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Criteria and Indicators for Quality Journalism Training Institutions & Identifying Potential Centres of Excellence in Journalism Training in Africa

**Criteria and Indicators for Quality Journalism
Training Institutions
&
Identifying Potential Centres of Excellence
in Journalism Training in Africa**

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In association with

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&
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Preface

The World Summit on the Information Society (WSIS) recognized the essential role that media have in the development of the knowledge societies, a role that goes beyond reporting news and events to contribute to the freedom of expression and plurality of information, engaging and empowering communities and underpinning sustainable development and good governance. The free flow of ideas by word and image is a pre-requisite for social and economic development, and efforts to support press freedom must be complimented by capacity-building initiatives to strengthen professional standards and develop cross-disciplinary knowledge amongst media professionals.

The WSIS Geneva Plan of Action called upon all stakeholders to “contribute to media development and capacity building”, and UNESCO was designated the lead facilitator of Action Line C9 “Media”. It is with this mandate in mind, and with respect for its commitment to give Africa priority attention, that UNESCO launched a study to assess existing journalism training institutions in Africa, and to develop a strategy to build institutional excellence to offer quality training.

The report maps the capacity and potential for excellence of almost one hundred journalism schools across Africa, highlighting the development challenges and opportunities of African journalism institutions and identifying specific areas for support from development partners. The report is the first of its kind, providing a unique set of indicators and criteria for measuring potential for institutional excellence that can be adapted for use in other parts of the world.

The study was conducted in collaboration with Rhodes University’s School of Journalism and Media Studies (South Africa) and the Ecole Supérieure de Journalisme de Lille (ESJ, Graduate School of Journalism in France), and has also benefited from contributions from and consultation with field experts, international media networks, African teaching institutions and media development agencies.

Fostering journalistic training institutions in Africa is key to Africa's development as a whole, whether for tackling poverty, ushering in democratic practices or promoting social change.

Abdul Waheed KHAN
UNESCO's Assistant Director-General
for Communication and Information

List of Acronyms

AMDI	Africa Media Development Initiative
CAFPJ	Centre Africain de Formation et Perfectionnement des Journalistes (Benin)
CAPJC	Centre Africain de Perfectionnement des Journalistes et Communicateurs (Tunisia)
CESTI	Centre d'Etudes des Sciences et Techniques de l'Information (Senegal)
DFID	Department for International Development (UK)
EJC	Ecole de Journalisme et Communication (Université of Butaré, Rwanda)
ESJ	Ecole Supérieure de Journalisme de Lille (Graduate School of Journalism)
ESSTIC	Ecole Supérieure des Sciences et Techniques de l'Information et de la Communication (Cameroon)
FCK	Faculté Catholique de Kinshasa (Democratic Republic of Congo)
GRET	Groupe de Recherche et d'Echanges Technologiques
ICA	Institut Congolais de l'Audiovisuel (Democratic Republic of Congo)
ICFJ	International Centre for Journalists (USA)
IFASIC	Institut Facultaire des Sciences de l'Information et de la Communication, (Democratic Republic of Congo)
IPSI	Institut de presse et des Sciences de l'Information (Tunisia)
ISIC	Institut Supérieur de l'Information et de la Communication (Morocco)
IREX	International Research and Exchanges Board (USA)
NGO	Non-Governmental Organisation
NIZA	Netherlands Institute for Southern Africa
NSJ	School of Communication, Southern African Media Training Trust (Mozambique)
RU	Rhodes University School of Journalism and Media Studies (South Africa)
SOMJC	School of Journalism and Mass Communications (Kenya)
STREAM	Strengthening Africa's Media, a project of the United Nations Economic Commission for Africa.

UNECA	United Nations Economic Commission for Africa
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNIKIN	University of Kinshasa (Democratic Republic of Congo)
ZAMCOM	Zambia Institute of Mass Communication

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Executive Summary

Within the framework of UNESCO's Programme in Communication and Information, and particularly in view of the action "*building professional and institutional capacity for media training*", this report documents the process and results of a project to set up criteria and indicators to assess quality (*'excellence'*) of media training institutions, and to map African journalism schools on the African continent, focusing analysis on the quality of the top institutions deemed to be *Centres of Excellence*.

Criteria and indicators were defined using the input of seven journalistic experts, including consultants from Theophraste, Orbicom and Journet, global networks of journalism and media schools. Eleven media development agencies and nineteen African journalism schools also provided contributions to the project. Of the ninety-six institutions that were targeted to map Africa's journalism schools, a total of thirty submitted in-depth information regarding the proposed criteria and indicators. Where the institutions concerned have agreed to make this information public, it can be found under their entries in the online database: www.unesco.org/webworld/en/african-journalism-schools-database

The researchers also visited thirty-four institutions. The initial document and subsequent responses are freely available online at <http://groups.yahoo.com/group/UNESCOAJ>.

As a result of the report, twelve candidate institutions were identified as potential Centres of Excellence, and a further nine institutions noted as potential Centres of Reference. The final report is available on the UNESCO website at:

www.unesco.org/webworld/en/african-journalism-schools-report

Chapter One:

Setting up Criteria and Indicators and Identifying Centres of Excellence in Journalism Training in Africa

1.1 Report Background

The project was contracted to Rhodes University's School of Journalism and Media Studies (RU) and Ecole Supérieure de Journalisme de Lille (ESJ) by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). The rationale was to identify potential Centres of Excellence with whom UNESCO might collaborate for future capacity-building.

The exercise entailed:

1. Identification of a comprehensive methodology
2. Definition of criteria and indicators for quality media/journalism training
3. Mapping institutions and Centres of Excellence in the field in Africa.

The project's origins lie in a meeting of journalism education experts at UNESCO headquarters in December 2005. Here, UNESCO cited Centres of Excellence as an instrument enabling *"a more efficient and systematic means of providing support to capacity-building activities"*. A Centre of Excellence could potentially become a resource base for training other institutions within a particular country and region, and could be tapped to develop new courses (both conventional and online).

Much of the project's operation matches best practice as set out in the Review of UNESCO's Capacity-Building Function (Stiles Associates Inc, February 2007). The project also accords well with recent documents on African media: the UN Economic Commission for Africa conducted a continent-wide consultation on African media development in 2006 and called for *"a comprehensive audit of existing media training in Africa, identifying gaps, and development proposals to strengthen training."* (STREAM, 2006:11). The BBC World Service Trust's Africa Media Development Initiative Report (2007) referred positively to UNESCO research, noting that its own findings revealed the scaling up of training programmes as *"the overarching priority for media development in sub-Saharan Africa by most of those interviewed..."* (AMDI, 2007:80).

