape
- to devise a system to define excellence in African conditions
- to identify potential Centres of Excellence.

To sum up the research process: 96 schools were mapped (6 Lusaphone, 60 Anglophone and 30 Francophone, including five schools that alternated between French or English and Arabic.

- Another 92 schools could not be reached by phone or email
- 34 were visited in person
- 19 journalism schools participated in developing the criteria,
- 42 indicators were developed as part of those criteria,
- 30 schools put their data forward to be considered according to the agreed system.

The result is that we produced a database (<http://www.unesco-ci.org/cgi-bin/asi/page.cgi?d=1>) which also breaks down our findings by those institutions that are industry-linked, those that do undergrad diplomas, and so on. The entire database can also be downloaded and used as an e-mail list for example.

The value of the African map is that we created a one-stop shop where you can find at least some information on at least 96 journalism schools. That is useful for learners, and

I would hope it is useful for people in those schools to start networking and collaborating with one another.

As we could not impose a system, we needed to get the collaboration of the journalism schools in defining what criteria would work to define excellence in Africa. We had to clarify what excellence is and what is potential, and to orientate our thinking to the question: excellence to what end?

UNESCO's interest was in identifying 'Centres of Excellence' which were worth putting resources and energy into-- in order to have an impact on the media and the societies in which they operate-- rather than spreading donor and partner support too broadly without making an impact on these centres.

In preparing for this study, we looked at the US system of accreditation, which is in a way a of measure of excellence. They are judged by their peers and they have nine standards and indicators. We looked at the Francophone system which is also done by peers (and they look at means of implementing the curriculum, training content and relevance). We also looked at the UK which has a statutory system which looks at what the journalism schools set out to do and evaluates them in terms of their own criteria.

On the basis of that, we produced a paper that showed what happens elsewhere and asked what Africa-specific issues we should bring to bear. There were various contributions that were made – see (<http://groups.yahoo.com/group/UnescoAJ>), and the result was we came up with three areas critical to the excellence of a journalism school in Africa:

1. internal strength
2. external orientation, and
3. orientation towards the future

Number one is strength mainly in relation to preparing the next generation of journalists. Number two is complicated because the orientation is external with regard to the media environment and the society, but also with regards to working journalists.

The whole point of the today's meeting is that each panel will go through these three areas, and focus within these areas where we came up with some very specific indicators. Once we had agreed on these criteria and indicators, we asked the

journalism schools to send in their information. In evaluating that information, we decided (in consultation with UNESCO) that we would focus on the following factors as the most important constituents of potential Centres of Excellence:

1. The breadth of the training platform
2. Formal links to the journalism profession
3. Entry-level and mid-career journalism education
4. Networking
5. Momentum of expansion
6. Sustainability
7. Staff development

These factors helped inform the method of sifting and comparing data from all the schools. The result was identifying 12 potential Centres of Excellence and a second-tier of nine which we agreed to call “potential Centres of Reference” (see **Appendix C**).

These were of course very difficult decisions, but they were not so subjective because the criteria were agreed on beforehand and the schools sent in their own information.

The longer-term and wider value of this whole exercise is that it generated a tool that sets out in detail what is important for excellence in a journalism school in Africa. Thus, firstly, many of the schools that sent in their information said that they had found it valuable to review themselves according the three areas and the sub-indicators. Secondly, some of those criteria might eventually become useful if we ever develop a Pan African system for quality assurance or accreditation of schools. Thirdly, the system is also a way to focus support. Related to this, for international schools represented at this conference, this hopefully gives you an idea of those journalism schools you might want to build relations with.

At the heart of the 42 indicators that the exercise developed to assess a journalism school as a potential Centre of Excellence, was the vision of impact through a facility pumping on all three pistons.

1. Entry level education and training.
2. Mid-career education and training. In Africa, you cannot have a journalism school that works only with entry level (or the next generation of) journalists. It should

- also work with mid-career practitioners in community radio, broadcasting, newspapers etc.
3. It is absolutely critical in Africa for a journalism school to play the role of a public intellectual by impacting on the media environment, freedom of speech, media law and media policy.

This is a very tall order for one institution to be excellent in all those three areas, especially in developing countries. But even for schools in more convivial conditions, this three-fold focus may have value. In other words, the vision that this project developed could perhaps be seen as an African contribution to global thinking about maximising the impact of journalism education.

We also recommended that each school should get support for their individual needs as expressed by them in the data they submitted. There is quite a range here: one school needs equipment, another needs support for research projects, another needs support relations, and a fourth needs support for mid-career outreach. Others want ICT support - African journalism schools are not well-endowed with internet facilities to put it mildly.

Some of the debates that came out of this communication then and since were:

1. The Centre of Excellence ethos is quite elitist. How do we deal with that? It was thought that would cause a lot controversy and that any new schools that would be at a disadvantage, because this approach starts with the better-off and seeks to take them forward, which could create an even bigger divide between them and the others.
2. The second debate is whether there is such a thing as a Centre of Excellence in specifically African conditions, or whether there are criteria that are generic to the entire world? What is a journalism school doing on HIV/Aids which is not such a big concern to other journalism schools around the world; what is it doing on democracy? In the curriculum, we tried to resolve this debate by posing the indicator as: 'Is your curriculum relevant to the burning issues in your society?' There are some Pan-African issues—the African project (like African Editors' Forum or developing the African Union). How do African journalism schools relate to the issue of multilingualism which is a very major part of Africa? However, the debate is still there.

