Appendix B

Reflection tool
Journalism Education, Democracy and Development

This reflection tool combines two bodies of research and practice-based conceptual work:

- ***The three broad UNESCO criteria areas*** developed in Guy Berger and Corinne Matras, *Criteria and Indicators for Quality Journalism* (UNESCO 2007), assessing African journalism institutions' level of eligibility as potential Centres of Excellence. The indicators and criteria below are organized by these areas. They include:
  - Curriculum with theory and practice.
  - Professional and public service (engagement), external links and responsiveness.
  - Strategic plan for realizing potentials.

- ***The GAP Idasa democracy approach***, which connects effective HIV/AIDS prevention and treatment to the work of building democratic societies. The GAP/Idasa approach has three elements which frame HIV/AIDS as a development and democracy question, many of whose lessons can be generalized to other issues:
  - GAP's civic-capacity building emphasis comes from understanding democracy as "democratic society", not simply as a state system. The emphasis is not simply on "who gets what" but on productive public problem solving and the creation of public goods. In citizen agency terms, citizens and communities are not simply voters, clients, or customers but also civic *workers,* who solve problems, co-product public goods, and co-create the larger democracy. Emphasis on the public work of democratic professionalism accents not only activated *individuals* but also activated *communities.* A major challenge is to motivate and provide tools for communities to "own" HIV/AIDS and other development issues instead of externalizing agency. This role for journalism is stressed recently by Tanja Bosch ("Using Radio to Encourage Civic-minded Journalism," *Rhodes Journalism Review* July 2010). Bosch highlights journalism's potential "to reinforce participatory citizenship". She argued that journalism education for such a role involves "discarding ideal notions of impartiality in favor of a journalism which favours social development and developing agency and self-efficacy among its audiences". This is doubtless a controversial position, needing discussion and debate. Students' role as co-creators of their education is similarly a potential question raised by civic-minded journalism.

  - GAP's analysis of the current status of media coverage of HIV/AIDS and other development questions highlights obstacles like those which participants in the recent FAME meeting observed -- journalism largely detached from most people's everyday lives and aimed largely at urban elites journalists.

  - Given the innovative nature of democratic professional education on development and democracy questions such as HIV/AIDS, the assessment approach needs to encourage open ended reflection by individuals and groups, as well as relationships with pioneers of democratic professionalism in African journalism.

The following is divided into two parts. First is one page checklist of questions that describe elements of your programme. The second section, using the Berger and Matras criteria, includes questions to stimulate reflection and deliberation about journalism education and its relation to questions of development and democracy.

Checklist

- o How many journalism students do you graduate per annum?
- o What range of media platforms are covered in your programme?
- o Does your curriculum or co-curricular activities address HIV/AIDS?
- o Is "development journalism" taught in your department?
- o Are there elements in your current curricula that specifically address the meaning of democracy and journalists' roles in democracy? At what level and how?
- o Are there examples of interdisciplinary cooperation between journalism education and other departments?
- o Are there specific resource persons in your programme responsible for ensuring that HIV/AIDS feature in the curricula or other activities of your programme? For other development issues?
- o Is there research being done in your department on democracy and/or development issues?
- o Do you give in-service or once-off training to professionals?
- o Do you have a guest speaker or industrial professional series that specifically address HIV/AIDS or other development issues?
- o Are there research projects or other initiatives that have been undertaken by your programme in the last two years that relate to HIV/AIDS? To other development issues? To democracy?
- o Are there resources available in your institution for curricular innovation?

Criteria A: Curriculum and Institutional Capacity

- Curriculum

  - Do you agree with Tanja Bosch that journalism should aim, at least in part, to stimulate "participatory citizenship"?
  - What do you think of her argument that journalism education for such a role means "discarding ideal notions of impartiality in favor of a journalism which favours social development and developing agency and self-efficacy among its audiences"?
  - Are journalism students in your programme learning skills that would prepare them for alternative engagement with citizens such as suggested for example by civic journalism or public journalism?
  - Are there elements that might be added to your curriculum to equip students with such skills?
  - Do you agree with the recent FAME report, that journalism in Africa is often too much oriented toward urban elites, and neglects the lives and concerns of the majority and rural populations? If so, how might this problem be addressed through journalism education?
  - What are three important values in reporting HIV/AIDS?

- Teaching/learning resources and equipment

  - Are there adaptations (e.g. video or internet productions) in your program that could be used to experiment with new approaches to reporting on HIV/AIDS or other development issues?
  - Are there opportunities for learners to produce media on development issues (e.g. internships)?

- Research

  - Should research on the relationship between HIV/AIDS, development, and journalism be a part of journalism schools?
  - Is such research ongoing at your institution?
  - Are there ways it might be further stimulated?

- Assessment and faculty development

  - Do you think students / learners should participate in curriculum design or assessment? Why?
  - Do students/learners in your programme participate in curriculum design of assessment?
  - Are their ways in which the role students have in their own learning can be deepened? If not, why? If yes, how?

Criteria B: Professional and Public Engagement

- Interaction and Relations with the Profession

- o Should/could your department promote journalism that encourages "participatory citizenship" and "agency and self-efficacy" in communities?
  - o If so, how might it do so?

- Engagement with other higher education constituencies on related topics

  - o Is there discussion and debate about development journalism in your department?
  - o Is the idea of the "engaged university" or higher education's "democracy mission" discussed at your institution?
  - o Are there relationships with government or other bodies that might be helpful in deepening public and community engagement activities?
  - o Are there student organizations which might become partners for deepened community engagement?

- Engagement with public and community audiences

  - o Are there existing relationships with private sector and community groups and networks that might be of use in developing civic minded journalism?

Criteria C: Development Strategy to Realize Potentials

- Strategy
  - o Are there processes of collaborative evaluation and assessment at your institution that might be built upon in innovation?

- Resources and sustainability
  - o What forms of support might be needed to prepare students for civic-minded journalism on issues such as HIV/AIDS?
  - o Are there funding opportunities in the larger environment (e.g. government grants, partnerships with local government, with health groups, with industry)?
  - o What latitude do you have for management of your institutional budget?

- Faculty, student and institutional development
  - o Are there programmes of faculty development that might be adapted for deepening civic-minded journalism?
  - o Are there potential relationships with pioneers in such journalistic practices who could be resources for a community of practice (e.g. HakiElimu in Tanzania; Twaweza in East Africa, Centre for Democracy at Rhodes University and University of Johannesburg)?

- Challenges
  - o What challenges present obstacles to civic-minded journalism education on issues like HIV/AIDS?
  - o How might these be addressed?