1.2 Terms of Reference

The deliverables for the project were specified by UNESCO as follows:

- i. by 1st September, 2006: Workplan and schedule (status: completed)
- ii. by 15th December 2006:
 - Map African countries' media training institutions and schools, particularly in journalism (status: completed, database version for UNESCO website compiled).
 - Describe fifteen good quality institutions, with comments and general conclusions on the situation in the region (status: submitted with this report).
 - Review indicators/criteria and develop comprehensive indicators for African schools of journalism, in consultation with internationally recognised experts and institutions (status: completed).
- iii. by 15th March 2007:
 - Analyse the selected schools on the basis of the internationally approved/recognised criteria and short list, in order of priority, the best existing schools.
 - Indicate potential centres of excellence in journalism training, including a detailed description of their achievements (training capacities, available equipment, budget, logistics, national and international support and cooperation, etc.) and make concrete proposals on their development.
 - Provide a comprehensive report (status: interim report submitted).
- iv. by 15th April 2007:
 - Provide final report (status: extension granted due to translation issues, final report submitted before end April 2007).

1.3 Methodology

Working closely, Rhodes University's School of Journalism and Media Studies, ESJ and UNESCO agreed that the research would be divided in such a way as to avoid any conflict of interest. It was decided, therefore, that Rhodes would research the Lusophone and Anglophone countries, and ESJ would focus on Francophone countries and South Africa.

The research process was conceptualised as follows:

- ➡ First phase: preliminary mapping of the actors in the field

- Second phase: online brainstorming regarding criteria definition: what constitutes a potential Centre of Excellence in African journalism education?
- Third phase: African journalism schools wishing to put forward their candidature as a potential Centre of Excellence were to be invited to provide data relating to the criteria defined in the second phase.
- Fourth phase: visits to selected institutions by ESJ or RU for further discussions and on-site inspection
- Fifth phase: submission of final report to UNESCO, and results (excluding appendices detailing information) relayed to participating schools who were invited to send any additional comments to UNESCO before June 2007.

The first phase involved the definition of the basic characteristics of a school of journalism. This was necessary to develop relative criteria for the evaluation and mapping exercise. UNESCO cited various forms of pedagogical bodies and institutions to be incorporated in the study as “*schools of journalism*”, including higher educational institutions such as universities, as well as private colleges and NGOs. These are referred to collectively in the final report as “journalism schools”. This all-embracing definition takes into account the wide range of facilities that contribute to journalism education in Africa, where an absence or weakness of the public tertiary institutions has often resulted in the coexistence of donor-funded NGOs or commercially-driven initiatives. The research did not, however, attempt to list all journalistic initiatives in Africa, leaving aside fly-by-night schools or bodies such as in HIV-Aids NGOs where media training was a sideline activity. The focus was therefore directed towards mainstream institutions. The results of the mapping exercise are shown in Appendix A and B, detailing the twelve fields of information that were identified as essential criteria.

Data were gathered on ninety-six schools of journalism (a previous UNESCO-commissioned study conducted in 1986 by Kaarle Nordenstreng and Kwame Boafo listed a total of only thirty-six institutions in this field). The schools of journalism were then categorised by language, constituting sixty Anglophone, thirty Francophone and six Lusophone centres. Geographically, the schools are located in thirty-six of the fifty-four countries in Africa (see Appendix B for list of countries covered). The results were entered onto a database, destined for access via the UNESCO, Rhodes and ESJ websites.

Mapping Africa's journalism teaching institutions in the early phase of the project was not an easy task. Almost all of the data had to be gathered through primary research using a combination of phone, fax, web and email techniques. Identifying and locating contacts at the schools proved difficult as many of the institutions, even in comparatively media-dense countries such as Nigeria, do not have a web presence. Personal networks were therefore used, including those of Diasporan journalists and academics, as well as the research of the BBC World Service Trust. Email contacts (usually yahoo addresses that are accessed at cybercafés) were often defunct, and in other cases individuals did not respond.

It is important to note that much of the data was self-reported by the institutions concerned. This allows for a subjective variation of standards and, in some cases, possible exaggeration, particularly where the institutions were asked to reflect on their standing with industry observers within the country. However, since this information was part of a first step towards developing a fair and objective method to identify suitable institutions, it is presented without amendment. This qualified validity of the information is noted on the online database.

Proceeding to the next phase, Rhodes and ESJ examined existing criteria systems for measuring journalism school excellence, drawing from the USA, the UK and the Francophone world. This revealed a valuable method and pointed to the need to reflect more specifically upon African contexts and challenges. Furthermore, inasmuch as UNESCO wished to consider "*potential*" Centres of Excellence, this project needed to give attention to the momentum and credibility of the plans of a given institution.

Taking these points into account, a draft discussion document was drawn up proposing the relevant criteria and indicators. This was sent in December 2006 to all ninety-six designated journalism schools, as well as to experts in African media (including consultants from Journet, Orbicom and Theophraste).

Much constructive debate emerged from the discussion, including the extent to which journalism schools should define quality, rather than the national or regional media industry which in some areas failed to live up to aspired standards. Further debate focused on the importance of the selection processes for applicants as a criterion for rating j-school quality. Issues were raised about whether a common research methodology was desirable, given the differences between universities, technical colleges and NGOs. The list of contributing parties is featured in Appendix C.

What became clear from the responses was the complexity of distinguishing different criteria and indicators. There was a substantial divergence in the comments as to how respondents treated these – upgrading points to general level criteria in some cases, downgrading them to more specific indicators in others. Additional points were also added. It can be noted that several of the respondents also opposed the core attempt to develop criteria common to all variants of journalism teaching institutions i.e. training centres, non-governmental organisations and universities. This response added to the difficulty of the task of ranking institutions.

In January 2007, ESJ and Rhodes began to identify points of commonality between the journalism schools, singling out perceived differences. It was noted that many of the initial twenty-two criteria set out and the additions to the draft document could be aggregated as indicators under a much narrowed number of criteria. Three criteria, with related indicators, were then proposed by Rhodes to ESJ and UNESCO. They covered, at the general level, (i) curriculum with theory and practice, and specified learning outcomes (and some of the indicators arising in discussion of the feedback noted above); (ii) professional and public service and external links and responsiveness; and (iii) the existence of a mid or long-term strategy of development. Again, these were sent out and again feedback was received.

After taking cognisance of all the arguments, a final version of the criteria and indicators was adopted by Rhodes and ESJ (see Chapter Two). This was sent out to all institutions on the map, requesting them to submit evidence in relation to each indicator.

1.4 Project Methodology and Processes: Conclusion

As shown above, a consultative, open and transparent approach was devised in order to establish maximally-consensual criteria. The application of the criteria was subsequently rendered a non-controversial technical process. That participants retained the right to submit independent responses to the findings in this final report further represents an approach that provides optimum fairness and legitimacy. As advised by Stiles Associates Inc (February 2007), the exercise has therefore taken close cognisance of the social and political dynamics of organisational change, and contributed to capacity-building by ensuring local ownership and by facilitating networking. The research project also noted additional findings that may be considered of value to UNESCO (see Chapter Five).