3. The third debate is on industry relations. We started with the assumption that the journalism school should be relevant to the industry, but participants pointed out that when a country's media industry is so bad, you don't want to be supporting that media industry – but rather trying to change it. Excellence in that context entails being critical of industry. How did we deal with this? In the indicators, we said that a journalism school should have some connection to the industry, but that it also needed to have a critical component. In practice, it is complicated for a potential Centre of Excellence to find the right formula in being supportive of the industry, but also criticising it when there are problems.
4. The last debate was raised by Tunisia, who said that a journalism school should not take part in promoting democracy. Most people did not agree with this. They thought that if you are talking media, you have to talk media freedom and freedom of speech. But how do you measure if there is a democratic contribution?
5. A further issue for us to debate now is perhaps the most difficult—deciding what to do in regard to working for high scores on all 42 indicators. Everyone here works under extreme pressure. How do we take this forward? Do we need more research or prioritise other activities? Do you plan a network of all the schools or collaborate with each individually? Maybe there should be some division of labour, with say one school excellent in science journalism while another building excellence in media management. How much do you put in building your internal capacity to teach, and how much you work on your outreach at the working journalists, and the media environment? How do you balance all these in terms of your resources?

In conclusion, this project mapped the landscape of African journalism; it developed some idea of what it means to be excellent in African conditions; it identified some institutions; and there were several debates where follow-up is needed.

The work we did drew from international experience, but the results came out of Africa. As indicated, it may be of relevance to other schools around the globe. Should we therefore, as African schools, try to get the next World Journalism Education Congress in Africa, where we can again show that we can make a contribution and build more partnerships?

In 1991, in Windhoek Namibia, African journalists came together under UNESCO auspices and produced the Windhoek Declaration, which gave birth to the Media Institute for Southern Africa (MISA) which has done the most work of any organisation to promote media freedom and pluralism around the whole continent. That African meeting that led to the Windhoek Declaration also led to the United Nations assembly agreeing that May 3 every year should be World Press Freedom Day. That was a gift from Africa to the globe. The question is, if we had the World Journalism Education Congress in Africa, what can we as journalism educators, contribute to the global practice of journalism education?

## Appendix E

### **Possible areas of focus for African Journalism Training: presentation by Yves Renard, Ecole supérieure de journalisme (ESJ Lille), France**

I would like to look forward and begin to think about what we can do. This work is fundamental. To be able to act effectively, we must first identify and analyse what exists and it is for that reason that this study has been very important. In fact, the research is already a first initiative, a base on which we can build an action plan.

We must congratulate ourselves that our study identifies so many potential Centres of Excellence for the training of journalists on the African continent. It is concrete refutation of Afro pessimism. I would like to stress that if these centres are distinguished, it is first of all because of their ability to operate every day on behalf of quality journalism in Africa. Here also the desire to act is the key to success.

Of course, other potential centres of excellence could have been left out in places, but what strikes me is the large number of African countries which are absent from this list and, in particular, Africa of the Sahara and the Sahel and Central Africa countries. Even so, in all these countries like all over Africa, there are more and more public and private media companies, and they are followed by hundreds of millions of people.

This means that it is absolutely indispensable that the training of journalists develops throughout Africa. All these media firms which are developing very fast all over the continent have an immense responsibility: to be a forum which will allow the African population to understand and meaningfully participate in public life. If the journalists are not trained and given a sense of responsibility through teaching of professional practices, as well as strict and honest service to the public, they will not be able to fulfil this mission.

That is why it is so important to support the Centres of Excellence in their activity of training African journalists. Because not training the journalists is to accept the abuse of Information. It is in Africa that the idea of media of hatred has become sadly famous. Not to act on the education of the journalists is to act poorly for Africa.

Where journalists have been well educated, serious abuse of the treatment of information is considerably reduced. During the past five years, I was one of the participants in this battle, on the field of journalism in the service of peace and the state of rights in Africa. I was the chief editor of Radio Okapi, in Kinshasa, Democratic Republic of Congo. The radio brought to tens of millions of Congolese listeners, the end of the war and the path to an elected government that guarantees a state of rights, an indispensable condition for development.

One of our most important initiatives consisted in training young journalists, from Congolese schools which were not included in our list of Centres of Excellence, but who are doing their best.

I rejoined the School of Journalism of Lille in France a few months ago. This institution, the best and oldest of French Journalism schools was founded in 1924. It is far from Africa in distance but very close to Africa in its history and commitment. From the very first year of its existence, the ESJ of Lille had a tradition of welcoming foreign students and amongst them, several Africans. It is a tradition that has not stopped for almost 85 years. At present, the ESJ Lille has students from Benin, Chad, the Congo and Algeria.

The ESJ Lille has also been supporting African journalists and media for many years. Several African Schools of Journalism are part of the network of French speaking Schools of Journalism—the Theophraste Network, created by ESJ Lille. Three of them are part of the potential Centres of Excellence and are represented here (the ISIC of Morocco, the ESSTIC of Cameroon and the CESTI of Senegal). At this very moment ESJ Lille is involved with two of these schools, thanks to financing from the French Ministry for foreign affairs. We take this kind of activity into numerous African countries each year.

