The survey Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa recognized 12 potential Centres of Excellence and 8 potential Centres of Reference in Journalism Education. All these institutions have since been working on developing their strategy and identifying their needs to receive support from UNESCO and other institutions.

Potential Centres of Excellence
These are universities that are strong relative to peers but constrained in the ability to excel by themselves. Institutional capacity building efforts could help them become self-sustained Centres of Excellence.

CAMEROON
Ecole supérieure des sciences et techniques de l'information et de la communication (ESSTIC). www.universite-yde2.org

KENYA
The School of Journalism and Mass Communications (SOMC). University of Nairobi. www.uon.ac.ke

MOROCCO
Institut supérieur de l'informatique et de la communication (ISIC). www.isicma

MOZAMBIQUE
Mozambican School of Journalism

NAMIBIA
School of Communication, Legal and Secretarial Studies, Namibia Polytechnic. www.polytechnic.edu.na

SENEGAL
Department of Mass Communication, University of Lagos. www.unilag.edu.ng

UGANDA
Centre d'études des sciences et techniques de l'information (CESTI). www.cesticad.ac

AFRICA
University of Stellenbosch. www.sun.ac.za

RHODES UNIVERSITY. www.ru.ac.za

RAFAT SISULU UNIVERSITY. www.wsu.ac.za

NIGERIA
Department of Mass Communication, Makerere University. www.mascom.mak.ac.ug

SOUTH AFRICA
University of Stellenbosch. www.sun.ac.za

Rhodes University. www.ru.ac.za

Walter Sisulu University. www.wsu.ac.za

University of Technology. www.tut.ac.za

University of Science and Technology. www.nust.ac.zw

LETTOR FOX
Africa University College of Communications. www.aijcghana.com

BURKINA FASO
Département de communication et journalisme, Université d'Ouagadougou. www.uwoua.org

KENYA
Department of Communication, Daystar University. www.daystar.cke

MADAGASCAR
Unité de formation et de recherche en journalisme, Université d'Antananarivo. www.univ-antananarivo.mg

NAMIBIA
University of Namibia. www.unam.na

UGANDA
Department of Communication, University of Ibadan. www.uwi.ug

ZIMBABWE
Faculty of Communication and Information Science, National University of Science and Technology. www.nust.ac.zw

If we rely on journalists to make sense of the world, then we have an obligation to improve journalism education

UNESCO recognizes the fact that sound journalism education is likely to contribute towards professional and ethical practice of journalism. Such journalism is better suited to foster democracy, dialogue and development in many African countries.

The origin
Following a call from teachers and students across Africa for UNESCO to assist them in their efforts to improve the standards of journalism education, UNESCO, in its role as the lead facilitator in the implementation of the World Summit on the Information Society (WSIS) Action Plan, resolved to carry out a vast consultation on the development of criteria that would define “excellence” in African journalism education.

An overriding consideration was that by improving access to and the quality of journalism education, both journalism educators and students would stand a better chance of influencing journalistic processes of democracy and development in their societies.

UNESCO recognizes the importance of improving journalism curricula based on UNESCO’s Model Curricula.

Aimed at improving journalism education and training offered in African schools of journalism, the initiative “The need for quality journalism education in Africa” obligates the potential centres of excellence to meet a number of criteria consultatively developed. Achieving these criteria can be an onerous task for poorly resourced African institutions. The long-term objective is to contribute towards their sustainability, responding to the changing social, political, economic and technological context in which they operate.

The role of UNESCO is one of facilitating growth and development, including mobilising international partnerships for the educational institutions concerned.

Potential Centres of Reference
These are institutions that can be considered as those constrained in the ability to excel by themselves. Institutional capacity building efforts could help them become self-sustained.

GHANA
Africa University College of Communications. www.aijcghana.com

BURKINA FASO
Département de communication et journalisme, Université d'Ouagadougou. www.uwoua.org

KENYA
Department of Communication, Daystar University. www.daystar.cke

MADAGASCAR
Unité de formation et de recherche en journalisme, Université d'Antananarivo. www.univ-antananarivo.mg

NAMIBIA
University of Namibia. www.unam.na

UGANDA
Department of Communication, University of Ibadan. www.uwi.ug

Key elements
• Curricula: Improving journalism education curricula based on UNESCO's Model Curricula
• Staff training: Building capacities of teaching staff
• Learning materials and resources: Providing adequate equipment and making textbooks available
• Management: Enhancing institutional governance and management systems
• Media monitoring: Improving capacities to monitor media sector
• Networking: Creating networks between journalism education institutions and media
Quality journalism is important

By Emily Brown, Namibia Polytechnic

Informed by shared standards

The proposal

An initial USD 40 million is required to give sustained support to the UNESCO initiative. An internal reference study undertaken in UNESCO identified that 80% of the amount is earmarked for staff training, the establishment of the centres, the enhancement of the centres’ existing curricula and facility building. Under this initiative, 20 identified and selected centres will be able to strengthen their curricula and enhance their facilities, through the adoption of the UNESCO model curricula, to provide students with the necessary skills and competencies. The centres will also be assisted through ongoing staff training and the provision of teaching resources and equipment. The centres will also establish partnerships with other institutions and organisations to provide internship opportunities and access to information and knowledge.

Values from African centres

Eugene Awoleye, Centre for Studies des sciences et techniques de l'information (CESTI), Dakar

“Quality education empowers students with the tools they need to make informed decisions and to better understand major social, cultural, economic and political issues.”

George Nyabuga, School of Journalism & Mass Communication, University of Nairobi (Kenya)

“Quality education empowers students with the tools they need to make informed decisions and to better understand major social, cultural, economic and political issues.”

Andreea Popa, School of Journalism, Masawai School of Journalism (Mozambique)

“Quality education empowers students with the tools they need to make informed decisions and to better understand major social, cultural, economic and political issues.”

Click to see the full list of criteria.

Criteria for institutional capacity

- Relevance of the curriculum to the local context
- Quality teaching resources and equipment
- Effective delivery of programmes
- Adequate governance and management structures
- Self-sustained Centres of Excellence
- Infl uence in press freedom advocacy
- Graduate employment rate
- Serious commitment by universities: that is strong relative to other activities

Joel Miezad, School of Journalism, Media and Communication, University of Namibia (Namibia)

“Quality education empowers students with the tools they need to make informed decisions and to better understand major social, cultural, economic and political issues.”

Andreea Popa, School of Journalism, Masawai School of Journalism (Mozambique)

“Quality education empowers students with the tools they need to make informed decisions and to better understand major social, cultural, economic and political issues.”

Click to see the full list of criteria.