Chapter Two: Criteria and Indicators

2.1 Criteria and Indicators Checklist

The assessment of the African journalism institution's level of eligibility as a potential Centre of Excellence was undertaken using survey questionnaires. The assessment highlighted three broad criteria areas:

- **Criterion A:** Curriculum and institutional capacity
- **Criterion B:** Professional and public service, external links and recognition
- **Criterion C:** Development plan, strategy and potential

The following subchapters list the questions relating to each criterion, as presented to the African journalism schools.

2.2 Criterion A: Curriculum and Institutional Capacity

i) Curriculum

- Describe your curriculum's balance between theory, practical application and reflection i.e. praxis as regards the teaching of journalism as such.
- How and where do you teach students about the links between media and democracy (eg. values and laws of free speech, ethics, economics, the historical role of media, investigative journalism, critique of bad journalistic practices)? Are there special courses? Mainstreamed/ integrated?
- How do you ensure the development of linguistic and multi-linguistic skills of learners?
- How and where do you teach how to report on key issues (eg. health, HIV, gender issues, Pan Africanism, development concerns, rural-urban issues and community

media)?

ii) Teaching Resources and Equipment

- Give an overview of your staff's education and skill-set
- Provide the numbers of journalism graduates per annum
- Provide throughput record (completion rates vs enrolment rates).
- What range of media platforms is covered in your courses?
- Adequacy of technology for students to learn practical dimension (dedicated computer labs, radio studio, etc)?
- Instructor-learner ratios for practical courses?
- Opportunities for practical media production by learners (eg. internships).
- What kind of Internet access is there for staff and students?

iii) Assessment Systems

- What systems do you use to assess learning (eg. continuous assessment, portfolios, external examiners for quality control, industry-related systems regarding credit-bearing internships, etc.)?
- What systems do you use to assess teachers and courses (eg. student course evaluations, internal discussions with staff, peer evaluations, etc)?

2.3 Criterion B: Professional and Public Service, External Links and Recognition

i) Interaction and Relations within the Profession

- Formal mechanisms for interaction within the profession (eg. advisory board, external

examiners, consultation on curriculum, assessment of internships)

- Offer of continual or in-service training to practising professionals
- Organisation of knowledge-disseminating activities aimed at professional circles (symposia, lectures, events, etc)
- Involvement of teachers in productions for the media industry
- Graduate employment rates within mass-media field (proportion of whole output).
- Guest speakers/ industry experts to lecture specialist subjects in curricula?
- Level of participation by journalist alumni (eg. a dedicated association for the school itself, participation in meetings, response to requests from institution etc)

ii) International Networking and Recognition

- Level of involvement in journalism and/or training networks and associations
- Involvement in external networking initiatives (securing bursaries, judging journalism competitions, etc)
- Do you receive invitations to serve on editorial boards, or be external evaluators of other journalism programmes?

iii) Social Participation and Standing

- Links with private sector or community organisations

- Role as institutional representative in this field eg. critical engagement with media on its role; whether you are approached for commentary on media issues, protesting violations of media freedom, commemorating world media freedom day on 3rd May, etc.

iv) Other External Orientations

- Publications and/or web presence of your institution
- Number and type of other external projects/ initiatives undertaken within the past two years

2.4 Criterion C: Development Strategy and Potential

i) Strategy

- Describe the momentum of expansion or improvement of programmes over past three years, (eg. updating activities through new courses).
- Give evidence of innovation and ability to adapt to challenges or opportunities (eg. Creation of new structures, introduction of new teaching methods).
- Do you have a written annual or medium-term strategy? If yes, please submit detail.
- Investments foreseen with regards to the introduction of additional or new technology, facilities, staffing, curriculum, continuing training services, etc
- Capacity/obstacles to enrolling learners from other African countries?

ii) Budget and Sustainability

- Proportion of financing from the state, donors, individual sponsors, consultants and students. Account for who pays tutor salaries and equipment
- Commitment and capacity of your institution's overall management towards your activities (eg. Budget allocation, facilities, equipment renewal, etc.). Please give examples
- What latitude do you have to manage budget?
- Diversification of national and international partners. How dependent are you on a single relationship for a particular activity?

ii) Management

- Participative governance and transparency of decisions (collegiality, student representatives, etc).
- Systems for development of staff through education & retraining, exchanges, etc.
- Formal external review mechanisms of your institution, and use thereof to improve.

ii) Challenges

- What challenges or weaknesses are you facing and how do you expect to overcome them?

Chapter Three:

Analysis of the Research and Methodology

3.1 Overall Analysis

Twenty-two Anglophone and eight Francophone schools completed the criteria and indicator questionnaire, accounting for thirty institutions out of the ninety-six mapped on the African continent. The respondents are listed in Appendix D.

On-site visits were conducted at thirty-four of the institutions in order to aid the definition of the checklist criteria in some cases, and in other instances to gather data beyond that which was self-submitted in response to the criteria. The sites visited are listed in Appendix E. Due to budgetary and time restrictions, it was not possible to visit all institutions but the researchers made a conscious attempt to visit those whose preliminary information suggested potential in terms of the Centre of Excellence status. It is important to note that the visits did not necessarily play to the advantage or disadvantage of the institutions inspected. In certain cases, weaknesses were identified that were not apparent from the self-completed surveys. Accordingly, those institutions not visited were not necessarily prejudiced as a result of the unavoidable missing them out.

In taking stock of the submitted data and, where applicable, the on-site visits, the researchers agreed to pay special attention to the most “mission-critical” of the forty indicator areas that had been identified. The following seven areas were thus identified as being significant factors for differentiation between institutions:

- Breadth of media platforms covered by a school (eg. radio, TV, newspapers, online presence)
- Formal mechanisms of interaction within the profession
- Offer of entry-level education as well as continuing/in-service training to practising professionals
- Involvement in journalism and/or training networks and associations
- Momentum of expansion/improvement over past three years

- Sustainability: commitment of overall management of school activities and diversification of national and international partners
- Systems in place for development of staff

The above points overlap with those raised in the draft discussion document, circulated at the start of the research consultation, and are, as noted, amongst the pool of agreed indicators.

3.2 Difficulties in the Research Process

Qualitative complexities were encountered at the initial stages of the research in considering how potential Centres of Excellence in journalism, as outlined by UNESCO, were to be identified. Two prominent areas required concrete definition: “*potential*” for *what*, and “*Centres of Excellence*” in *what*. Together with UNESCO, Rhodes and ESJ settled on the view that cognisance had to be taken of the fact that *excellence* and *potential* might well vary in terms of African sub-regional standards and needs. Further, the focus was on institutions that could serve the pedagogic needs of entry-level journalists as well as those already in the profession and, further, on those institutions whose reach goes beyond their national boundaries. This provides a distinctive interpretation as to what is meant by “*potential Centres of Excellence*”.