I believe that this action plan must take into account the context of the journalism profession and the function of the media in Africa which are more specific than the professional techniques which are the same everywhere. Filming in a general manner or on a large scale is done the same way in New York or Ouagadougou. The famous 5Ws are identical all over Planet Earth and it is the same thing for the techniques of writing and layout.

What is often different in Africa is the context in which the journalists and media are working. For example, the nature of the news, the working conditions of the journalists and the legal structure for the media are often different in Africa. I think that this observation of the context in which African journalists develop can give us some ideas on how to draw up an action plan.

*First of all, news is often more difficult to process here than in the West because more often than elsewhere it deals with truly important subjects. I am going to dare to make a comparison between recent current events in Europe and in Africa...between France and Kenya, two countries that made the news recently. In France, in recent weeks, the media wrote a lot of articles on the private life of our new President, Nicolas Sarkozy, especially regarding his marriage with Carla Bruni. Frankly, I think it is far less essential news than, for example, the consequences of the elections in Kenya. And, especially, I think that the treatment of the news in Kenya requires much more professional precision on the part of the journalists. When processing news like that, good work by a journalist could favour dialogue in the communities, avoiding the violence which non-professional coverage and partisanship risks by aggravating the situation.*

Of course, all over the world the public has the right to have responsible and well educated journalists. But it is certainly even truer in Africa than the rest of the world, because the situations of conflict and post-conflict are numerous on the continent. *This need for training in the coverage of the situations of conflict can be the subject of specific programs, which can legitimately be supported by sponsors. It is a first track for us all to reflect on.*

*Secondly, what is often specific to Africa are the economic conditions and legal practices of the journalist and the media manager. These conditions are often very precarious for journalists: the absence of work contracts, the meagre salaries which are sometimes not deposited at all, the legal framework which does not always support the freedom of journalists.*

The media managers often have a hard time finding a viable economic model. They are not always supported by public authorities, while press organisations are often weak.

One of the principal consequences of this economic and legal precariousness of the African journalists is that they are often at the mercy of bad practices, writing reports of deference, and subject to corruption. There are many African journalists who refuse these bad practices, but at what price are they able to maintain a journalism of service to the community? Everyone has the right to live decently, to be proud of his work, and to be able to support his family. The conditions to make this possible are not always available to African journalists.

Therefore, it seems to me that *it would be useful to offer African journalists and media structures continuing education adapted to fighting bad governance and favouring good management of press organisations and journalists*. The support of good governance within the media would permit the media to support good governance in their communities. This is another field in which we could do training, and also receive support. *It is a second track of work which I am proposing to you.*

*Thirdly*, what also is different in Africa compared to the West is the extraordinary courage which is often necessary to provide journalism in the service of the population. It is something I have personally observed in these last few years in Kinshasa. Today I am back in Europe, after five years in Central Africa, but I have not forgotten what I learnt thanks to my African journalist colleagues. I cannot forget that the price paid each year by journalists to honestly inform the public is particularly heavy in Africa. I can't forget it because my colleagues at Radio Okapi and I left it less than a year ago, a few weeks before I left the Congo. On 13 June 2007, Serge Maheshe, News Editor of Radio Okapi in Bukavu, father of three children, was shot by two men armed with Kalashnikovs. It is something we should never forget because of Serge and all those that pay with their lives for the right to inform.

Of course, the Congo is not Africa. Fortunately, there are far less dramatic situations all over the continent. But even so, attacks against journalists are on the whole more numerous in Africa than in other places on the world. *In this domain it is also necessary to train: to teach journalists how to carry out the rigorous work of informing, while trying to avoid placing themselves in danger*. This is another area of training in which we can develop programs and obtain support and financing. *It is a third track of reflection for our action plan.*

At the School of Journalism of Lille, we are already authorized to issue a Master of Management of Media in foreign countries. We co-deliver each year this diploma with many Asian universities. Why not offer this programme in Africa with a network that we can establish together? We are also working on a Master of Political Science, entitled 'Media and Good Governance', focused on media support of the reinforcement of the condition of rights. This program would allow us to offer a French diploma based on a high level academic partnerships.

We are in the process of preparing a number of 'Notebooks of Journalism' on the education of journalists in areas of conflict and post-conflict. This research work will lead to educational projects.

All the training could be held at the same time in Africa and in Europe, as initial education, but also as continuing education, which could include distance learning on the Web. These are some of the initiatives that I ask you to participate in. I would be very happy to benefit from your knowledge and expertise, and to work on your own proposals and ideas. I hope that UNESCO will be able to support us with their seal of approval, and that supporters such as the European Union and certain countries, as well as NGOs and International Foundations will be able to contribute financially, to allow us to set up an action plan at the service of the education of journalists in Africa.

I would like to end by returning to my personal experience as a participant in the field of journalism in Africa. My personal assessment after these years is that I have never practised such demanding journalism so fundamentally at the service of the public, as I did in Central Africa. In Africa, journalism is not a show. In the West, journalists too often stage the news to wake up a public bored with everything. In Africa, journalists have the pressing need to put the news in perspective to allow the public debate to continue without too much passion. All these things must be taught, and for this the African journalists and media need you, the potential Centres of Excellence and of Reference in Journalism Training.

