



United Nations
Educational, Scientific and
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INTERNAL REVIEW OF THE POTENTIAL CENTRES OF EXCELLENCE AND REFERENCE IN JOURNALISM EDUCATION IN AFRICA INITIATIVE

REPORT

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EXECUTIVE SUMMARY

This Review aimed to assess the extent to which UNESCO along with other sources of support helped to enable the 20 UNESCO-designated African “Potential Centres of Excellence” or “Potential Centres of Reference” in journalism to achieve the stipulated Expected Results between 2008 and 2013. The Review comes after five years of diverse work on the Centres initiative, and it seeks to assess whether the identified institutions came closer to realising their potential for consensually-agreed success over the period.

It is evident from the Review that, at least, more than half the Centres have recorded various degrees of success in achieving Expected Results in the three areas of (i) curricula and institutional capacity, (ii) professional and public service, including external links and recognition, and (iii) capacity for strategic planning. However, the complex nature of the initiative and the unevenness of the institutions preclude a simple headline quantification of this success.

Eight of the 20 centres were not responsive to the Review process. This does not necessarily mean that the initiative had zero impact in empowering them, although it is a signal that needs noting for the future.

Factors explaining success in those Centres which took part include: external support from UNESCO and others starting earlier and being sustained; the development of multiple partnerships; the individual leadership of Centres; and the support of the wider educational institution in which the schools are located.

The Review raises important lessons for UNESCO including the need to establish an upfront timeframe and measurable outcomes of this kind of initiative, and the need to establish clearer expectations on all sides about the parameters of support, including sober recognition (from the Centres’ experience) of the limited potential for mobilising third party assistance to support to journalism education.

On the basis of the Review, UNESCO proposes the following:

1. Build on the existing initiative to introduce a second phase in UNESCO’s work in journalism education, and invite the designated African Centres to join this expanded next step.
2. The new phase will thus aim to broaden the scope of UNESCO’s work by providing a global platform or network for like-minded institutions which aspire towards “excellence” in journalism education, and through which they can offer support to each other on the basis of that shared aspiration.
3. To be named the “Global Initiative for Excellence in Journalism Education”, this new phase will entail theorising, teaching, researching and practising journalism in ways that continuously update the meaning of “excellence” in journalism education so as to respond effectively to the rate of global change taking place.
4. Relations with the Orbicom association will be explored concerning being a founding partner in the new Initiative, and consultations with Centres and other stakeholders will be undertaken during 2013.

CHAPTER 1: INTRODUCTION

Following a call from journalism teachers and students across Africa for UNESCO to assist them in their efforts to improve the standards of their professional education, UNESCO, within its role as the lead facilitator in the implementation of the World Summit on the Information Society (WSIS) Action Plan, resolved in 1997 to consult as widely as possible 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 production at different levels of the profession. The rationale for this was to identify quality standards and a number of journalism schools that could be supported where they aspired to achieve this definition of “excellence”.

At the core of journalism is the need for well-trained and critically-minded journalists who can contribute to the processes of democracy and development in their societies. Needless to say, a quality journalism education is not only a guarantor of democracy and development, but also of press freedom itself. Citizens cannot exercise and enjoy their citizenship in the absence of crucial information and knowledge, which well-trained journalists are better placed to provide.

Africa represents a priority focus for UNESCO’s strategic and programmatic interventions in the area of journalism education, building on the acclaimed UNESCO *Model Curricula for Journalism Education*,¹ which provided a further resource for the initiative.

The piloting of the Model Curricula by the centres of excellence/reference in Africa and by journalism schools elsewhere has helped to clarify UNESCO’s understanding of the conditions under which journalism education can be effective, particularly taking into account the fact that journalism education is indeed on the increase globally. As Berger and Foote observe, the explosive growth of global journalism education has also attracted private sector involvement. In many regions worldwide, and especially in developing countries, commercial entities have entered the fray, although this emerging type of journalism education has sometimes been susceptible to criticism based on quality issues and the possible exploitation of students. In the 1980s, the Asian media boom and its corresponding increase in private media created increased demand for formal journalism education in many countries in the region. In the 1990s, there was considerable journalism education growth in the Middle East and Africa. And by 2000, university-level journalism education courses were nearly universal. Indeed, in China and India, journalism education programmes continue to proliferate at a mind-numbing rate. Citing a census of journalism education started in 2007 by the World Journalism Education Council, Berger and Foote report that nearly 3,000 global programmes were registered on the census’ database, with the bulk of these programmes spread fairly evenly between North America, Europe and Asia.² Since then, even more programmes have been established.

¹ UNESCO. 2007. *Model curricula for journalism education for developing countries & emerging democracies*. Paris: UNESCO.

² Berger, Guy & Foote, Joe. 2013. Tomorrow’s training: transformations in the provision of journalism education. [Unpublished book chapter].

Alongside such a statistic is the fact that new and information technologies (ICTs) are reshaping the practice of journalism and the ways in which it is taught. The emergence of social media, with a focus on User-Generated Content (UGC), means that institutional journalism must adapt. As Howard Finberg noted during a speech to the European Journalism Centre (EJC): “We need to innovate inside the classroom with new forms of teaching. We need to innovate to make getting a journalism education easier”.³

A related question is the need for journalism education to respond to societal and environmental changes by incorporating, for example, aspects of sustainability studies for media organisations and new kinds of *literacies* (e.g. climate literacy, science literacy, etc.). These are needed to help the practice of journalism respond to the specialised needs of the moment. This kind of innovation partly arises out of financial crisis that began affecting many parts of the world in 2008. UNESCO itself has not been immune to severe funding cuts relating to various causes, which is another factor in making it opportune to review the Centres initiative in 2013. All these points are important to UNESCO repositioning its role in promoting quality journalism education *globally*.

In a sense, the criteria and indicators that were defined in 2007 are amenable to updating, particularly as they also focused on forward-looking strategies for journalism educators. The process of articulating these criteria was consultative, open and transparent, bringing together the input of seven journalism experts, including consultants from Theophraste, Orbicom and Journet, global networks of journalism and media schools. Eleven media development agencies and 19 African journalism schools also provided contributions to the project. Of the 96 institutions that were recorded in an initial mapping of Africa’s journalism schools, a total of 30 submitted in-depth information regarding the proposed criteria and indicators, and expressed their interest in being selected as a partner facility by UNESCO. The researchers also visited 34 institutions. As a result of the report⁴, 12 candidate institutions were identified as Potential Centres of Excellence, and a further nine institutions noted as Potential Centres of Reference. (The latter were identified as institutions with pockets of potential excellence, and thus as having the potential to develop to the higher tier of “Potential Centres of Excellence”). This produced a total of 21 recognised institutions, although one (the NSJ training centre in Mozambique) closed in 2009, leaving a universe of 20 for this Review.

It can be seen from this background that the process leading to the designation of the Centres was consultative and open, even though the outcome of choosing specific institutions necessarily excluded some institutions. The rationale for a limited number was that UNESCO sought to avoid spreading support for African journalism schools too thinly or on an ad hoc basis. Instead, the Organization wanted to concentrate – over a fixed period – its limited resources on cases with prospects for success in institutional development. The UNESCO motive was to invest in specific African journalism schools, even while not neglecting work (such as on model curricula) which was of more general benefit.

³ Finberg, Howard. 2012. *The future of journalism education. A personal perspective*. Keynote speech delivered at the European Journalism Centre's 20th anniversary celebration. June 4, 2012. Maastricht, The Netherlands. [O]. Available: <http://www.newsu.org/future-journalism-education>. Accessed 31/01/2013.

⁴ Berger, Guy & Matras, Corinne. 2007. *Criteria and indicators for quality journalism training institutions & identifying potential centres of excellence in journalism training in Africa*. Paris: UNESCO.

As such, the initiative obligated the designated “Potential Centres of Excellence and Reference” to fulfil the criteria that had been consultatively, openly and transparently developed. Even then, there was a realisation that achieving such criteria was an onerous task for poorly resourced African institutions. The long-term objective of the initiative was thus to contribute towards sustainable journalism schools, able to respond to the changing social, political, economic and technological context in which they operate. The role of UNESCO would be one of facilitating such a process of institutional growth and development, including mobilising international partnerships for the educational institutions concerned. UNESCO would provide support as follows:

Table 1: Support matrix for the Centres

Aspect of institutional support	Action taken or envisaged
Curriculum development and institutional capacity (Updating curricula; securing learning materials and resources; staff training; etc.)	Improving journalism education curricula based on UNESCO’s Model Curricula; Building capacities of teaching staff; Providing adequate equipment and textbooks
Professional and public service, external links and recognition (Networking; media monitoring, etc.)	Improving capacities relating to the media sector; Creating networks between journalism education institutions
Development strategy and potential (Management involvement; strategic plans; etc.)	Enhancing institutional governance and management systems

Such support as is stipulated in **Table 1** would, it was expected, lead to the following Expected Results:

- Improved relevance of the curriculum, including the quality of teaching resources and equipment;
- Credible assessment systems;
- More formalised mechanisms for interaction with the media industry;
- Improved graduate employment rates;
- More opportunities for international networking and recognition;
- Development of long-term strategies for institutional development by the Centres themselves;
- Credible governance and management; and
- Assured funding and sustainability.