It was agreed that “*potential*” might require the following characteristics to be demonstrated:

- Sustainability of the institution (in conditions of donor dependence or instability)
- Leadership capacity and ambition of the institution in achieving “*excellence*”
- Prospects of becoming a “Centre of Excellence” with regards to being a national and possibly regional focus in the field, offering a wide range of journalistic specialisations.

Secondly, in synthesising and adjudicating the findings on the different institutions, Rhodes and ESJ were acutely conscious of several important parameters and complexities.

The first difficulty experienced is that of comparing institutions. Polytechnics, for instance,

tend to be strong in practical training of foot soldiers in journalism, whilst universities may excel further in research and analysis, with graduates perhaps becoming editors. Furthermore, whilst many of the African journalism teaching institutions are efficient, the scale of their operation in terms of numbers is small and thus difficult to scale up in the shorter term. Some are relatively new institutions with high aspirations and a track record that has yet to be proven, whilst others excel in one sole area (eg. writing, or television journalism), omitting core subjects from the curriculum.

3.3 Singling out Potential Centres of Excellence

Which institutions, then, qualify as the better candidate as a “potential Centre of Excellence”? The answer depends to some extent on the impact that UNESCO wishes to achieve. One cannot argue that a school concentrating on entry-level education is automatically more relevant than another that serves employed journalists. All depends on UNESCO’s particular interests in any given initiative. As a result, not all of the institutions on this list are suitable for a wide range of initiatives, with some schools appearing to be more appropriate collaborators in certain cases or projects. The utilisation of this list should therefore necessarily be nuanced in terms of the specific strengths to be found amongst both those who are listed and those who are not.

Some journalism schools in Africa do not feature on the UNESCO list of “potential Centres of Excellence” for several reasons. Firstly, not all of the institutions mapped impact on both the entry-level into the media and the ranks of employed journalists. Secondly, the potential of a given institution to serve a wider sub-region is sometimes limited, and preference is therefore given to those who are active beyond their country boundaries. A given institution may be highly competitive in continental terms, but Africa sub-regional considerations mean that, in practice, a less competitive institution in another region may feature on the list due to the particular conditions of that region. There was also a need to identify potential Centres of Excellence continent-wide, even if these are not necessarily at the same absolute levels of potential. The absence of an institution on the final list does not, therefore, mean that the institution necessarily lacks in excellence or potential excellence. Rather, that the qualities of that institution are not central to the concerns of UNESCO at this given time.

Chapter Four: Potential Centres of Excellence

4.1 Potential Centres of Excellence in Journalism in Africa

Twelve potential **Centres of Excellence** in Africa were noted by the researchers:

1. Mass Communication Department, Makerere University, Uganda
2. The School of Journalism and Mass Communications (SOJMC), University of Nairobi, Kenya
3. Department of Mass Communication, University of Lagos, Nigeria
4. Department of Journalism , University of Stellenbosch, South Africa
5. School of Journalism and Media Studies, Rhodes University, South Africa
6. School of Communication Studies, Walter Sisulu University, South Africa
7. Department of Journalism, Tshwane University of Technology, South Africa
8. School of Communication, Legal and Secretarial Studies, Namibia Polytechnic, Namibia
9. Mozambican School of Journalism, Mozambique
10. Centre d'Etudes des Sciences et Techniques de l'Information (CESTI), Senegal
11. Ecole Supérieure des Sciences et Techniques de l'Information et de la Communication (ESSTIC), Cameroon
12. Institut Supérieur de l'Information et de la Communication (ISIC), Morocco

One third of the Centres of Excellence are located in South Africa, where ESJ found equally high potential amongst the four institutions visited.

4.2 Potential Centres of Reference in Journalism in Africa

Several institutions were noted for their eligibility as potential **Centres of Reference**:

- Department of Communication, Daystar University, Kenya
- Africa Institute for Journalism and Communications, Ghana
- Department of Mass Communication, Lagos Polytechnic, Nigeria
- Department of Communication, University of Ibadan, Nigeria
- Department of Media Studies, University of Namibia, Namibia.
- Faculty of communication and Information Science, National University of Science and Technology, Zimbabwe
- School of Communication, Southern African Media Training Trust (NSJ), Mozambique
- Département Communication & Journalisme de l'Université d'Ouagadougou, Burkina Faso
- Unité de Formation et de Recherche en Journalisme, Antananarivo University, Madagascar

It was noted that interventions for the selected institutions would more likely boost capacity than reproduce dependency. These are schools that can be considered as those who would use support well, to improve their growth and sustainability to achieve a wider impact, even if this outcome is achieved indirectly. Further details of the criteria considered for their definition can be found in Chapter Five.

4.3 Potential Centres of Excellence: Needs, Challenges and Recommendations

The following needs and challenges were detailed by the potential Centres of Excellence as areas where investment would help to realise their potential.¹ Recommendations have been compiled in relation to the needs in each case. All twelve institutions indicated an attempt to undertake various strategies to deal with their needs, rather than waiting for outside intervention. The recommendations are aimed for consideration by UNESCO, dovetailing with these needs and strategies. Further “global” recommendations for the schools as a whole are discussed in the Chapter Five of this report. For simplicity’s sake, the Centres of Excellence have been grouped linguistically for analysis, thereby constituting a) Anglophone b) Lusophone and c) Francophone Africa.

a) Anglophone Africa:

- Makerere University, Uganda
 - Expand current staff numbers
 - Obtain further radio equipment (currently looking for donors)
 - Launch hard-copy of university newspaper (as well as *MassCom Online*).

Recommendations:

The Department shows that it is resourceful, for example, through the existence of its MassCom Online publication, and in acquiring a radio station. Support for extra staff, a newspaper and the radio station would help it improve its outcomes and potential to serve the wider region. Additional support for it to relaunch the East African Journalism Review would enhance its ability to act as a public intellectual.

- University of Nairobi Kenya
 - Fulfil the need for PhD qualifications among full time staff
 - Manage congestion caused by the rapid expansion of programmes
 - Locate a new building to accommodate its expanding activities

¹ Needs and challenges as outlined in the regional reports, Appendices F to N

Recommendations:

Scholarships for PhDs would be helpful, and support for new premises also valuable in terms of deepening capacity. Support (such as broadcast equipment) that could also help consolidate a merger with the Kenya Institute of Mass Communication would help bed-down the relationship and maximise synergies to the two institutions.

- University of Lagos, Nigeria

- The Department has a printing press, but is unable to use it due to broken parts
- Power supply is a major problem
- Housing for lecturers is an issue
- Investment in labs, manpower, research, staff development and links

Recommendations:

Despite its reputation, the Department did not respond to email queries in advance of a visit, reflecting that its management may well be overstretched. This lapse might also be a reflection on the institution's underdevelopment with regard to using the internet, and the institution lacks an online presence of its own. The frequency of student publications could well be boosted by generating internet publications, as opposed to costly print ones. ICT support (including a power generator) is therefore an area that might yield profitable results, perhaps more than the requested support for the printing press.