## Appendix F

### Model proposal for potential donors - Rhodes University, South Africa

<b>TITLE</b>	Researching the mediation of poverty by South African media to inform the teaching of media production
<b>SUBMITTED TO</b>	UNESCO
<b>SUBMITTED BY</b>	Prof. Jeanne Prinsloo, Dept of Journalism and Media Study, Rhodes University
<b>ACTIVITY</b>	Research and media production teaching in relation to media, poverty and social justice
<b>TYPE OF MEDIA</b>	Print, broadcast and online journalism
<b>SCOPE</b>	National/Regional
<b>ESTIMATED PROJECT TIME-FRAME</b>	3 years
<b>Budget</b>	\$317 307
<b>IMPLEMENTING BODY</b>	Journalism and Media Studies, Rhodes University

## **1. BACKGROUND AND JUSTIFICATION:**

The School of Journalism and Media Studies (JMS) at Rhodes University has recently adopted the theme, Media, Poverty and Social Justice, as a focus around which much of our teaching, research, seminars and community outreach will revolve for the next 3/4 years. The theme of poverty and social change falls within the department's vision of contributing to the commitment expressed in the South African Constitution to "heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights; [and] lay the foundations for a democratic and open society ...".

We understand the media as constituting powerful social institutions that mediate our relation to and experience of the world. The nature of such mediation is conditioned by the media's particular political, economic, technological and historical contexts. Consequently, the media contribute to the production and reproduction of the dominant relations of inequality that structure social life, and are implicated in questions of gender, class, race, geography, sexuality, etc. They also can challenge and act as agents of transformation.

JMS's concern with the theme of media, poverty and social change resonates with the university's commitment to "community engagement" through sharing knowledge resources with the community of Grahamstown and the Eastern Cape. Our location in the Eastern Cape informs our project proposal as this is one of the poorest of South Africa's nine provinces<sup>1</sup>, with a predominantly rural population, high unemployment, and poor access to social services, making up approximately 16% of South Africa's population.

The project is informed by the following concern. *The way journalists / media workers mediate the conditions and manifestations of poverty in various media texts and media forms has crucial implications for how citizens in general will understand, evaluate and act in relation to these conditions.* All citizens need to have an appropriate knowledge base and informed understandings and they are reliant on the media for such input<sup>2</sup>.

---

<sup>1</sup> Using the econometric measure of income generation, Dunne and Haines (2001) describe the Eastern Cape as the second poorest province.

<sup>2</sup> This proposal is informed by the theme on Media, Poverty and Social Justice, that emerged

To address this concern is a very complex process and, for the purpose of this project, implies four consecutive stages.

*Stage 1: An Informed Base.*

Journalists/ media producers need to have an informed base from which to discuss and assess manifestations and conditions of poverty. Conditions of poverty and its obverse, wealth, are theorised and analysed within universities. In addition, the feminisation and racialisation of poverty are acknowledged in social research, but such understandings do not automatically inform professional practice, working as they do within predominantly capitalist and patriarchal frames. In addition, the information is frequently presented as statistics and numbers and they need to be able to work with them in an informed and analytic way.

*Stage 2: Media Research.*

In addition to understanding conditions of poverty as structured phenomena located within particular histories, as media teachers we do not have access to a coherent body of knowledge about media in relation to poverty. As it stands there are critiques of the elite orientation of the media which either render poor people invisible or, to the contrary, as hypervisible (as dangerous or deviant)<sup>3</sup>. Yet, there is very little actual research on what the media makes of poverty.

Studies suggest that the media, critical though they are to the reduction of poverty, have not been sufficiently engaged. See Banda (2008) and Berger (2007) for recent studies relating to media and poverty emanating from JMS. Both studies are consistent with the call by the Panos London report on *Making poverty the story*, highlighting the need for media to, *inter alia*, communicate with and inform a wide range of audiences on poverty reduction; provide an open forum to reflect different public views, including those of poor

---

after a process of intensive JMS staff consultation and collaboration. A theme document was subsequently produced and approved and it now directs our attempts to get funding to implement the proposed activities.

<sup>3</sup> Richardson, J. (2007). *Analysing newspapers. An approach from critical discourse analysis.* Basingstoke, Palgrave Macmillan.

people; provide an inclusive platform for public debate; and scrutinise and hold all actors to account for their actions, acting as a force for more transparent and accountable decision-making relevant to poverty reduction (Wood & Barnes, 2007: 4).

The media, as the Panos report argues, are implicated in the “forces shaping relations between ‘governors and the ‘governed’”. As such, a critical analysis of the role of the mass media in poverty reduction and social change must place media institutions in the wider context within which they operate – social, political, economic, etc. and highlight the contributions they can make towards transforming such structures.

More importantly, the studies indicate the need for more nuanced research into the various dimensions of media representations of poverty: the consumption patterns of media; the regulatory and policy context of media production; and the identity politics occasioned by certain media representations of poverty and social change (e.g. reinforcing the attitude that poor people are passive victims and, conversely, elite groups agents of change).

Arguably this body of knowledge will need to be consciously constructed. A coherent research programme with focussed research theses by postgraduate students and staff would provide a mechanism through which this could be achieved.