Resources were mobilized to support recognized Centres from 2008 onwards, particularly for bringing the participating institutions together to share experiences between themselves and to meet possible third-party funders and/or partners. Since 2010, combined funding from various sources within UNESCO resulted in a total allocation of over US\$700,000 to this initiative, half of it from the International Programme for the Development of Communication (IPDC). An additional US\$200,000 was provided by the Deutsche Welle Akademie to strengthen the capacities of selected journalism education institutions by organizing three two-week regional training-of-trainers courses on participatory pedagogical methodologies in journalism education and specialised issues such as community media and new media.

Against the background presented above, therefore, four specific objectives guided this Review, namely to:

1. Assess the efficacy of UNESCO's **Outputs** implemented in support of the African Potential Centres of Excellence and of Reference in journalism in relation to (i) curricula and institutional capacity, (ii) professional and public service, including external links and recognition and (iii) capacity for strategic planning.
2. Analyse how the Centres' implementation of **Activities** supported by UNESCO contributed towards achieving the **Expected Results** of the initiative as a whole.
3. Engage past, present and future donors/partners in the exercise with a view to their intellectual contribution to the design, and their buy-in to the initiative and its consequences. (The results of the Review provide a basis for further consultations, especially with a network like Orbicom).
4. Recommend any **Strategic** ways forward.

The rest of the Review report is structured as follows. Chapter 2 describes the methodology used to collect and analyse the data. Chapter 3 presents the findings of the Review. Chapter 4 discusses and analyses the findings before making recommendations for the strategic choices facing UNESCO.

CHAPTER 2: METHODOLOGY

The methodological approach used for this Review followed what is referred to as 'focused synthesis', often associated with policy studies.⁵ The approach is largely dependent on existing information on the basis of which deductions are made in relation to the state of a policy and on the basis of which recommendations for improving policy are made.

The method has distinctive features, including, for one thing, using information obtained from a variety of sources beyond published articles. The researcher could engage in discussions with experts and stakeholders, anecdotal stories, personal past experience of the researcher, unpublished documents, staff memoranda, and any published materials related to the topic of research. For another thing, focused synthesis, unlike a literature review which seeks only to describe sets of research studies and identify gaps or areas needing more research, makes use of information sources to the extent that they directly contribute to the overall synthesis. Furthermore, while most traditional literature reviews are used as stepping stones for subsequent research, focused synthesis tends to be used alone in a technical analysis in such a way that the results of the synthesis are themselves the results of the research effort.

In the case of this Review, mindful of the need to facilitate self-reflexivity and co-ownership of the results, the data-gathering effort involved:

- Engaging the Centres to help define the overall **purpose** and **scope** of the Review.
- Following on from the above, soliciting specific (review) questions from the Centres.
- Based on the above, developing a self-administered questionnaire to solicit institutional responses from the Centres and other partners, focused on **what** worked best and **why**.
- Integrating secondary data, including reviews of specific activities targeting the Centres (e.g. training workshops by DW Akademie, University of Texas at Austin, etc.).

The idea of integrating secondary data, including the internal observations of UNESCO staff close to the initiative, was precisely because of the potential risks associated with self-assessments, such as the possibility of self-interest skewed responses, reflecting the subjectivity of the Centres participating in this initiative, as they may fear losing their status as UNESCO-designated potential centres of 'excellence' or 'reference'. In some cases, personnel turnover or lack of communications in a school meant the responding representatives were sometimes unaware of some points UNESCO HQ knows. Secondary data helps to compensate for these kinds of problems.

An important point to note here is that resource constraints prevented an independent external assessment. As such, this review was conducted in-house. However, the methodology helped counter possible bias.

⁵ Majchrzak, A. 1984. *Methods of policy research*. Beverly Hills: Sage, as cited in Jackson Banda & Pieter J. Fourie. 2004. Towards a policy model for community radio broadcasting in Zambia, *Communicatio: South African Journal for Communication Theory and Research* 30(2): 50-83.

Problems associated with data-gathering included the slow rate of response by the Centres as well as the secondary partners. Although it is to be regretted that eight institutions failed to take part in the Review, this does not necessarily mean the initiative failed entirely in terms of developing their capacities. More information would be needed to investigate the situation further to draw conclusions as regards this category. In fact, it is reasonable to assume that the reasons for failure to respond, though not specifically probed in subsequent communications, could be varied. Meanwhile, with 12 of 20 existing Centres participating, this response rate represented an acceptable sample size for points to be extrapolated at least as regards them.

CHAPTER 3: PRESENTATION OF FINDINGS

This section firstly presents the salient characteristics of the respondents. Secondly, it provides the findings of the Review, based on questions answered (see **Appendix 2**). Taken in their entirety, the findings address the four specific objectives of the Review, as listed in Chapter 1. Thirdly, it summarises the key findings.

3.1 Sample characteristics

There were 18 respondents altogether. Out of the 20 designated Potential Centres of Excellence and Reference⁶, 12 responded to the self-administered questionnaire. Of these, four were Potential Centres of Reference.⁷ (Eight Centres responded at the outset to the call for comments on the Review and contribution of questions to be included). The 12 Centres responding to the Review were:

- Makerere University (Uganda)
- The University of Nairobi (Kenya)
- The University of Stellenbosch (South Africa)
- Walter Sisulu University (South Africa)
- Tshwane University of Technology (South Africa)
- Polytechnic of Namibia (Namibia)
- Centre d'études des sciences et techniques de l'information (CESTI) (Sénégal)
- Rhodes University (South Africa)
- Daystar University (Kenya)
- Lagos State Polytechnic (Nigeria).
- National University of Science and Technology (Zimbabwe)
- Antananarivo University (Madagascar)

Four of the responses came from non-Centre respondents, who identified themselves variously. All represented journalism education institutions. One had heard of the initiative, although they had had “no direct contact” but felt that “there are probably some lessons to be learned from the Africa Centres of Excellence for Central Asia, and maybe vice versa”. Three had a direct and operational contact with the Centres. One of these three had knowledge of all the Centres; the second had heard of the Centre in Burkina Faso; and the third knew of those in Cameroon and Senegal.

3.2 Findings

These findings are organised and presented around eight key issues:

- Periodicity of UNESCO support
- A description of activities undertaken and outputs generated
- An assessment of activities and outputs in relation to the Expected Results
- Attempts at creating viable partnerships
- Overall lessons learnt, including challenges experienced
- Overall opinion of the initiative

⁶ For a complete listing of the potential centres of excellence and reference, see **Appendix 4**.

⁷ See Berger, Guy & Matras, Corinne. 2007. *Criteria and indicators for quality journalism training institutions & identifying potential centres of excellence in journalism training in Africa*. Paris: UNESCO: 27.

- Rethinking criteria for ‘excellence’ in journalism education
- Strategic next steps for the initiative

In any specific references to the Centres of Excellence and Reference, the letter ‘C’ (for ‘Centre’), followed by a number, is used to assure descriptive and analytical anonymity. In several cases below, the information as supplied in the responses is also complemented by secondary information drawn from documentation and UNESCO internal knowledge, so as to provide a rounded perspective.

3.2.1 Periodicity of UNESCO support

Of the 10 respondents that answered this question, diverse responses were given – sometimes at variance with UNESCO’s own records, which may reflect insufficient knowledge on the part of the responding institutions. Nevertheless, in terms of responses, only one was aware of receiving UNESCO support in 2007 – the year in which the initiative was launched. Four said they received such support as from 2008, while two got theirs in 2009. Three believed that they started obtaining financial and material support from UNESCO in 2010. **Table 2** below shows the perceived periodicity of UNESCO support to the Centres.

Table 2: Periodicity of UNESCO support

Centre	Years of UNESCO support				
C1	2007	-	2010	-	-
C2	2008	2009	2010	2011	2012
C3	2008	-	-	-	-
C4	2008	-	-	-	-
C5	2008	-	-	-	-
C6	2009	-	-	-	-
C7	2009	-	-	2011	-
C8	2010	-	-	-	-
C9	2010	-	-	-	-
C10	2010	-	-	-	2012

From the above table, it is clear that UNESCO support was unevenly distributed, at least among the Centres that responded to the question on the periodicity of UNESCO support for their activities within the framework of this initiative. Another point to note here is that some specific support, such as a scholarship scheme for students as in the case of C2 above, could stretch over a period of several years. Also important to underscore is the fact that the distribution of support does not reflect any predetermined budget allocation to the different centres.

At the same time, it may be noted, even if some of the respondents did not report it, that most Centres were indirect beneficiaries of UNESCO financial support, such as having representatives sponsored to travel and take part in seminars and conferences right from the very start of the initiative. For instance, representatives of 17 centres met in South Africa in March 2008,⁸ and eight of them met again in September in South Africa

⁸ Kyazze, Sim and Berger, Guy. 2008. *Consultation Meeting: Capacity Building for Potential Centres of Excellence in Journalism Training in Africa. Report.*

the same year.⁹ In May 2009, representatives of 16 of the Centres met in Windhoek Namibia, where the agenda included training in management and strategic planning skills for the leadership of journalism schools.¹⁰ A number of other Centres were beneficiaries of training provision arising from connections made through the initiative, although this was not necessarily known and reported by those responding to the Review. Such connections included the Radio Netherlands Training Centre, the Golda Meir Mount Carmel International Training Centre in Israel, the Knight Center for Journalism in the Americas at the University of Texas, and Deutsche Welle Akademie.

3.2.2 A description of activities undertaken and outputs generated

This section aggregates the activities undertaken and the outputs generated by the Centres.