The University could also become a hub to educate journalism teachers, including those from outside Nigeria. Support for scholarships for candidates in this regard could be considered.

Lastly, the Department's short workshop provision could be upgraded into a more formal outreach unit, offering more regular programmes that could contribute to more substantial qualifications.

- University of Stellenbosch, South Africa

- Shortage of permanent staff: this places administrative burden on Head of

Department, resulting in less time for strategic thought on how the industry can be provided by forward-thinking beginner-journalists, and how the industry can be challenged in doing things in a new way

Recommendations:

From an educational point of view, the Department does not seem to receive adequate support. Its major weakness is without doubt the insufficient administrative staff and its limited operational budget. In this regard, UNESCO support would be particularly welcome. Furthermore, as it was noticed for almost all the centres considered in this study, the provision of bursaries would be an appreciated support.

▪ Rhodes University, South Africa

- Insufficient scholarships for disadvantaged South Africans, and for Africans from poor countries. Much work has gone into this, but more is needed.
- Need for development for research and publishing, including programmes and training for staff use the web to disseminate their knowledge. There is an emerging culture here, but this is in need of a boost.
- Use of ICT to raise the productivity of teaching, particularly in view of budget constraints on expanding staffing.
- Work envisaged to mount a major research project into the success of tabloid journalism in South Africa, but funding is required.
- Continuing need for recruitment of black South Africans as lecturers, and to create conducive incentives and climate for this.

Recommendations:

UNESCO could support Rhodes by offering bursaries for disadvantaged and foreign students. The promotion of the numerous activities conducted by RU would also help strengthen their development and reputation in the region.

- Walter Sisulu University, South Africa

- Facing financial crisis which is affecting all departments, especially in terms of the purchase of new equipment

Recommendations:

This institution's focus on community media highlights its quality and the importance in Africa, suggesting a strong case for financial support. On priority, this support should earmark the renewal or updating of equipment, as well as offering bursaries for foreign and disadvantaged students. A staff development programme would also be welcomed to enable the staff to remain up-to-date in the future.

- Tshwane University of Technology, South Africa

- Quality student materials remains a challenge, and the department will have to constantly intervene to up the quality of the end-products
- Low intake of students means less capital. The throughput rate is critical for survival in the longer term
- Own training products (eg. our community newspaper) must stay viable

Recommendations:

Even if most of its equipment is adequate, UNESCO support to Tshwane University's Journalism Department could focus on renewal. The Department appears to be particularly under-equipped regarding audio-visual materials and equipment, accounting for a major weakness in the programme offered.

- Namibia Polytechnic, Namibia

- Lack of physical space for developments such as extra offices, a sports field or a student centre.
- Lack of funds to cover the costs of replacing and updating

computer/lab equipment.

- Lack of incentives to make full-time teaching positions more attractive through innovative project work/flexi-time to encourage industry involvement. The Department benefits a great deal more from having staff members on board fulltime, than having someone who simply comes in to teach.
- Administration around contract staff is huge.
- Government subsidies decrease each year, and this is not based on a funding formula.
- In order to grant terminal Degrees, more academic staff must have PhD's. Staff should qualify for staff development – whether nationals or expatriates – after at least a period of one year.
- Establishment of an official Alumni Association.
- Poor English language competency of the students

Recommendations:

Help with securing fulltime staff, and staff development (towards PhDs), appears to be the most pressing areas for support, and these areas are also likely to take the school up to increased levels of potential.

b) Lusophone Africa

- Mozambican School of Journalism, Mozambique
 - Equipment
 - Performing journalism and media / communication studies research.
 - Keeping the curriculum up to standard with industry requirements.
 - Insufficient funding.
 - The School is planning to move from a medium-level institution towards a Polytechnic / University type of institution.

Recommendations:

Help with equipment and transitioning to a higher-educational status, with research capacity-building via projects and scholarships for staff to improve qualifications, would be of value.

c) Francophone Africa

- Centre d'Etudes des Sciences et Techniques de l'Information (CESTI), Senegal
 - A desire to adapt to new information and communication technologies with a longer term aim of distance training to allow CESTI to remain on the African and international maps through the improvement and perhaps reconfiguration of its site.
 - Development of in-service training: CESTI would like to establish a solid position as a provider of in-service training and give its alumni more specialised training.
 - Become a real forum for discussion and develop further partnerships.
 - Major challenges at present: cramped conditions, the need for better equipment, the systematic strengthening of the centre's capacities, mobility of teaching staff and students, strengthening of back-up structures such as media resources (digitalisation, equipment), the CAP (internet) room. Production also poses challenges.

Recommendations:

Several areas of priority were highlighted to aid CESTI to pursue its mission and development to the best of its ability:

- Support for equipment, in particular computer equipment (both for the teaching staff and the students and for the future development of on-line training) and also for audio-visual materials for practical training (in particular on-line editing).
- Backing for the restructuring of the documentation service and support in

the form of documentary resources, which are currently inadequate.

- On a more political level, CESTI need support for their plan to develop in-service training, both for alumni and for other professionals. Supporting in-service training should be conducive to the overall aim.
- UNESCO could also lend support to CESTI via the Senegalese authorities, in order to win it more space (at present limited) and, above all, to ensure that the authorities undertake the maintenance and upkeep of existing facilities which figure among their duties and financial responsibilities.
- The modernisation of the centre's image depends to a large extent on CESTI's ability to pursue the implementation of the reforms to which it has committed itself. Here, UNESCO's backing could also be of use.

▪ Ecole Supérieure des Sciences et Techniques de l'Information et de la Communication (ESSTIC), Cameroon

- Lack of up-to-date and appropriate equipment for training (radio, television, written press). This is a major priority for the school which seeks to make up lost ground in training in line with international standards.
- Effective integration of students leaving the school into the world of work: ESSTIC needs to look ahead and accompany its graduates in their search for employment as much as it can. This supposes a still greater degree of cooperation with professional circles and the follow-up of students after their training on a personal basis.
- Opening further to the industry and students outside national frontiers: ESSTIC plans to attract journalism students from the central African sub-region, as it did twenty years ago. With this in mind, the organisation of information missions to different countries and exchanges with diplomatic representatives is at the top of their list. The school's ultimate goal is to be the institution of reference for journalist training in Francophone Africa.