*Stage 3: developing informed and innovative teaching approaches to producing media that covers poverty*

Media educators, while expressing concerns about social justice and democracy, have not developed sustained ways to address the teaching of such concerns. They confront two challenges, first to identify innovative and creative ways to actually produce media texts (whether print, broadcast or online); and, second, to develop the appropriate pedagogies to implement this in their teaching and so enable their students. Such teachers have to be sensitive to (while challenging) existing conditions of production and reception and the generally conservative nature and profit imperatives of most media, while developing interesting approaches to such coverage. This is a complex terrain that requires teachers to innovate and conduct forms of action research to develop such critical practice that is acceptable to media institutions at the same time.

*Stage 4: producing media on poverty through the Grocott's Mail.*

The *Grocott's Mail*, through an annual student-produced supplement, will help students to develop their critical media production skills throughout the course of the implementation of this project. This work will be informed by both the research and the teaching developments identified in stage 1,2 and 3 and will include the writing, editing, photography and design of the supplements. They in turn will be subject to scrutiny in the form of audience research to probe the reception of the innovations intended through this media production.

Our project title signals the two strands of our project, namely knowledge construction around poverty and to use this to inform our teaching practices. Second, to develop innovative approaches to reporting and producing media and to research such approaches through action research with our students as participants. Consequently we see this as a two phase project

## **2. DESCRIPTION OF THE TARGET GROUPS:**

### **General:**

The target group would include the students and staff who would benefit from the total project by way of research support, as well as JMS students who will develop expertise in covering poverty issues in the media.

At the broadest level, it targets the audiences who will benefit from more informed and critical media production emanating from the student productions and from their work once they graduate and works as professional journalists or media workers.

The annual *Grocott's Mail* supplement would be read by and inform the Grahamstown community.

The knowledge will be made available online and in journals and so contribute to media education broadly.

**Specific:**

Stage one:

- Two groups of 5 Masters students, one group per year for 2009 and 2010 (completing 2011).
- Staff of JMS who research alongside the MA students.

Stage two: JMS students at undergraduate level (third year) would be taught to produce media that responds to the research and focuses on poverty and social justice. Their work would be published as a dedicated supplement in *Grocott's Mail*.

**3. IMMEDIATE OBJECTIVES:**

1. To co-ordinate a research programme running from 2009-2011 relating to media, poverty and social justice.

The intention is to research and develop a coherent knowledge base as noted above. Our approach would be to have a group of 5 postgraduate students for each of two years committed to this broad topic who would share knowledge and collaborate through a seminar system. Possible research topics include those listed by Panos above:

- various dimensions of media representations of poverty;
- the consumption patterns of media, both how general readers and people affected by poverty perceive the representations of poverty issues;
- the regulatory and policy context of media production; and
- the identity politics occasioned by certain media representations of poverty and social change.

Other important research areas would include editors' and journalists' perceptions of their role in relation to conditions of poverty; interventions with journalists in interpreting and understanding statistics and numbers; knowledge of local government and teaching approaches to poverty stories.

2. To produce 3 annual newspaper supplements in *Grocott's Mail* for 3 years. They will be produced by JMS undergraduate students under the tutorship of JMS lecturers, and will be informed by the research insights, and will themselves be subjected to further research.

#### **4. DEVELOPMENT OBJECTIVE:**

- To develop a coherent and informed knowledge base among the selected graduate student researchers and JMS staff that will enable them to work authoritatively in the field. (The students are the next potential cohort of media educators and their knowledge would inform their future practice. In addition such knowledge will have an incremental impact as it will be disseminated to other media educators and professionals.)
- To enable lecturers to experiment and develop innovative approaches to the coverage of poverty in line with social justice and to develop ways of addressing the audiences as citizens who must engage with these issues.
- To facilitate the learning of students by producing innovative, creative and socially concerned coverage of poverty issues. (Students form the future cohort of journalists, and if better informed and equipped, will impact incrementally on the media).

#### **5. PROJECT INPUTS:**

The project requires financial support with respect to:

- researchers' study fees, accommodation costs, travel and research expenses for a period of 18 to 24 months;
- staff research costs.
- Printing costs of the three supplements in the *Grocott's Mail*

#### **6. PROJECT OUTPUTS:**

- 10 media students will graduate having produced knowledge in the field of media, poverty and social change.
- The knowledge base will be disseminated further in the form of research papers or a dedicated publication. It will be disseminated to the media through existing media networks such as the South African National Editors' Forum (Sanef), MISA, etc.
- The knowledge will further be employed by media lecturers to inform their undergraduate teaching and media practice.
- Three comprehensive supplements that explore poverty issues in the Eastern Cape will be published in *Grocott's Mail*.

## **7. ACTIVITIES:**

### **Postgraduate student research:**

- The project will be publicized widely through existing networks and in the press and the most appropriate candidates will be selected through a transparent and competitive process.
- They will register for the MA (Journalism and Media Studies) which consists of coursework (January – September). The programme encompasses intensive classes that cover all areas of media theory and research methodology. Through intensive learning experiences of seminars, assignments, with regular evaluation and assessment, the candidates build their knowledge and research capacities to enable them to undertake research.
- Thereafter they will undertake research in the area of Poverty, Media and Social Justice. The research students will decide their research topics in consultation with the academic staff and be allocated a supervisor.
- The group of students will also meet for regular seminars to share literature and insights. They will be required to present seminars and deliver papers at local conferences.
- Once the thesis has been completed and accepted, it is made public via the university library's open-doc website repository. In addition, students will be encouraged to co-author with their supervisor to ensure wider dissemination through journals.
- A programme of dissemination will be developed to ensure maximum exposure.