3.2.2.1 A listing of activities

Table 3 below displays the activities undertaken by the Centres related to their involvement in the Potential Centres network:

Table 3: Centre by type of activity

Centre	Type of activity
C1	<ul style="list-style-type: none"> ▪ Hosted conference on journalism education
C2	<ul style="list-style-type: none"> ▪ Hosted Communication for Development (C4D) national roundtable involving UN agencies, development partners, civil society, NGOs, central and local government agencies, community, academia, journalists and media organisations ▪ Conducted a two-weeks training-of-trainers workshop in digital journalism in collaboration with Radio Netherlands Training Centre (RNTC) ▪ Procured equipment for a campus FM training radio station ▪ Procured training equipment, including LCD projectors, camcorders, laptops, a TV and DVD set, voice recorders and digital cameras, to facilitate teaching of practical and advanced courses in radio, television, print journalism and visual communication ▪ Purchased textbooks and instructional materials, based on the UNESCO Model Curricula ▪ Concluded curriculum review of the Bachelors and Masters in Journalism and Communication ▪ Participated in training-of-trainers (TOT) in C4D ▪ Participated in online training on “Teaching Online Journalism” ▪ Conducted research on “Media Coverage of Science and Technology in Africa”

<http://nml.ru.ac.za/files/FINAL%20REPORT%20African%20Journalism%20Schools%20consultation%2011.pdf>

⁹ Berger, Guy and Ocwich, Denis. 2008. *Taking forward African journalism education. Report of a follow-up meeting of UNESCO African journalism schools.*

<http://nml.ru.ac.za/files/FINAL%20REPORT%20African%20Journalism%20Schools%20consultation%2011.pdf>

¹⁰ See Gómez de Sibande, Elva A and du To, Jaco. 2009. *Media Trainers Workshop Report.*

http://www.polytechnic.edu.na/academics/schools/comm_legal_secre/media/docs/unesco/MTW%20REPORT%20MEDIA%20TRAINERS%20WKSHP%20MAY%202009.pdf

	<ul style="list-style-type: none"> ▪ Conducting a Media Development Indicators (MDI)-based assessment of the national media landscape ▪ Conducted staff exchange with another university in the same sub-region ▪ Participated in a meeting of UNESCO Centres (April 2012, Luton, UK) ▪ Participated in the Salzburg Academy on Media and Global Change on creating global media literacy lesson plans to be used by students and teachers globally
C3	<ul style="list-style-type: none"> ▪ Curriculum review, based on the UNESCO Model Curricula, with implementation only starting for the 2012-2013 academic year ▪ Research, partly funded by the institution's research board ▪ Professional networking through active participation in industry-representative bodies (professional associations, etc.)
C4	<ul style="list-style-type: none"> ▪ Training of facilitators of community multimedia centres (CMC) ▪ Training of journalists on climate change reporting, with active student participation ▪ In partnership with the International Institute of Journalism in Berlin and other partners, training of journalists in the West African sub-region on a "political, economic and strategic ECOWAS" ▪ Training in coverage of elections ▪ Participation in the project entitled "Knowledge Digital Television Africa", in partnership with the University of Strasbourg, the African Institute for Informatics, and other partners.
C5	<ul style="list-style-type: none"> ▪ Participation in a conference aimed at clarifying how the initiative would benefit the Centres ▪ Conference on challenges facing journalism education ▪ Feasibility and exploratory study on the Centres in a national context, to help with strategic repositioning ▪ Participation in a consultative workshop for the Centres ▪ Procurement of equipment and textbooks ▪ Technical assistance from UNESCO's regional office on preparing IPDC proposals ▪ Local training of new academic staff members on Pedagogy ▪ Staff training in the UK in Curriculum Development ▪ Regional conference on "Excellence in Communication and Media Practice in East Africa" ▪ Setting up a Centre of Excellence on Communication and Media Training and Practice ▪ Participation by one lecturer in a 3-week intensive training of trainers' course on Health Communication at the JHU-CCP in Baltimore, USA ▪ Support for two lecturers to attend a 6-week training of trainers' course in Berlin ▪ Participation by one Master's student in a 4-week training course ▪ Support for the project "Women in Public Space (s)" ▪ Equipment (computers, LCD projectors, laptops, cameras, voice recorders, broadcast editing software) and books ▪ Visiting Professorships
C6	<ul style="list-style-type: none"> ▪ Participation of one trainer in the 2nd World Journalism Education Congress in Grahamstown, South Africa ▪ Participation of two young trainers in an online training session by the University of Texas-Austin (USA), focusing on digital journalism ▪ Participation of one young trainer in a training session on new technologies and

	<p>journalism in Morocco, co-organised by UNESCO and Deutsche Welle Akademie</p> <ul style="list-style-type: none"> ▪ Training workshop for 20 faculty members on integrating children's rights into journalism training curriculum, involving the Dublin Institute of Technology and UNICEF ▪ Training of trainers under IPDC support, involving 18 faculty members ▪ Introduction of a Master's degree in Economic Journalism, under IPDC support ▪ Creation of and advocacy for training standards for journalism education in the centre, including resource mobilisation ▪ Creation of a research group specialising in ICT for education, along with 3 workshops to reinforce the issue among young researchers within the context of ICTs and the Millennium Development Goals ▪ Participation in a practical training on action research in journalism, including aspects of language and culture, investigative journalism, etc ▪ Visiting Lectureship involving teaching 22 students on a Master's course "Communication Media" ▪ Partnership with a journalists' association focused on honing journalists' skills in researching online sources, use of language and culture to enrich artistic information, the cultural dimension of development, health issues, environmental and other priorities ▪ A study focused on the existing training needs of journalists, which will be followed by a regional seminar on journalism training ▪ Creation of an online magazine to showcase the work of the institution and its partners
C7	<ul style="list-style-type: none"> ▪ Participation of an academic staff member in a two-week International Training of Trainers course on Communication for Development offered at the Golda Meir Mount Carmel International Training Centre, in Israel ▪ Participation in a UNESCO workshop for the Centres ▪ Organisation and hosting of a two-day Media Educators Meeting at the Polytechnic of Namibia, where Dr. Maria Marron, Head of the Media Department at Central Michigan University was the keynote speaker ▪ Participation in the Highway Africa Conference in Grahamstown ▪ Participation to speak on "Journalism Curricula: Multiculturalism and Multilingualism" during a "Journalism in Education and Training Conference" organised by the Journalism Department at Stellenbosch University ▪ Organising a workshop aimed at mainstreaming gender into the curriculum, with a resulting publication entitled "The Gender in Media Education (GIME): An Audit of Journalism Curricula in Namibia", under IPDC. ▪ Acquisition of books for the library and equipment, under IPDC ▪ A follow-up workshop focusing on practical exercises aimed at improving skills in mainstreaming gender into the journalism curriculum ▪ As a follow-up to the above activity, a toolkit "A Gender Toolkit for Educators" was developed and launched during World Press Freedom Day (2010), based on research conducted amongst media educators in Namibia ▪ Participated in drafting a curriculum on Science and Environmental Reporting, under IPDC ▪ Participation by three academic staff members in the 2nd World Journalism Educators Congress (WJEC) held at Rhodes University in Grahamstown, South Africa

	<ul style="list-style-type: none"> ▪ Identified as a potential host of the OER Platform and participated in a workshop to this effect, along with other Centres (Tshwane University, Walter Sisulu University, University of Lesotho, University of Namibia, Stellenbosch University and Rhodes University) ▪ Participation by three staff members in the Pan-African Conference on Access to Information (PACAI) held in Cape Town, including attending a meeting organised by UNESCO for representatives of the various Centres ▪ Participation by one staff member in the World Teachers Day held at the UNESCO Headquarters in Paris, where they presented a paper on Gender in Media Education ▪ Organisation of a stakeholders' meeting to further plan for the hosting of the Open Educational Resources (OER) Platform ▪ Participation by two academic staff in the two-week training workshop by Deutsche Welle Akademie, focusing on the practical application of the UNESCO Model Curricula at Walter Sisulu University in East London, South Africa ▪ Participation by one academic member of staff in a Gender Links-organised week-long gender-mainstreaming workshop for journalism educators in Johannesburg, South Africa, under IPDC ▪ Co-organised with University of Bedfordshire in Luton a conference aimed at establishing the Africa-UK Journalism Exchange Network focused on gender in journalism education, with ten representatives of nine of the Centres ▪ As part of the Africa-UK Journalism Exchange Network, carried out a survey to determine the existence of gender policies in the UNESCO Centres – the results of which informed a 2-morning workshop with representatives from the Ministry of Gender Equality and Child Welfare, the Ministry of Education and the Namibia Qualifications Authority to draft a Gender Policy for the Polytechnic of Namibia
C8	<ul style="list-style-type: none"> ▪ Participated in capacity building for staff and students, both locally and outside the country ▪ Acquired equipment, including introducing courses in Online and Multimedia journalism, Webcasting etc., as well as upgrading facilities such as studios and laboratories
C9	<ul style="list-style-type: none"> ▪ Participation in community radio training for SADC participants, focused on community radio start -up (Swaziland, Lesotho) ▪ Organisation and delivery of community radio training and policy development for Namibian radio stations (Eenhana and Karas) focused on gender, community involvement policies, etc., with three members of staff from the Centre serving as trainers ▪ Redesign of courses based on experience gained from training workshops above. ▪ Utilisation of the experience of gender training in an academic paper presented at the Africa-UK Knowledge Exchange Programme in Luton, UK ▪ Participation by three members of staff in a UNESCO-funded development of a MISA training manual, which was later used by the Centre to reorient its pedagogical approach to broadcast training ▪ Hosting of and participation by four young teachers in a DW Akademie-sponsored training workshop on innovations and new approaches in journalism training ▪ Curriculum updating based on the UNESCO Model Curricula
C10	<ul style="list-style-type: none"> ▪ Development of basic infrastructure, including equipping a broadcast studio, from where the Centre now broadcasts in five languages: Masai, Kikamba, English,

	<p>French and Kiswahili</p> <ul style="list-style-type: none"> ▪ Review of curriculum, based on the UNESCO Model Curricula ▪ Training of faculty on ICTs ▪ Staff exchange and collaboration with Makerere University in Uganda
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As can be deduced from **Table 3** above, the activities listed cover the whole gamut of interventions envisaged in the 2007 study, and reinforced by the Centres' own proposals to the IPDC, for example.