Recommendations:

A dynamic policy of in-depth reform of courses and operating method could allow the ESSTIC to regain its place. The process has been seriously embarked upon and is worth supporting. The chief areas of support to be given to ESSTIC are these:

- Training materials in radio and television as well as computer equipment needs to be increased and brought up to date so the school can concretely implement and intensify its new orientations. Internet downloading speed in Cameroon poses a real problem to the school.
 - Like CESTI, ESSTIC needs to win back the respect of professionals in the region. The school remains without question the country's most recognised institution, but its past history has led to its being identified as being strictly in the service of state media and therefore the government. Ties to independent media deserve backing, even if they, and in particular the independent written press, are undergoing a crisis in Cameroon. That crisis is related to a loss of credibility after repeated media excesses and the very tough general conditions of the exercise of the profession: such as low pay, leading to practices of publicity disguised as reportage, and the absence of contracts and social protection for journalists. It is a question of the need to lend support on the one hand to the development of ESSTIC's image among media professionals and so to help with the subsequent recruitment of its students - but also, on the other, to improve in the longer term the quality of these independent media.
 - ESSTIC could also be helped in the strategic planning of its reform process and assessment of the necessary means. Support can be given to the drafting of a written annual or medium-term plan, and Theophraste could also support such an initiative.
-
- Institut Supérieur de l'Information et de la Communication (ISIC), Morocco
 - The professionalisation of the teaching and the strengthening of the training workshops.

Recommendations:

As the French foreign ministry has decided to provide substantial aid to the ISIC, UNESCO's backing would be complementary. The priorities will be analysed as the project is implemented and new requirements could emerge. Nevertheless, taking the responsibility of scholarships for foreign students who make up 10 per cent of the total would unquestionably be welcome. Similarly, it could be useful to support ISIC's initiatives in the field of in-service training.

Chapter Five: Analysis, Recommendations and Conclusions

This historic project has generated a number of valuable outputs:

- a unique map of African journalism teaching institutions;
- a consensus-originated set of criteria and indicators for defining potential excellence in these institutions;
- a list of selected institutions of excellence with whom UNESCO may wish to collaborate for capacity-building.

The **map of African journalism teaching institutions** is a pioneering resource. Made available as an online database on the UNESCO website, this resource puts – in one place – African journalism institutions on the global cyberspace map, a highly strategic arena in which many were previously absent. A range of networking and other benefits could arise from this, such as external examining, curriculum sharing, textbook development, exchanges, etc. It is advised that the map be updated every second-year, so that it remains a relevant UNESCO knowledge resource. The ninety-six institutions on the map will be notified of the database and this report once the project is signed off by UNESCO.

The **criteria and indicators** for defining potential excellence offer each institution with an interest in self-improvement a tool for honest self-assessment that can be used beyond this research project. The checklist, which certainly can be adapted in other regions of the world, also provides a framework against which institutions can vision and plan. In time, the criteria and indicators may also be at the heart of a pan-African system of quality assurance for a network of African journalism schools (although this is a resource-intensive activity which is probably less of a priority or practicality than concrete collaborations between centres). At any rate, the project exhibits the Stiles Associates' (2007) criterion of working on UNESCO's strength in international standard setting and in bringing national and international groups together to plan, implement and reflect.

Finally, **the list of selected institutions identified as potential Centres of Excellence and Reference** can utilise this status for their general development, irrespective of possible UNESCO partnerships. It is a status that can elicit respect from potential students and learners, from their own parent institutions where applicable (eg. University administrations), from the media that they serve, and from donors and foundations in general.

Institutions rise and fall, and what may be at the top of a list one year may be displaced some time thereafter. However, the point of this UNESCO project has been to see which institutions are well-positioned in 2007 for a period of sustained growth, development and impact, particularly from the point of view of UNESCO interests and capacities. Whether collaboration with UNESCO does occur, and whether any such investment yields results, is of course not guaranteed, but invaluable groundwork has been done. In particular, this report has provided detailed recommendations on the areas of possible partnership whereby UNESCO can make informed decisions about its role in helping to realise the potential of these important African facilities.

This report further recommends that UNESCO consider distinguishing between institutions that are potential Centres of Excellence with whom the organisation may wish to work on an enduring basis and those others who could be recognised as Centres of Reference offering prospects for particular projects. The key rationale for this distinction is that many institutions exhibit pockets of excellence and potential excellence, and it would be a wasted opportunity not to record this. In addition, as elaborated below, the vision here is also one where the proposed potential Centres of Excellence can serve as a mechanism for supporting positive change in the other centres as well.

ESJ report that they do not have enough in-depth responses in their research sector to list other possible Centres of Reference, except for the University of Ouagadougou, Burkina Faso and the Unité de Formation et de Recherche en Journalisme, Antananarivo University, Madagascar. Rhodes's research names others in the previous Chapter of this report. More detail on the strengths of these is supplied in the appendices of the regional reports. The door of course should be left open to both UNESCO and the potential Centres of Excellence to

decide with whom they might additionally work. It is also up to all other schools to demonstrate interest in collaborating along the lines of being Centres of Reference at this stage of their development and relevance to UNESCO. In the event that UNESCO accepts the idea of recognising both potential Centres of Excellence and Centres of Reference, some ideas are outlined below.

To take one step back, it can be noted that the character of those institutions recommended as potential Centres of Excellence is distinct in that they offer more “global” possibilities for UNESCO's interests than do the other institutions surveyed for this project. Thus, these are institutions that:

- usually have scale of operation, i.e. they impact on larger numbers of learners than others.
- generally (or potentially) cover the “waterfront” of servicing both entry-level and working professionals, which provides for a multi-pronged impact on improving the media’s role in development and democracy.
- play, to greater or lesser degrees, a role as public institutions - criticising bad media practices, promoting a societal culture of media freedom and free speech, contributing to media policy development and law reform, etc.
- are already, or potentially are, nodes of national and regional networks that include a range of possible Centres of Reference
- Mainly tertiary-institutions, rather than NGOs, and accordingly have officially recognised qualification frameworks.

What this analysis means is that by no means should UNESCO ignore the institutions that are not in the potential Centres of Excellence list, but rather see its work with the latter as a way of leveraging impact on such Centres of Reference (and others). This suggests a range of activities with the potential Centres of Excellence that would strengthen the sector more widely. For example, Africa is still far from developing continental or sub-regional associations of journalism educators, let alone a viable Pan-African accreditation system. However, by working with potential Centres of Excellence as the existing or high-potential

nodes of wider networks, from the regions up, UNESCO can certainly help elevate the performance of the wider journalism education community in Africa. This vision thus sees the proposed potential Centres of Excellence as playing a leading role in their countries and regions, not to say that they have nothing to learn from Centres of Reference but rather in regard to being points of radiation for networking across the continent and with UNESCO.

Part of the justification for these two types of categories (*excellence* and *reference*) is that there are commonalities across the board in very many of the thirty-four journalism schools where in-depth information has been gathered. For example, equipment and qualifications upgrading are common themes. Here, there may be ways in which potential Centres of Excellence who do secure help with equipment, could share this resource with the Centres of Reference, or that they could collaborate with regard to qualification upgrading and staff exchange.