### **Staff research:**

- Staff will conceptualise, design and execute research projects related to the theme, often in conjunction with the MA students;
- Publicise their findings in national and international academic and professional journals;
- Use the findings to inform their teaching practices.

### **Teaching and supplements:**

- Teaching staff will introduce the theme to third year students in term 3 of the year as part of the Journalism, Democracy and Development course. The programme will build up a knowledge base in relation to poverty in the Eastern Cape.
- In term 4 as part of their Critical Media Production course, students will attempt creative ways to cover the issues under the guidance of lecturers. This will entail the writing, editing and design of the supplement published by *Grocott's Mail*.
- This will be repeated over 3 years.

### **8. WORK PLAN:**

- Advertising the research opportunities should commence in July 2008.
- Most appropriate students chosen bearing in mind issues of diversity, including language.
- Studies commence mid-January 2009.
- On successful completion of the coursework (September), research commences to be completed by July the following year.
- The second group commences in January 2010 and will complete by July 2011.
- Staff research conceptualised and completed at various moments in the 3 year cycle depending on the scale of the research.
- *Grocott's Mail* newspaper supplements: November 2009, 2010, 2011.
- Public seminar/colloquium for presentation of student/staff research September 2011.

### **9. INSTITUTIONAL FRAMEWORK:**

Journalism and Media Studies (JMS) at Rhodes University offer degrees at both undergraduate and postgraduate levels. As a School, we incorporate both an academic department that offers degrees and diplomas with an annual enrolment of over 600 students annually, as well as media outreach projects. We have a complementary set of staff. Some hold high academic qualifications and have considerable research records; others have extensive experience as media producers. We are consequently in the position to research and develop creative and innovative approaches to media and to

develop cohorts of graduates who will incrementally affect the media output across media forms. Alongside this we seek to make valuable intellectual contributions to the ongoing education of media practitioners. We are in the fortunate position to own the community newspaper, *Grocott's Mail* which serves as a vehicle or laboratory for our students to develop critical and relevant media production skills.

Rhodes University is a public higher education institution in South Africa which covers approximately two thirds of the cost of educating a student from the fiscus. JMS is the largest department in the Faculty of Humanities and Social/Science and is accountable to the University Senate and Council of Rhodes University.

#### **10. SUSTAINABILITY:**

This project has a sustainable future in that a critical mass of relevant high-level research and well-educated journalism / media workers will emerge.

- Such individuals will be leaders in the field. They can draw on their education and on their experience at Rhodes JMS to inform media practice more widely.
- Some will become media educators and so will incrementally pass on their knowledge and generate more aware and innovative media production that confronts issues of poverty.
- The network and contacts that results from this programme will create a critical mass of media producers who can sustain the innovative work and act as monitors of the media in this regard.
- Once the programme has demonstrated its success, this will trigger further support for ongoing work.
- The research will impact on the teaching in the department. Once initiated, teaching staff will continue this focus and develop it consistently.
- The teaching of an informed and critical approach to journalism students will impact incrementally as students find their places in the workplace and as they take their places as the next layer of media leaders. It is expected that many of the graduates will thus be in a position to mobilise added resources for new generations

## 11. FRAMEWORK OF MONITORING:

The progress of the project could be monitored by a body or group designated by UNESCO, in conjunction with JMS, Rhodes. In the interest of participatory monitoring and evaluation, such a group could include members of JMS who will have developed a nuanced understanding of the project. The monitoring should address the two strands, namely the research output and the teaching and media production output. This could be from among the other potential centres of excellence that UNESCO has identified.

## D. BUDGET

### 1. Breakdown of UNESCO's contribution (in US\$): \$317 307

Scholarships:

	Year 1	Year 2	Total
<b>Total per student year 2009/10</b>	<b>\$10 000</b>	<b>\$5 000</b>	\$15 000
<b>Total per student year 2010/11</b>			\$16 500
<b>Total per 5 students 2009/10</b>			\$150 000
<b>Total per 5student year 2010/11</b>			\$165 000
<b>Total 10 MA scholarships</b>			<b>\$315 000</b>

<b>Print production 2009 (R4000)</b>	<b>\$ 615</b>
<b>Print production 2009 (R5000)</b>	<b>\$769</b>
<b>Print production 2009( R6000)</b>	<b>\$923</b>
<b>Total print production 2009-2011</b>	<b>\$2307</b>

**2. Breakdown of the beneficiary agency's contribution (in US\$): \$52 000**

- (i) SA government contribution to total costs of MA programme study:  
\$4000 per person = \$40 000
- (ii) Advertising, selection, monitoring & evaluation, administration, auditing, reporting, and continued networking (Rhodes School of Journalism and Media Studies): \$6000.
- (iii) The costs of the significant extra capacity that will be required to administer and account for these scholarships is valued as \$1500 per candidate. In addition, there is work required to draw in other partners to expand the whole project, as well as work to track completing candidates over time and evaluate the programme in terms of a \*medium-term impact frame. All these costs will be contributed by the School of Journalism and Media Studies.
- (iv) The costs of staff research for 5 staff members will be met by Rhodes University through research grants. This would be approximately \$6000 made up as follows:  
Research travel ranging from \$3500  
Research assistance approx \$1500.