3.2.2.2 An analysis of activities in terms of outputs

Various outputs are evident from all the Centres. Generally, they can be aggregated as follows:

- *Undergraduate and postgraduate curriculum review documents*, most of them issued for approval by institutional authorities within the Centres. Such outputs include specialised syllabi, in some cases. For example, one Centre (Polytechnic of Namibia) developed a Science Journalism specialisation as part of a joint effort with other Centres. Another related output here was the inputting of such materials on the OER Platform, following a workshop held in May 2011.
- *Graduates*, including PhDs. In one instance, nearly all of the Centre's academic staff either had a PhD or were enrolled in a PhD programme (87.5%). In addition, the Centre had graduated five PhD candidates since the inception of the PhD programme in 2009.
- *Academic publications*, including in academic journals, such as a special edition of the *Global Media Journal – African Edition* and a paper entitled "Senegal: the environmental challenge". **Appendix 1** lists some of the titles of these publications/documents.
- *Research reports*, such as the study report on "Media Coverage of Science and Technology in Africa".
- *Workshop background documents*, including those commissioned by UNESCO on C4D.
- *Institutional structures*, such as the establishment of the Centre of Excellence (Wasiliana) for Communication and Media Training and Practice in Kenya, aimed at offering specialised in-service or short course training, research and publications. This new centre seeks to build on the synergy of academia, industry and media civil society.
- *Networks*, with the creation of the IPDC-funded Africa-UK Exchange Programme being the best example in this regard.
- *Reports of conference/workshop proceedings*.
- *Evaluation reports*, focusing, for example, on assessing the extent to which gender is mainstreamed into journalism education curricula. For example, the Namibian Gender in Media Education (GIME) Audit, published in 2010, influenced a similar study for the Southern African Development Community (SADC) region.
- *Equipment and other teaching aids*, as evidenced by the setting up of new studios, purchase of books to stock libraries (e.g. the acquisition of additional recent publications for the Polytechnic of Namibia's library and the Media Resource Room, as well as equipment for the purpose of teaching broadcasting as well as photography – of all which boosted the effectiveness of teaching and learning.

Another example is the studio at Daystar University now broadcasting in at least five local languages.

3.2.3 An assessment of activities and outputs in relation to the Expected Results

The activities and outputs described above were analysed in terms of their contributions to achieving the following Expected Results:

- (1) Curriculum development and institutional capacity strengthened;
- (2) Professional and public service, external links and recognition improved; and
- (3) Development strategy and potential recognised and enhanced.

Although analysed separately, these Expected Results are actually transversal.

3.2.3.1 Curriculum development and institutional capacity strengthened

All the Centres in this Review reported improved curriculum development and enhanced institutional capacity. Specific activities, such as hosting and participation in conferences and workshops as well as doing research, are directly related to such improvements. More specifically, some Centres reported that students and staff now have improved access to educational facilities, in addition to benefitting from the professional development of their staff, the introduction of new academic programmes and the tag “UNESCO Potential Centre of Excellence”. As one respondent put it, UNESCO’s support for the purchasing of books and equipment meant that not only did staff and students have access to more recent publications for the purpose of teaching and learning, the academic staff had more up-to-date information for wider curriculum review and revision.

Other Centres boasted of “multimedia laboratories”, which offer common platforms in terms of software and hardware for audiovisual, print media production and photojournalism.

Some other Centres reported that their curricula are now in line with changes in contemporary society, with a better chance of producing journalists that will best serve the public interest, with one respondent (Walter Sisulu University) observing that such increased institutional capacity has provided the basis for a coherent widely accepted curriculum model for Africa which is currently being implemented there, including facilitating “relationships and communication between lecturers and others of the different schools in Africa” as well as providing examples, models and information around approaches to training, to citizen journalism, clarification of the role of journalism training schools and individual development”. Whereas one respondent (Daystar University) previously offered one programme in Communication, it has, since receiving support through this initiative, relooked “at our curriculum afresh and developed more industry relevant programs ... in Journalism, Public Relations and in Film”. This curricular opening up appears to resonate across all the Centres, including the University of Antananarivo which reported that it has adapted its curricula to “new training modules ... which include audiovisual communication, Web journalism, media and gender, environmental issues and children's rights”.

An increasing repertoire of ICT competencies has given the Centres the “technical” knowhow they need to better respond to the technological issues facing them, including their implications and applications for pedagogy. CESTI, for example, reported that new equipment has raised their level of digital and technical competency, enabling it to launch “ICT courses and online journalism”. As another respondent put it, the additional equipment, such as more cameras and better microphones, has universalised technological access to more students at any given point in time. This has impacted positively on the practical application of the curriculum and therefore benefitted both the lecturer and the student. Elsewhere, in the University of Antananarivo, 12 teachers had, by 2013, obtained certificates for completing the training-of-trainers course in integrating educational technology in teaching and learning practices in the department, significantly boosting their capacity to manage “audiovisual and computer equipment”.

As noted above, a particularly important aspect of improvement cited by the Centres involved staff development. Specific examples include the increase in PhD holders and the graduation of PhDs – both of which have had a significant impact on the staff base of the University of Nairobi and the Polytechnic of Namibia, for example. Related to this have been the use of Visiting Professors and one Knight Fellow to improve the curriculum design, including the teaching and supervision of PhD students as well as the general research capacity of the University of Nairobi.

Furthermore, at the University of Nairobi, a focus on the trans-disciplinary orientation of the school’s PhD programme as well as the inclusion of seminars in the programme was cited as a benchmark by the university’s Board of Postgraduate Programmes and replicated by other units in the institution. As a result, the authorities selected the school to be one of the units to be domiciled at the University Towers (a new building to be completed in 2014), based on its growth and good performance.

Yet another Centre (Rhodes University) pointed to its involvement in several conferences spawned by the initiative, along with partnerships set up, as having highlighted the weaknesses of their own journalism programme, enabling them to adjust accordingly and also, in some cases, confirm the quality of, and their own vision for, journalism education. Corroborating this insight, another respondent cited as productive the UNESCO-supported workshop on “determining the extent to which gender is mainstreamed in our curricula”, the UNESCO-funded Climate Change workshop and the Africa-UK Exchange Conference as well as the DW Akademie Curriculum Workshop.

3.2.3.2 Professional and public service, external links and recognition improved

The Centres were unanimous in their observation that their visibility has improved, particularly where UNESCO support has enabled the hosting of annual media conventions which bring together media and communication professionals, members of civil society, the general public, civic and political leaders, development partners and students to discuss topical issues in journalism, media and communication.

For example, Makerere University, in partnership with the Nation Media Group and the Vision Group, hosts the Tebere Mudin and Cranmer Mugerwa awards respectively to recognise excellence in journalism. It also organises quarterly media dialogues on

campus as an opportunity for staff and students to engage with practitioners and professionals in the media industry. Daystar University also reported active engagement with the media industry, including having one of its faculty members heading the Media Council of Kenya (MCK).

Zimbabwe's National University of Science and Technology (NUST) felt that it had benefitted most from its status as a "Centre of Reference", reporting that "the recognition of the institution by the industry is immense", with higher visibility and its journalism programme "revered". The research component was especially cited as contributing towards this recognition as "some staff members have been able to present papers at conferences".

Another Centre (CESTI) referred to a strategic repositioning by providing in-service training to community radio leaders and practitioners. Such community outreach was extended to include a partnership with the Senegalese Ministry of Communication to train journalists within the framework of an Assistance Fund set up for the purpose. As a spin-off of this, CESTI is now enjoying "good cooperation" with the leading professional associations in the country, in addition to multiple other partnership agreements with schools in North and South America, France, Canada, and the Theophraste network of French-speaking schools of journalism training.

The University of Nairobi has developed a Centre of Excellence for Communication and Media Training and Practice, which has since been adopted as one of the university's two flagship projects towards the institution's Vision 2030, as it focuses on specialised training and partnership with industry, with at least five of its staff serving as judges on various awards panels.

Another example in this regard is the Polytechnic of Namibia which has one senior lecturer serving on the Namibian National Commission for UNESCO, at the invitation of the Minister of Education. Furthermore, in September 2012, the same staff member was invited by the Ministry of Gender Equality and Child Welfare to be a member of the National Gender Task Force (Media) to ensure that Namibia's National Gender Policy would be implemented at all levels.