With all this in mind, the following recommendations can be made in respect of UNESCO work with the proposed potential Centres of Excellence schools of journalism:

- a) As listed in the section above, each institution has expressed specific needs and interests, and these are important to support. At the same time, however, UNESCO could also consider those areas which would enable each school to do justice to serving both the entry level and the working professionals i.e. building up capacity in whichever area is less developed. The same applies to the school's role as a public intellectual. The goal should be for each potential Centre of Excellence to be "firing on all three pistons" so that it can impact threefold: on entry-level aspirants, employed journalists and the public more broadly.
- b) Each institution could also be challenged to indicate the kind of help or activity where outside support would be of benefit to a broader network of journalism schools, and assistance could then be given to these projects as a means towards enhancing the potential Centres of Excellence as nodal points.

- c) In addition to the expressed needs of each centre (as summarised in Chapter 4.2), it is also important to look at the bigger picture, including areas that did not reflect the self-perceptions of each. In this regard, UNESCO can play a huge role in networking these potential Centres of Excellence institutions as a priority (this is not a call for purely African-based networking - the potential Centres of Excellence could network with relevant journalism schools elsewhere). Out of this support, many activities and projects, multilaterally or bilaterally, would flow as by-products. For example, there could well be collaboration on textbook development, cross-African research projects, colloquium and conference convening, training workshops, writing project websites, exchanges, and joint programmes (like an MA in three African countries, mirroring that in Europe which sees students take courses in Denmark, Holland and the UK). The network could also consider how to maintain standards going forward, perhaps by voluntary self-regulation according to a charter such as that adopted by the Theophraste network.
- d) Particular contributions to network building amongst the projected potential Centres of Excellence would provide support for:
- Annual meetings of the potential Centres of Excellence
 - Personal assistants, perhaps administered in the form of scholarships, so that heads of the potential Centres of Excellence can free up some time from administrative tasks so as to make the network functional, and to build their schools' capacities, rather than be bogged down with a surfeit of mundane duties that inhibit strategic growth
 - An occasional academic management skills workshop 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
 - Developing deep websites at these schools, and a common search engine across them all

- Scholarships for senior staffers at these schools to undertake research-based higher education degrees (there is a huge hunger for this across all African journalism schools).
- e) Support for building relations with the media industry. It is clear that long term sustainable growth will only come from contributions by the media in a given country or region. Consultative workshops between a given potential Centres of Excellence and the constituency media could very be profitably supported.
- f) Many African journalism schools are forced to operate in the pre-internet age. The potential Centres of Excellence, however, should become trailblazers of teaching using new the technologies. When the ubiquitous cell phones in Africa become internet capable, there will be a huge shortage of journalists trained in the ethics, aesthetics and economics of such media. If the potential Centres of Excellence are encouraged to boost their use of the internet to publish and research, this would encourage both the recognised Centres of Reference and the old-media industry to redouble their engagement with new media. Too many African journalism students are still publishing on noticeboards with handwritten articles, when their content could instead be posted to a global audience in cyberspace, as easily as blogging. Potential Centres of Excellence can be supported to set the pace here, else the entire sector (Africa as a whole) risks an ever deepening of the digital divide.
- g) The potential Centres of Excellence schools could also benefit enormously by exposure to the possibilities of using Internet to boost the power and productivity of their teaching, including distance education of professionals. This is an area where African journalism schools are very underdeveloped. The development of Open Learning Materials and Open Educational Resources could be profitably promoted.

The importance of external support for these potential Centres of Excellence comes in the face of widespread criticism by many in the African media industry who have low regard for the work being done by journalism schools in general. Sometimes this is because the critics seek only dumb cogs to enter the system, and they resent critically aware students. Often it is because students are insufficiently skilled in thought or production – although this at least ought not to be the case at most of the schools recommended as potential Centres of Excellence here. The frequent criticism of journalism schools is, however, also a function of the myriad of journalism training institutions in Africa, including fly-by-night ones, without any noticeable impact on the quality or sustainability of media. As AMDI research shows, there has been a major proliferation of institutions offering journalism education. Yet, despite this a number of media houses (in Kenya for example) are talking about setting up new training academies under their own wings. This is not the way to go. Pluralistic media goes hand in hand with pluralism in media education, but it makes no sense to spread training resources even more thinly. The point therefore is that if these UNESCO potential Centres of Excellence are able to raise their performance levels, they will demonstrate the value of investing in existing operations.

In conclusion, a rational approach can be underpinned by this project's recommendations, and which can make clear that Africa does not need new or more journalism schools. Instead, the continent needs a core of excellent facilities that make a real impact, and which are also at the heart of a wider network with other schools (especially those who could be recognised as "Centres of Reference"). What this suggests for UNESCO is the need to take a long haul approach. In this regard, the organisation could locate this work in broader perspective. In particular, this could mean locating this momentum in relation to work done by UNECA in its STREAM process. Already amongst its recommendations, STREAM is proposing that "the calls for improvements in the training of journalists need to be thought through carefully and mechanisms and ways thought up in how such improvements will be implemented." UNESCO could facilitate taking forward this proposal, and thereby linking journalism education into a wider framework of media development in Africa as envisaged by STREAM. In this light, journalism education would become a sister pillar alongside other complimentary

activities, such as steps to promote policy reform, local content and media enterprise sustainability.

Looking ahead, the scenario is not one of unconditional links with the potential Centres of Excellence, nor does it mean exclusive work with them by UNESCO. But it does point to five-to-ten year programmes to build capacity in meaningful ways, measurable where possible, and to develop world-class institutions that will contribute to their fellow institutions on the continent as well to media development in Africa as a whole.

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Appendix A:

Information Fields Used to Map African Journalism Schools

- Contact details
- Status of school (eg. public university)
- Primary language of programmes
- Core business focus (entry-level, or working professional)
- Courses offered and graduate level
- Conditions for acceptance of people into programmes
- Specialisations in practical journalistic production areas
- Time spent on practical media production (including attachments), as a percentage of time spent on the whole qualification (eg. 30%)
- The approximate numbers of students/professionals that are successfully “output” each year per completed programme
- Self-perception on standing and reputation of institution
- Links with national media
- Approximate percentage of learners who are employed in journalism at the end of their studies/courses

Appendix B: African Countries Featuring Journalism Schools

	Anglophone	Lusophone	Francophone	Total	Additional but uncontactable
Algeria			1		11
Angola	1	1			3
Benin			2		
Botswana	1				
Burkina Faso			4		
Burundi			3		
Cape Verde		1			
Cameroon	1		3		
CAR			0		
Chad			0		
Comoros			0		
Congo			1		
Cote d'Ivoire			1		1
DRC			4		4
Egypt	2				1
Equatorial G.			0		
Eritrea	1				
Ethiopia	1				
Gabon			0		
Gambia	0				
Ghana	3				
Guinea			0		
Guinea Bissau		0			
Kenya	6				17
Lesotho	0				
Liberia	1				1
Libya			0		
Madagascar			1		2
Malawi	1				4
Mali			1		
Mauritania			0		
Mauritius					1*
Morocco			1		
Mozambique	4	4			
Namibia	2				
Niger			1		
Nigeria **	12				36
Rwanda			2		
Sao Tome & P.		0			
Senegal			2		
Seychelles			0		
Sierra Leone	0				1
Somalia	0				2 (Somaliland)
South Africa	12				

Sudan	0				
Swaziland	1				
Tanzania	2				8
Togo			1		
Tunisia			2		
Uganda	2				
	Anglophone	Lusophone	Francophone	Total	Additional but Uncontactable
Zambia	3				
Zimbabwe	4				
TOTALS	60	6	30	96	92

* It was an oversight that the researchers did not seek to establish contacts with the Department of Mass Communication at the University of Mauritius.