# Appendix G

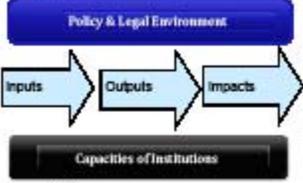
## Model project design: Wijayananda Jayaweera, UNESCO

Project Development



**Impacting media sector through institutional capacity building**

Media Sector as a matter of aggregation of the following elements




**Striving for excellence**

- Curriculum and Institutional Capacity
  - Curricula
  - Teaching Resources and Equipment
  - Assessment systems
- Professional and Public Service - external recognition
  - Interaction and relation with the profession
  - Interaction networking and recognition
  - Social participation and standing
  - Other external orientation
- Development strategy and potentials
  - Strategy
  - Budget and sustainability
  - Management
  - Challenges



**Excellence in what**




**What prevents achieving the excellence ?**  
Identifying the problems

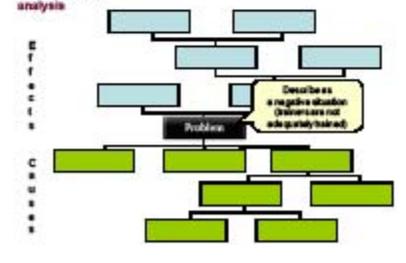
**A Problem** is not the absence of a solution but an existing negative situations.

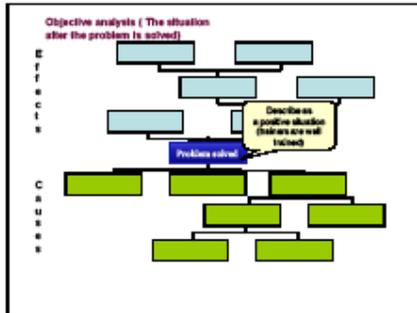
Lack of a good curriculum (wrong)  
Curriculum does not address the prevailing needs (correct)

Lack of good trainers (wrong)  
Trainers are not adequately trained (correct)



**Make a Problem analysis**





### Project Objectives

- **Immediate objective** describes the intended effects of the project for the direct beneficiaries as a precisely stated future condition.
- **Development objective** describes the expected long term objective towards which the project will contribute
- (There should be only one immediate objective)

### Development objective

- Progress towards the development objective depend a number of other related projects/process beyond the direct control of current project:
- Development objective should
  - Consistent with country policy
  - Represent sufficient justification for the project
  - Not too ambitious ("priority" to be achieved as a result of well trained journalists" in its activities)
  - Feasibility for the target groups
  - Express in measurable terms
  - No too many objectives closely related.
- Eg. Quality, diversity and relevance of news and information provided by media improved through increased analytical abilities of journalists.

### Set the immediate objective

- Immediate objective is the anticipated achievement of the project outside the projects direct control. It describes the situation that will prevail as a consequence of the project.
- ~~It should be possible to measure the achievement of the immediate objective in measurable terms before the project is completed and long-term sustainability guaranteed.~~

**Immediate objectives should:**

- Consist with one objective
- Specify target group
- Be expected to make a significant contribution to the Dev objective
- Be realistic
- Outside the immediate control of the trainers)
- Precisely and verifiably defined

*Self-sustaining journalism education facilities require at least 12 months of the project. For sustained sustainability after the completion of the project. Thus the overall development should require what achieved after the completion of the project. Other than what activities will be done outside the project period.*

### Outputs

- Outputs are the results that can be guaranteed by the project as a consequence of its activities
- (egs.
  - 12 Trainees trained on training methodologies.
  - Six trainers with Master level qualifications in disciplinary knowledge to teach science journalists.
  - A radio production studio enabling to train trainee journalists on non linear editing and production methods.
  - A vernacular language text book on Foundations of Journalism
- Only outputs that can guarantee by the project should be included
- Each Output is a mean to achieve the immediate objective.
- Outputs should be feasible
- Outputs should be precisely and verifiably defined

### Activities

- An Activity is an Action which is necessary to transform inputs into planned outputs within a specified period of time.
- Activities are the work and tasks to be carried out by those who are involved in the project
- Only those tasks which can be undertaken by the project should be mentioned as activities.
- Activities contribute directly to the output
- Activities are stated as actions
- Time available for each activity should be realistic
- Activities are appropriate to the situation in the country and available institutions, technology and the culture.

### Inputs

- Inputs are "raw material"/resources of a project necessary to produce outputs. (funds, personal, equipment, material etc)

**Inputs should be:**

- Related directly to the specified activities
- Necessary and sufficient
- Details are adequate but limited to comprehensibility
- Precise and verifiable (quality, quantity and cost)

11

### Assumptions (external factors)

- Assumptions are situations, events, conditions or decisions which are necessary for project success, but which are largely or completely beyond the control of project management.

**Assumptions are**

- Formulated as desirable (positive) conditions
- Only important factors are considered
- They are linked directly to the correct project level
- Verifiably and precisely defined

12

### Indicators

- Indicator defines the performance standard to be reached in order to achieve the objective.