Such links extend beyond the national media industry; they include, in the case of the University of Nairobi, partnerships with key donors, such as the Ford Foundation, the United Nations Development Programme (UNDP), Volda University, Foundation for Indigent Students (FISA), Bright Vision, Media Focus in Africa, the Editors' Guild in Kenya, the Media Institute and the World Relief Foundation. Other partnerships include those of the Polytechnic of Namibia with Gender Links Southern Africa, Tumaini University in Iringa, Tanzania, the Institute of Journalism in Accra, the University of Liberia, University of Colorado at Boulder, Utah Valley University, the Open Society Initiative for Southern Africa (OSISA), the Southern Africa Media Sector Alliance (SAMSA), MISA, Turku University of Applied Sciences and Metropolia University of Applied Sciences in Helsinki, Finland.

A particularly significant partnership for the Polytechnic of Namibia was the fact that it was selected to host the first OSISA Journalism Summer School for mid-career

journalists, indicating the positive image of the institution and the work of the Department of Media Technology. Added to that is the fact that the polytechnic was granted university-status (it will be named the University of Science and Technology). Further evidence of international recognition was the invitation in 2008 to one of the department's senior academics to serve as a tutor during the month-long media-training programme for journalism students at the Salzburg Academy on 'Media and Global Change' held at the Leopoldskron Schloss, Salzburg, Austria. A related response is given by Daystar University which cites its selection by the DW Akademie to host a training workshop for electronic media teachers from across the continent.

A focus on specialised reporting of societal issues – a key aspect of the initiative and the UNESCO Model Curricula – helped some Centres to develop an intellectual and pedagogical foothold on key issues, as was evidenced by the University of Antananarivo through partnerships with networks and recognition as leaders on gender and media literacy, children's rights, etc. This led them to propose, in association with UNICEF, the setting up of a Resource Centre for the Rights of Children. Such an issue-specific linkage with the community is reinforced by Walter Sisulu University's "radio training" which "has extended the links of WSU within the community radio arena". For the University of Antananarivo, on the other hand, such linkages extended to developing courses on investigative journalism as part of the department's involvement with the Forum for African Investigative Reporters (FAIR) network, the universities of Wits (South Africa) and Reunion as well as other partners.

For its part, Rhodes University's hosting in 2010 of the 2nd World Journalism Education Congress (WJEC) was a high point in its international recognition as a key player in journalism education, enabling it to also convene over 40 African journalism educators, including representatives of many of the other Centres of Excellence/Reference.¹¹ In this way, African journalism education was integrated into the heart of an emerging global community of practice.

3.2.3.3 Development strategy and potential recognised and enhanced

One Centre referred to the initiative as having increased "opportunities to network with other partners to allow for staff exchange, continuous professional development and research initiatives", while another cited stronger "community outreach". CESTI in particular, through participation in the various conferences afforded by the initiative, mentioned a strategic shift towards "diversifying its training pathways", emphasising short courses in journalism and communication and establishing a Master's in Media and Communication. CESTI has also introduced a distance-education programme, as well as enhanced research to contribute to the revived *African Journal of Communication*. Another respondent (Lagos Polytechnic) is now moving towards "training the students to be self-reliant as online journalists", in addition to thinking about the strategic potential of setting up an educational radio station for which a licence is being processed with the Federal Government of Nigeria".

¹¹ Berger, Guy. 2010. *African Value. A report on the second World Journalism Education Congress, 5-7 July, Rhodes University, Grahamstown, South Africa*
http://wjec.ru.ac.za/index.php?option=com_rubberdoc&view=doc&id=148&format=raw

Another Centre (University of Nairobi) reported being visibly reflected in the university's five-year strategic plan, which is reviewed every two-and-a-half years. The Centre's strategic repositioning included the establishment of a sub-centre focused on media and communication in regard to the media industry, evidently a spin-off of this initiative. Similarly, the Polytechnic of Namibia subscribes to a five-year strategic plan in which the Department of Media Technology is responsible for a specific action plan to ensure that the goals of the institution's strategic plan are met. As part of that action plan, the goal of the department is to become a school of journalism, and its status as a Centre of Excellence seems to have placed it well within reach of that goal, with two of its senior academics now serving on two of the committees (governance and finance) responsible for the compilation of the next strategic plan for the new university (2014 - 2018).

For its part, WSU cited its involvement in the initiative as having "contributed strongly to the planning of the role and future strategy of the school" while the Centre at Daystar University reports that the university as a whole has become "conscious of the department and led to greater prioritization of the department in university development strategy".

University of Antananarivo's strategy involved the creation of a school newspaper managed by an implementation committee of Master's students, thereby providing a learning environment in which students could learn the practice of strategic media management. To reposition the department as a public 'think tank', the university has set up an online journal of communication.

3.2.4 Attempts at creating viable partnerships

For the non-Centre respondents, evidence of viable partnerships with the Centres was somewhat split. Three of them had not developed any cooperation with the Centres, although they had heard of the initiative. Those that cooperated with the Centres did so largely in terms of academic staff exchange and curricula review. For example, one non-Centre respondent referred to cooperation with the Department of Communication and Journalism at the University of Ouagadougou, especially on the latter's undergraduate journalism programme. A second reported organising a workshop for the Anglophone Centres in the UK in April 2012 to integrate gender and ICTs into journalism curricula. The workshop was supported by UNESCO's IPDC.

While all the 12 Centres interviewed responded affirmatively as to whether or not they had developed any formal partnerships pursuant to their status as a Centre of Excellence/Reference, the nature of these partnerships was varied, in some cases casual. More significantly, all the respondents found such partnerships valuable. Many of these partnerships have been reported and analysed in sections **3.2.3.2** and **3.2.3.3** above. They are analysed here in terms of their specific value-addition to individual Centres' efforts at transformation and sustainability.

Makerere University reported that the department's status as a Potential Centre of Excellence in the region was instrumental in enabling the creation of a partnership with the Democratic Governance Facility programme. Through this partnership, the

department has been supported to run a Post-Graduate Diploma in Investigative Journalism aimed at improving the quality and volume of investigative and public interest stories published in the news media. The curriculum developed for the PGD, "heavily informed by the benchmarks in UNESCO's Model Curricula", resulted in a further partnership with the Forum for African Investigative Reporters (FAIR).

Also worth noting was Makerere University's invitation by the International Center for Journalists (ICFJ) to coordinate an "Exchange Program for Media Professionals from Uganda and the United States" in Spring 2013 and Fall 2013, which will facilitate at least five Ugandan journalists going to the United States for a three-weeks' working visit and vice versa.

For its part, Zimbabwe's NUST has signed a Memorandum of Understanding with Gender Links (South Africa), resulting in value-addition to "our work as a Centre of Reference in Zimbabwe as we now conduct a lot of gender-based programmes for Gender-Links. Some members also occasionally do consultancy work for the organisation".

CESTI has developed viable partnerships with the US Embassy in Dakar, the Konrad Adenauer Foundation (KAF), International Center for Journalists (ICFJ) and UNDP, among others, resulting in "productions by our students, the establishment of a platform which provides a framework to experiment in online journalism training, seminars, conferences, film screenings followed by debates, etc." Other partnerships involve a "transfer of skills through training ... and consulting, besides achieving scientific content".

The University of Nairobi's formal partnerships include those with the Ford Foundation, UNDP, Volda University, Norway, Kenya Institute of Mass Communication (KIMC), the Ministry of Information and Communications (MoIC), Media Council of Kenya (MCK), Foundation for Indigent Students (FISA), Bright Vision, Media Focus in Africa, the Editors' Guild in Kenya, the Media Institute and the World Relief Foundation. In particular, the links with Southern Illinois University and the University of Pennsylvania contributed towards bringing in a Visiting Professor to supervise PhD students. The partnership with the MCK enabled the school to participate in consultations on media regulation, including conducting research to inform the process of such media reforms. Also important in this regard were the school's efforts to develop curriculum for middle-level training colleges.

Similar benefits were reported by Antananarivo University, particularly with regard to its association with the Theophraste network of French-speaking journalism educators, punctuated by "occasional visits to CESTI (Dakar) and ISIC (Morocco)" as well as from EJJ (Louvain School of Journalism) (Belgium) and Moncton (Canada) to reassess ways of handling the teaching of journalism and for the creation of a science journalism programme respectively. As noted elsewhere, the university also had a viable partnership with FAIR relating to investigative journalism.

The Polytechnic of Namibia reported several viable partnerships, not least that with OSISA which has brought the polytechnic into "direct contact with media houses across Southern Africa" and facilitated the polytechnic's raising a sum of US\$20,000 for the purchase of a Video Conferencing Unit for the Department Media Technology".

For its part, the Polytechnic of Lagos developed viable partnerships with Highbury College, Portsmouth, UK, which resulted in the provision of training for staff, curriculum development for community radio training, and equipment (one projector, digital midgets, etc.).

Walter Sisulu University's "association with the German government through our 'Media Hub' and the ECCF (East Cape Communication Forum) has expanded our role in civic communication and civic communication training for participants from local government and community media and has resulted in various workshops for community participants around reporting civic matters".

This Review also sought to establish the nature of *inter-centre contact* as part of building strategic partnerships. Of the 12 Centres of Excellence and Reference who answered this question, 10 had had contact with other Centres, one said (incorrectly) it had not had such contact, and yet another was 'not sure'. (The latter responses reflect the information base of the individuals responding to the Review, whereas secondary knowledge from UNESCO's institutional memory indicates that indeed all centres were in both communications and physical contact with each other at certain points). For the 10 respondents who answered in the affirmative, the nature of the contact was varied but predominantly in the context of meetings organised by UNESCO and its partners for the Centres (e.g. UNESCO consultation meetings in Grahamstown, Windhoek and Cape Town; UNESCO-ECA-AUC workshop on Science Journalism in Abuja, Nigeria; and the Deutsche Welle Akademie workshops in South Africa, Kenya and Morocco).