** Akinfeleye (2003:14).

The following countries did not feature on the map as they proved to have few or no established journalism teaching institutions.

Libya, Chad, Central African Republic, Comoros, Equatorial Guinea, Guinea, Guinea Bissau, Gambia, Lesotho, Mauritania, Mauritius, Sao Tome and Principe and Sudan.

Various research methods and resources (eg. web searches, Akinfeleye:2003, BBC-World Service Trust:2007), suggested additional institutions in certain countries (see right hand column), but attempts to make contact with them proved fruitless indicating their unlikely candidacy as potential Centres of Excellence for UNESCO.

Appendix C:

Participants in the discussions to develop final criteria and indicators

Responses to the discussion on criteria and indicators in a first round came from the following institutions:

1. Midlands State University (Zimbabwe)
2. Lagos State University (Nigeria)
3. Stellenbosch University (South Africa)
4. Tshwane University of Technology (South Africa)
5. Harare Polytechnic (Zimbabwe)
6. University of Botswana
7. American University in Cairo (Egypt)
8. Amadu Bello University (Nigeria)
9. Ajayi Crowther University (Nigeria)
10. Mohammed Amin Foundation (Kenya)
11. Escola de Jornalismo (Mozambique)
12. ESSTC (Cameroon)
13. CESTI (Senegal)
14. UFR (University of Antananrivo)

Commenting Experts:

Haman Mana (Cameroon)
Prof Hans Henrik Holm (Denmark)
Prof Alfred Opubor (Benin)
Prof Jamal Eddine Naji (Morocco)
Dr Levi Obiojor (Australia)

In the second round, comments on the near-final criteria and indicators came from the following institutions:

1. Midlands State University
2. University of Ibadan
3. University of Stellenbosch
4. Rhodes University
5. Mohammed Amin Foundation
6. Tangaza College, Kenya
7. Makerere University
8. Namibia Polytechnic

Commenting Experts:

Prof Hans Henrik Holm
Prof Helge Ronning
Dr Anthony Olorunnisola

Media donors and development agencies around the world were also canvassed for opinion:

Anglophone responses were received from:

- Netherlands Institute for Southern Africa (NIZA)
- Knight Foundation
- Global Foundation for Media Development
- Open Society Institute of Southern Africa
- Department For International Development (DFID)
- International Centre for Journalists (ICFJ)
- International Research and Exchanges Board (IREX)

Francophone responses came from:

- French Ministry of Foreign Affairs
- Groupe de Recherche et d'Echanges Technologiques (GRET)
- Direction of Cooperation and Development of Swiss Cooperation in Burkina Faso
- Panos, Paris.

Appendix D: Responses to the checklist

Completed returns were received from:

- University of Nairobi (Kenya)
- Tangaza College (Kenya)
- Daystar University (Kenya)
- Mohammed Amin Foundation (Kenya)
- Makerere University (Uganda)
- University of Addis Ababa (Ethiopia)
- University of Ghana (Ghana)
- University of Ibadan (Nigeria)
- Nnamdi Azikiwe University (Nigeria)
- Lagos State Polytechnic (Nigeria)
- NSJ (Mozambique)
- Harare Polytechnic (Zimbabwe)
- Midlands State University (Zimbabwe)
- National University of Science and Technology (Zimbabwe)
- Polytechnic of Namibia
- University of Namibia
- University of Botswana
- North West University (South Africa)
- Walter Sisulu University (South Africa)
- Tshwane University of Technology (South Africa)
- University of Stellenbosch (South Africa)
- Rhodes University (South Africa)
- Institut Supérieur de l'Information et de la Communication (ISIC - Morocco)
- University of Antananarivo (Madagascar)
- Centre Panafricain de Formation et de Perfectionnement des Journalistes- CAFPJ (Benin)
- Centre d'Etudes des Sciences et Techniques de l'Information – (CESTI- Senegal)
- University of Ouagadougou (Burkina Faso)
- University of Kinshasa (Democratic Republic of Congo)
- Ecole Supérieure des Sciences et Techniques de l'Information et de la Communication – ESSTIC (Cameroon)
- University of Kinshasa (Democratic Republic of Congo)

Appendix E: List of journalism schools visited

Rhodes and ESJ conducted site visits at thirty-four institutions in fourteen countries

1. Kenya: University of Nairobi; United States International University; Daystar University.
2. Uganda: University of Makerere
3. Namibia: University of Namibia; Namibia Polytechnic
4. Mozambique: Eduardo Mondlane University; Mozambican School of Journalism; NSJ media training centre.
5. Ghana: University of Ghana at Legon; Ghana Institute of Journalism; African Institute of Journalism and Communications.
6. Nigeria: University of Ibadan; University of Ilorin; University of Lagos; State University of Lagos; Polytechnic of Ibadan; Lagos State Polytechnic.
7. South Africa: Rhodes University; Stellenbosch University, Tshwane University, Walter Sisulu University.
8. Burkina Faso: University of Ouagadougou
9. Cameroon: Ecole Supérieure des Sciences et Techniques de l'Information et de la Communication – ESSTIC
10. Democratic Republic of Congo: FCK, IFASIC, UNIKIN, ICA
11. Rwanda: University of Butare (EJC)
12. Burundi: University of Tanganyika Lake
13. Zambia: ZAMCOM, University of Zambia
14. Zimbabwe: National University of Science and Technology; Midlands State University.

ESJ also met with the Director of the Institut Supérieur de l'Information et de la Communication (ISIC), Morocco in March 2007. ESJ had previously visited ISIC in April 2006 for an educational evaluation of the school.

The Centre Africain de Formation et Perfectionnement des Journalistes (CAFPJ), Benin was visited in August 2004. Information was also received by different experts in 2005.

The Unité de Formation et de Recherche en Journalisme, Antananarivo University, Madagascar, was not visited during this study, but ESJ has regular contact with this institution (in particular through the Theophraste network). In addition, ESJ conducted a very in-depth evaluation of the curricula and of the structure in 2005. ESJ has also worked very recently with numerous local professionals who gave their point of view concerning the local training institutions.

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