**Indicators**

- Should be specified in terms of quantity, quality, time, location and target groups.
- Means of verification should be available (statistics, records, reports, observations)
- Otherwise the information to verify them can be generated with reasonable costs
- Collection of necessary information should be an activity within the project

In some cases information necessary to measure the indicators are available from the existing sources. In other cases the information must be generated through surveys, studies etc

13

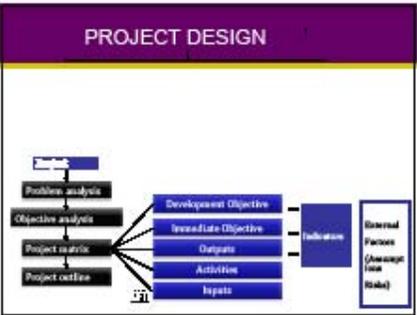
### The Project Matrix

1. DEVELOPMENT OBJECTIVE	Indicators 1.--- 2.---	Means of verification	External Factors Assumptions/risks
2. IMMEDIATE OBJECTIVE	Indicators 1.--- 2.---	Means of verification	
3. OUTPUTS	Indicators 1.--- 2.---	Means of verification	
4. ACTIVITIES	5. INPUTS		

### Project outline

- Project outline is a summary document (maximum of 5 Pages) prepared to negotiate with the donor and other partners.
- It should justify the project intervention, describe precisely the main elements of the project matrix, description of immediate beneficiaries, state the project duration, potential partners and the expected budget (it would be useful to enumerate the budget under main budget lines).
- The draft project matrix should be attached to the project outline.

14



## Appendix H

### Final Meeting Recommendations

*The delegates of the UNESCO consultative meeting on capacity building for potential Centres of Excellence in journalism training in Africa,*

**Noting** the importance of journalism and journalism education-training as central to democracy and development in Africa, and to the stature of the continent and its international standing,

**Commending** UNESCO for its foresight and initiative in mapping the landscape of African journalism education-training institutions and the identification of potential Centres of Excellence and Reference,

**Believing** that the quality and impact of journalism education-training on the continent can be greatly enhanced through the contribution that these potential Centres of Excellence and Reference can make to global journalism education training,

1. **Recommend** that concerted steps be taken to assist the potential Centres of Excellence and Reference in:
  - a) Developing partnerships between the Centres themselves;
  - b) Developing collective projects through critical research around African media issues, and journalism education-training networking projects such as Highway Africa and media conflict and security;
  - c) Developing partnerships on a bilateral or multilateral basis between the Centres, international development partners, UN agencies, the African Union and journalism schools outside Africa.

#### 2. Call upon:

UNESCO field offices in Africa to play a considerable role in facilitating the realisation of the above recommendations,

UNESCO's Communication and Information Sector to continue to help champion the development of journalism education-training in Africa, through follow-up measures to this meeting as well as in assisting with the sensitization of governments, civil society, development partners and UN agencies on the importance of journalism education-training in Africa,

All participants present at the meeting to continue the momentum of this historic gathering by building on the contacts and relationships established, in the interests of improved journalism education-training in Africa,

3. **Propose** that this spirit imbue both South-South and South-North partnerships,
4. **Invite** the convenors of the next WJEC to strongly consider holding their next conference in Africa with Rhodes University as the host institution.

*Recommendations adopted at plenary session on 18th March 2008*

## Appendix I

### References and sources

Berger, G. 2007. In search of journalism education excellence in Africa: Summary of the 2006 UNESCO project. *Ecquid Novi: African Journalism Studies*, 28 (1&2) 149-155.

Berger, G. 2008. Towards Defining “Potential Centres of Excellence” in Africa Journalism Training. *Journalism Practice*. 2 (2) 147-162. Sage.

UNESCO. 2007. Model Curricula for Journalism Education for Developing Countries & Emerging Democracies. <http://unesdoc.unesco.org/images/0015/001512/151209e.pdf>

UNESCO. 2007. Criteria and Indicators for Quality Journalism Training Institutions & Identifying Potential Centres of Excellence in Journalism Training in Africa. [www.unesco.org/webworld/en/african-journalism-schools-report](http://www.unesco.org/webworld/en/african-journalism-schools-report)

UNESCO. Database of African journalism schools. [www.unesco.org/webworld/en/african-journalism-schools-database](http://www.unesco.org/webworld/en/african-journalism-schools-database)

### Articles:

What lies behind quality journalism? By Guy Berger  
[http://www.mg.co.za/articlePage.aspx?articleid=335032&area=/insight/insight\\_columnists/](http://www.mg.co.za/articlePage.aspx?articleid=335032&area=/insight/insight_columnists/)

Climbing the cliffs that face African journalism. By Guy Berger.  
<http://nml.ru.ac.za/blog/guy-berger/2008/03/27/climbing-cliffs-face-african-journalism.html>

Makerere, Nairobi named as centres of media excellence. By Zachary Ochieng.  
<http://www.nationmedia.com/eastafrican/31032008/News/news310320082.htm>

Highway Africa News Agency (HANA): 3 newsletters on the conference:  
<http://nml.ru.ac.za/blog/guy-berger/2008/03/29/j-schools-afrique.html>