However, there was evidence of self-initiated *communicative* arrangements. For example, the Polytechnic of Namibia took the initiative to cooperate with at least eight other UNESCO Centres under an IPDC-funded project undertaken in collaboration with the University of Bradford in the UK.¹² It also cooperated with Tshwane University of Technology in South Africa and Makerere University in Uganda to secure funding for the three to conduct research into journalism curricula which incorporated climate change. In 2009, this inter-centre contact enabled them to visit various journalism departments and media houses in the USA to determine the extent of coverage and the types of curricula addressing climate change.

Such strategically purposeful and self-initiated contact was also reported by Makerere University, which has worked with Rhodes University, Daystar University and Nairobi University. More specifically, Makerere and Daystar universities wrote a joint proposal on curriculum development and staff exchange, which was approved for a grant by IPDC. In addition, the university's study on "Media Coverage of Science and Technology in Africa", funded by UNESCO, involved a co-investigator from the University of Nairobi as well as two research assistants from Tshwane University of Technology (South Africa) and Daystar University (Kenya).

¹² The following centres participated: African University College of Communications (AUCC), Ghana; Makerere University, Uganda; National University of Science and Technology (NUST), Zimbabwe; School of Journalism, Maputo, Mozambique; Tshwane University, Pretoria, South Africa; University of Lagos, Nigeria; University of Nairobi, Kenya; and Walter Sisulu University, East London, South Africa.

Similarly, the Nigerian Centres have cooperated to review their curricula based on the UNESCO Model Curricula, with the Lagos Polytechnic specifically singling out the University of Lagos as its collaborator.¹³

For its part, NUST reported contact with the Polytechnic of Namibia on their pilot project dealing with gender (gender in entry level journalism) and Makerere University on their gender policy as well. This is reinforced by the University of Nairobi's purposeful contacts with Makerere University as co-partners of AfriComNet, as external examiners, and as a collaborator on a joint proposal submission to the EU Edulink programme. They also collaborated with Daystar University on the Media Council of Kenya and in the East African Communication Association (EACA).

For its part, Rhodes University reported "long-standing relationships with Makerere University, Stellenbosch University and Walter Sisulu University around the external examination of students," including recently establishing a "relationship with the Department of Journalism at the University of Stellenbosch around the development of Science Journalism curricula". The Centre has "also housed colloquia and conferences that have involved members of these universities". The university is currently working closely with the School of Communication and Arts, Eduardo Mondlane University in Mozambique. Although Eduardo Mondlane University is not a Potential Centre of Excellence or Reference, Rhodes University sees its partnership with the Mozambican institution "as a way of implementing the principles that inform the UNESCO venture" in terms of "curriculum design, teaching, research and community engagement".

3.2.5 Overall lessons learnt, including challenges experienced

This Review also sought to establish what the Centres and partners thought were the most and least useful aspects of the initiative, as part of reflexive learning. While all the respondents found financial support for curriculum review, staff training as well as equipment and books to be most useful, there were nuances in their responses, as presented below.

Stellenbosch University reported finding "the different workshops and lectures on the incorporation of new media into the curriculum most helpful and informative, in addition to the "opportunity to meet both African and UK colleagues in Luton, England..." The Omar Bongo University, though not a Centre of Excellence/Reference, identified curriculum review as a useful feature of the initiative.

Makerere University cited as particularly beneficial its curriculum review, acquisition of equipment and instructional materials, MDI-based national survey of the media landscape and training of trainers' programmes, pointing out as a challenge its yet-to-be-implemented staff exchange programme with Daystar University.

NUST found as most useful capacity building/training courses for its staff and IPDC project funding for broadcasting equipment. On the other hand, exchange programmes

¹³ UNESCO. 2012. 11 more institutions to adapt UNESCO model curricula for journalism training. *UNESCO Abuja NEWSLETTER* 4(2): 6.

were helpful “to a certain extent”, although general “networking with other institutions in Africa has been helpful in sharing knowledge”.

For its part, the University of Nairobi found as particularly beneficial the very “identification” of the school as a Centre of Excellence, resulting in a “drastic sharpening of focus on the part of the University Management and specifically from the Vice-Chancellor at a personal level and from the then Principal of the College of Humanities and Social Sciences (CHSS)”. An immediate benefit was the support provided to host a Visiting Professor who developed and launched the PhD programme, as well as the approval of a university-wide support committee for the programme.

Furthermore, taking “on the brand of a UNESCO Potential CoE” has reportedly contributed to the university’s achievements in several areas: increase in student numbers; the benchmarking of academic programmes; and the utilisation of the UNESCO criteria for strategic planning and development. The school goes on to report that this branding from UNESCO spurred action from the university management, leading to the following results within the five-year period:

- An increase in revenue collection by 3,000 percent;
- An increase in student numbers by 5,000 percent;
- The ranking of the Centre within the university as the most rapidly growing unit for the last 3 years; and
- An increase in the number of partnerships and links.

In addition, the school was assessed by KPMG, a consulting firm, and rated as having few risks, which the school sees as an endorsement for future partnerships with the UN bodies in Kenya and the region.

However, an important lesson that needed articulating was what appeared to be the lack of “an understanding of the concept of the CoE”. A better understanding could probably have resulted in better “organised public announcements of the initiative [which] would have been beneficial particularly at the government level and within academia, as well as with development partners to provide greater visibility and details on the support required to enable the CoEs realise their full potential”.

A second lesson learnt by the University of Nairobi was that “better networking would have been of great assistance to the CoEs collectively. Development partners at times respond more swiftly and have confidence when a programme or project involves more units.”

A third lesson reported related to the need for “capacity building in terms of management and organisational development and administration” as “a systematic approach towards the realisation of excellence and meeting the criteria set ...”.

For its part, the Polytechnic of Namibia cited as most useful “exposure to the UNESCO Model Curricula” as well as “partnering with institutions such as Rhodes and Stellenbosch universities around research and curriculum development, especially when seeking the views from academics in these institutions on draft journalism curricula”.

Overall, key challenges faced by all the Centres, as well as lessons learned, can be amalgamated as follows:

- Opportunities which involve staff exchange at the various CoEs and CoRs were not sufficiently exploited.
- An annual assessment of how the CoEs/CoRs were performing with regard to the three criteria on which the initiative was based could have reinforced institutional development efforts, and probably kept most of the institutional memory needed for an initiative of this type (especially when long-serving staff members take on new positions).
- At least one Centre did not share many characteristics with most other Centres, with the result that it was difficult to exchange students and staff or engage in collaborative efforts on the basis of the Model Curricula.
- There were some delays in implementing particular activities due to the bureaucratic procedures within some institutions, including initiating collaboration with other Centres on specific activities.
- There was political interference in running some activities, as disclosed by one Centre, which referred to the fact that “in 2012, our planned lecture series featuring revered academics and policy makers were cancelled by Government, for political reasons”.
- Political influence also included reduced state subsidies to higher education affected some Centres in terms of their growth prospects. An example here was CESTI which, however, sought to resolve the problem through partnerships. Also in this category was the Centre at Walter Sisulu University, which university was under “administration”.
- Government policy, particularly that to do with a “freeze” in some cases on employment at universities, was problematic. One way in which the Centres sought to address this was through lobbying and through partnering with lecturers in other departments, as is evident in the case of the University of Nairobi’s interdisciplinary PhD programme.
- Related to the problem of frozen recruitment was the over-stretching of current capacity, with key staff concentrating less on the academic core of the Centres and their strategic rethink, as time was taken up in administrative tasks.
- There was a continued lack of technical and media production facilities, even if the situation was much ameliorated by partnerships with issue-based organisations, such as UNICEF, to develop resource centres tailored to address their particular issues.
- The development of ‘specialised’ curricula within the framework of being a Centre was an exercise in institutional sustainability.
- There were linguistic constraints on the extent to which French-speaking Centres could collaborate with their Anglophone counterparts. Curriculum-related efforts at multilingualism for such Centres were thus a key solution to enable students to adopt it as a framework for doing their work, at least in the case of Antananarivo University.

One point raised which merits deeper discussion is a criticism by some respondents that there was little collaborative research by CoE and CoR partners, which would have resulted in joint publications. However, it should be noted here that in the initial UNESCO conceptualisation of Centres, research was not in the original CoE/R criteria –

for the reason that the focus was on identifying journalism teaching institutions as distinct from purely research facilities. In 2010, the Centres did in fact engage in greater research-based collaborations in relation to the Prepcom and then participation in the World Journalism Education Congress, where papers were presented and discussed. UNESCO also mobilised support for Centres to take part in the third World Journalism Education Congress scheduled for June 2012 in Belgium. Nevertheless, the issue raises the tension between excellence in teaching versus excellence in research, and the practice-theory mix in a journalism school. In going forward, it is probable that the existing focus be explicitly broadened and that excellence in research be given equivalent attention to excellence in teaching.

A number of minor points were also signalled by some Centres, which appear to be an amalgam of specific self-criticism by the particular respondent concerned as well logistical considerations for UNESCO. These were that:

- There was inadequate and a near lack of timely planning around events such as World Teachers Day and World AIDS Day.
- There were unforeseen costs with regard to travel for UNESCO activities, particularly because forms that are used for acquiring information needed for the purpose of UNESCO-funded travel did not include information about distance from place of origin to the airport.
- There were problems to do with visa arrangements and requirements, particularly given that there was insufficient time allowed to ensure that tickets for travel were not confirmed until it was known that the necessary travel documents had been obtained.
- A specific problem related to the OER Platform, which one Centre noted “needs more discussion in order to reap the full benefit of this initiative”.

Taken together, these challenges mirror those identified in a similar study in 2012 by Thomas and Gaber, who concluded thus:

UNESCO has found that project implementation has, at times, been slow due in part to ‘the institutional rigidity in the institutions themselves.’ For example, when dealing with government-run schools, there have been cases where the transfer and utilisation of funds have been hindered by the country’s legal framework, which could create conflict ‘between what the institution would like to do and what the authorities think ought to be done.’ Similarly, implementation of activities in some of the institutions has been protracted due to a higher than average turnover of staff.

Another challenge has been possible resentment from non-designated African training institutions towards the UNESCO-designated Centres of Excellence. This has led to urgent discussions as to how UNESCO can best identify a Centre of Excellence, especially in terms of the selection benchmarks. Although the Centres of Reference do seek to do what they can to alleviate this sense of resentment, this remains an area of concern.

Although the networking opportunities have generally been successful, there has been some difficulty in maintaining a uniform ‘network’ beyond organised events.

UNESCO instigated an ‘online journalism schools platform’ to facilitate a forum for curriculum development and research activities. However, this forum has not been utilised by the Centres – possible reasons for this are lack of promotion and the absence of a designated online moderator.¹⁴

3.2.6 Overall opinion of the initiative

All the nine respondents who answered the question relating to this variable rated it highly. Stellenbosch University saw it as “a valuable opportunity to meet scholars from other African universities to broaden our perspective”, while one non-Centre respondent supported the initiative and had drafted his own feedback, based on research undertaken at an event co-organised with the Centres.

These findings reinforce those in the evaluation report by Thomas, Brown and Gaber:

The majority of delegates [to the Africa-UK journalism education exchange workshop] said that the designation of their institution as a UNESCO Centre of Potential Excellence in Journalism Education had been constructive, especially in terms of raising the profile of their respective journalism departments. One respondent said that the initiative has provided their department with ‘direction, motivation and recognition.’ On the wider significance of the initiative, it was noted that the revival and upgrading of media training in the region was timely, and that UNESCO’s support ‘will certainly strengthen local training programmes and help build the much needed capacity among media trainers, and especially lecturers in African universities.’¹⁵

Generally, highlights included accolades for:

- UNESCO support for the establishment of new departments of journalism, such as the Department of Mass Communication at the University of Liberia, set up with the idea that it might eventually grow into a Centre of Excellence under this initiative.
- Provision of financial, technical and other resources to capacitate the Centres.
- Harmonisation of curricula and promotion of student and teacher mobility among the Centres, and between them and other partners.
- Ready access to a pool of knowledge, including greater collegiality among the Centres.
- Participation in research projects.
- Self-consciousness leading to a deliberate effort on the part of the Centres to ‘up the game’ by both seeking to keep and to raise the standards.

¹⁴ Thomas, Lisa and Gaber, Ivor. 2012. *Policy brief: The UNESCO potential centres of excellence in journalism education programme and the opportunities for African-UK educational partnerships* (p.3)

¹⁵ Thomas, Lisa, Brown, Emily May and Gaber, Ivor. 2012. *Africa-UK journalism education exchange network: a post-event report* (University of Bedfordshire, 11–13 April 2012). (p.20).

3.2.7 Rethinking criteria for ‘excellence’ in journalism education

Although all the 15 respondents who answered this question felt that there was no problem with the existing criteria for excellence, 12 presented some caveats, which can be summarised as follows:

- It was contentious in the wider journalism education community to award a label such as “Potential Centres of Excellence”, even although the process was transparent and open. And although there is practical value in the selection of an exclusive group as well as the setting of benchmarks, one respondent observed, the fact that some prominent South African schools did not take part in the initial evaluation should not exclude them permanently from participation and support from UNESCO.
- Before the initiative could admit more such centres, there is need to grow Centres of Reference to a level where they also can nurture other journalism schools that are not yet in the programme or that have not yet reached that status. An important observation is that the initiative treats Centres of Excellence the same way as Centres of Reference and yet the latter are still growing and aspiring to be Centres of Excellence.
- The desirability of admitting more Centres could prove problematic insofar as the label “Centre of Excellence and Reference” may be overused. Hence, selective criteria are required.
- While the criteria exert positive pressure on the internal institutional dynamics, there is need to recognise that experience has shown that there are many problems facing public universities in poor countries. As such, certain criteria relating to curriculum review must be prioritised over others.
- The importance of research needs to be emphasised to facilitate local publications.
- Continued membership should be pegged on to progress made in developing the communication/journalism programmes at the Centres.

3.2.8 Strategic next steps for the initiative

All the 12 respondents who answered this question felt that the initiative had been successful and required continuation in some form or other. More specifically, 11 of these indicated categorically that the Centres show progress towards defined excellence, and must thus be continued. One of the respondents felt that there was need for revision, entailing expansion in the number of participants and forms of support, arguing that “UNESCO should be open to receive applications from various journalism schools for different types of support. The selection of some schools and not others was counter-productive ... because some of the most active schools in South Africa did not take part”.

An important point to note is that some responses from the 11 who were for outright continuation were nuanced. Two were open to a discussion of initiating a process “whereby the initiative is continued/closed/revised/passed on to another organisation”. One respondent was not averse to either continuing the initiative as such or revising it to include more participants.

Furthermore, among the 11 for outright continuation, there were various degrees of ambivalence. For example, one respondent argued:

Although I have ticked the first option, I am uncertain of the progress made in other institutions. Therefore, my view is based on the experience of the School and the need to continue utilising the branding as a UNESCO potential CoE. A question for UNESCO would be whether adequate progress has been achieved by the Centres, but more significantly, a comprehensive evaluation of this initiative and the Centres. This is critical, given that there may be other factors that contributed to the School's growth and expansion: for instance, the change in political dispensation which focuses on the reform process [...]; the personal drive ... and the networks that ... the School was able to access".

A related concern here was whether, from the point of view of UNESCO, the Centres "fully comprehend what was expected of them". In other words, according to one respondent: "Was there something more that could have been done in a structured, systematic way to assist all the Centres by UNESCO and the Centres themselves, like establishing a programme with a secretariat to assist in this initiative?"

A more futuristic perspective emerged from one respondent who was for outright continuation, saying: "To my mind a critical investment has been made in these institutions and continued collaboration should bear more fruit. This could however be reviewed at some point for purposes of expanding the Centres by recognising other institutions that could be doing equally well and supporting them to do even better".

3.3 Conclusion

Although UNESCO support was unevenly distributed across the Centres of Excellence/Reference, they all reported success in varying degrees. A summary of these findings suggests that:

- All the Centres that participated in this Review received financial and/or material support from UNESCO.
- All the Centres reported having achieved a measure of progress in the three areas of (i) curricula and institutional capacity, (ii) professional and public service, including external links and recognition, and (iii) capacity for strategic planning, with some credited with several outputs in the form of publications, new courses, etc.
- While three of the non-Centre respondents had not developed any viable partnerships with the Centres, all the 12 Centres interviewed responded affirmatively as to whether or not they had developed any formal partnerships pursuant to their status as a Centre of Excellence/Reference.
- All the respondents found the initiative as a whole "useful", but they specifically mentioned as *particularly* useful the following: financial support for curriculum review, staff training and equipment and books. Other findings here related to the lessons the respondents had learned over the years, with at least three of them echoing the need for UNESCO to have provided continual guidance in the Centres' quest for excellence.

- All the nine respondents who answered the question relating to this variable rated the initiative highly, reinforcing the views expressed in an earlier external review of the initiative carried out by Ivor Gaber.
- Fifteen of the respondents who answered the question on this issue felt that there was no problem with the existing criteria for excellence, which were developed through a consultative, open and transparent process in 2007.
- As a way forward, all the 12 respondents who answered the question on this topic concluded that the initiative had been successful and required continuation in some form or other. More specifically, 11 of these indicated categorically that the Centres showed progress towards defined excellence, although their responses reflected a willingness to open up the initiative to be more inclusive.

CHAPTER 4: DISCUSSION AND RECOMMENDATIONS

4.1 Progress towards excellence

The 2007 study that led to the initiative specified the “needs, challenges and recommendations” that would need addressing to assist the designated Centres achieve the Expected Results in the areas of (i) curricula and institutional capacity, (ii) professional and public service, including external links and recognition, and (iii) capacity for strategic planning.¹⁶ As the findings suggest, the recommendations have been acted upon with varying levels of success.

This is despite the fact that UNESCO support for the Centres started at different times during the cycle of implementation. In three cases, direct financial support only started in 2010, giving these Centres relatively little time to absorb the full impact of such assistance since then. However, it is also important to note here that some forms of support actually pre-dated the initiative, starting at the time that various African journalism schools were involved in the preparatory process that led up to the designation of the Centres. In addition, all Centres received support for travel and participation in meetings right from the outset.

There are several factors implicit in the findings that suggest why the Centres under review showed progress in meeting some of the benchmarks associated with the Expected Results. Firstly, all the Centres appear to have developed multiple partnerships, primarily taking advantage of the symbolic capital of their status as UNESCO Centres of Excellence/Reference, as well as connections made under auspices of the initiative. These partnerships included both donors and other UNESCO-designated Centres in Africa. The donor partners were particularly important in supporting a portion of the activities reviewed in this study. To understand the vital part that continued donor support played in this initiative, one can look at the Maputo-based School of Communication of the Southern African Media Training Trust (NSJ), which collapsed just a few years after its designation as a Potential “Centre of Reference” due to withdrawal of donor funding. While the NSJ was an NGO, rather than an institution in the higher education sector, this experience does indicate the importance of serious, long-term donors or reliable public financing mechanisms matters to the sustainability of Centres.

Secondly, personal and institutional commitment has been significant in leveraging the efforts of the Centres. The more robust the individual heads were, the more likely they were to carry out the activities under this initiative. A related issue here was the extent to which support personal commitment translated into *institutional* commitment to the initiative. For example, some Centres persuaded their managers to include the initiative in their overall institutional strategic plans, helping to leverage the status of the Centres for institutional growth prospects. In practice, such institutional commitment meant that it would be easier for the Centres to rely on overall organisational support in implementing activities. There was thus a greater element of logistical predictability, enabling such Centres to speedily deliver on some UNESCO-funded activities and craft strategic partnerships. The significance of such personal-cum-institutional commitment

¹⁶ Berger, Guy & Matras, Corinne. 2007. *Criteria and indicators for quality journalism training institutions & identifying potential centres of excellence in journalism training in Africa*. Paris: UNESCO: 17-25.

was demonstrated when the German DW Akademie's internal evaluation of its project to support the UNESCO Centres through a series of training workshops indicated that it preferred to continue collaboration with those Centres which appeared to demonstrate more commitment to and better logistical coordination of the workshops.¹⁷

Thirdly, the overall government policy on – and related funding to – journalism education is an equally important issue for the Centres. Although this Review did not specifically probe this aspect, there is anecdotal evidence that the Centres felt public funding was a significant determinant of how they saw their present and future prospects. A positive spin-off, however, is that at least two Centres noted how reduced government funding had made them turn to more external funding partners. But perhaps more significantly, some Centres were concerned about direct government interference in their activities. One Centre said that it had a planned lecture series cancelled due to political pressure from the government, indicating how political interference could be detrimental to progress towards excellence.

4.2 Challenges for UNESCO

As a whole, the findings harbour important lessons for UNESCO as well.

Firstly, each individual school which initially signalled its interest in UNESCO recognition actually collected and presented data concerning its situation in regard to the previously-agreed criteria for excellence. Each school also indicated priority areas where it most needed to develop. However, what was still lacking was a mechanism for the participants to comprehensively assess their progress towards journalistic-educational excellence in terms of mid-way benchmarks en route to the ultimate goal. The three areas of excellence designated general realms of performance, with ultimate associated indicators and targets, but not interim steps which could have lent themselves to measuring progress (or regression).

Secondly, there was no clear strategy at UNESCO for managing Centres' lapses, as was the case with the NSJ. One Centre lamented what it perceived as a near lack of "capacity building in terms of management and organisational development and administration" to assist the Centres meet the criteria for excellence. Although (as noted earlier) there was at least one workshop for Centres on this topic (in Namibia in May 2009), more could have been done. In part, this gap was because UNESCO had no dedicated staff to coordinate the initiative in a more constant and consistent manner – a situation that is likely to persist given budgetary pressures on the Organization. More involvement by UNESCO's Advisors for Communication and Information (ACIs), along with national commissions for UNESCO, could have been more robustly pursued to leverage the work of the Centres.

Thirdly, efforts to secure profitable partnerships for the Centres that were envisaged as a key element of the initiative had only limited success. While the UNESCO funding/partnership plan¹⁸ for the initiative lists over 20 multilateral, bilateral and

¹⁷ DW Akademie Team Afrika Sonderprojekte. 2012. *Supporting the UNESCO excellence initiative: train-the-trainer course for lecturers from selected African universities and institutes of journalism*. Projektbericht | AAF1-GZ10 | Südafrika, Marokko, Kenia | 2011 – 2012.

¹⁸ UNESCO. 2010. *The need for quality journalism education in Africa Building potential centres of excellence: funding/partnership plan* (Doc). For example, of the over 20 funders approached or earmarked for possible contact, only two finally supported the initiative. Spain offered 100,000 Euros through the IPDC Special Account. Deustche Welle Akademie requested from the German government and received 300,000 Euros for the initiative, but notice that the funds were managed exclusively by the Akademie.

other types of potential funders, the effort to enlist their support has not been entirely successful. The major foundations either did not respond or gave a negative reply to UNESCO's solicitations for support. A key strategic plank of the initiative involved UNESCO reaching out to the European Commission (EC) and the African Union Commission (AUC) to enlist support for the Centres. While there have been sporadic efforts to support science journalism within the framework of the UNESCO-AUC collaboration, for example, not much has been achieved by this in terms of leveraging financial and political support for the Centres. This implicitly indicates a patchy reception of the initiative by important global players in media development, which is an important consideration going forward.

Nevertheless, there have been some positive partnerships with DW Akademie, Golda Meir Mount Carmel International Training Centre, Open Society Foundations and the University of Texas at Austin and the Knight Center for Journalism in the Americas at the University of Texas, amongst others. These have borne fruit in the area of staff capacity building and curriculum review for the Centres. With greater capacity at UNESCO, more could have been done to mobilise support for the Centres in a systematic manner.

4.3 Recommendations for a strategic upgrade

Following from the above, it is important to rethink the initiative in terms that allow for a more inclusive, global and less UNESCO-reliant network of journalism schools aspiring for excellence in journalism education, building upon the lessons learnt from the Centres Review.

There is also a contextual imperative for a rethink, relating to the changing nature of journalism education, particularly in the wake of new information and communication technologies (ICTs) and how they have impacted upon the uptake of journalism and journalism education. With the emergence of social media, traditional forms of teaching and learning are changing, with less focus on institutional platforms for the delivery of journalism education. This phenomenon of 'de-institutionalisation' of journalism education is contributing to making journalism education as a whole not only more globally accessible, but also allowing for more flexibility and dynamic response to the emerging social, political and economic issues that confront societies. It poses challenges and raises opportunities to higher education institutions providing journalism education.

Furthermore, against the impact of the widespread global financial and economic crisis that began in 2008, North-South and South-South migration is increasingly becoming a key feature of the demographics of the global economy. As the 2010 report of global migratory patterns demonstrates, international migration is likely to transform in scale, reach and complexity, due to growing demographic disparities, the effects of environmental change, new global political and economic dynamics, technological revolutions and social networks.¹⁹

Thus, in a changing world, journalism education also needs to respond to specialised global challenges that include learning new literacies relating to climate change, media sustainability, data mining, etc. All these challenges have global ramifications that go

¹⁹ International Organization for Migration (IOM). 2010. *World migration report 2010 -The future of migration: building capacities for change*. Geneva: IOM.

beyond Africa. They require a response that, while having connections in the particularities of African geography and history, also enables the continent to become a key player in contributing to the evolution of journalism education with global resonance and relevance.

UNESCO is well placed to encourage a representative “globalising” consciousness within journalism education, and one in terms of which African journalism education is further enabled to become an important part of the global journalism education landscape. From the findings above, it is evident that many of the Centres have become stronger, networked and self-propelling entities, with greater capacity to be a strategic part of a new global network of journalism schools that can take the definition of “excellence” into the future. Thus, an important shift here is a timely graduation from *Afro-centric* to *global* excellence, building upon the gains made during the first Africa-specific phase of the initiative, as reported in this Review. The globally inclusive nature of this new initiative will mean, therefore, that it will go beyond Africa to include other parts of the world, including the developed world, although special focus will be on Africa and Small Island Developing States (SIDS). At the same time, with UNESCO continuing its priority focus on Africa and cognisant of the need to continue strengthening the capacities of African journalism educators, the work of the Organization will ensure that this world region is given particular attention within the global whole.

Following from the points above, and building upon the lessons of the African Centres of Excellence/Reference initiative as outlined in this Review, UNESCO thus proposes that:

1. While there was no initial cut-off date for the Centres project, it is now an appropriate time for UNESCO to conclude it in its present form, and introduce a new global phase of the initiative. This indeed was the position of the Bureau of UNESCO’s International Programme for the Development of Communication at its meeting in March 2013.
2. The designated potential African Centres of Excellence/Reference will be invited to join a new phase of UNESCO’s work in promoting excellence in journalism education. An open invitation will also be extended to other journalism schools more broadly who have expressed interest in the initiative.
2. UNESCO envisages that this new phase will aim to provide a global platform, and possibly even a more formalised network. This will involve like-minded institutions worldwide, which each aspire towards defining and achieving “excellence” in journalism education as relevant to current times.
3. With a working title of the “Global Initiative for Excellence in Journalism Education”, UNESCO proposes that work in this area should run, initially, over the period 2014-2018, which represents the first half of UNESCO’s forthcoming eight-year planning period.²⁰
4. Under this new phase, participating institutions will have the opportunity to collaborate with UNESCO, including the International Programme for the Development of Communication (IPDC), in theorising, teaching, practising – and researching – journalism. In addition, the new initiative will enable expanded opportunities for collaboration amongst participating institutions themselves. All this collaboration would be through

²⁰ A separate and more elaborate proposal will be developed for this new initiative.

activities that continuously and practically update the meaning of “excellence” in journalism education, in order to respond effectively to global changes taking place. It is also a series of activities that should be sure to encompass the experiences and needs of African journalism education.

This envisaged new initiative will, in one sense, respond to UNESCO’s wider paradigm shift from “centres of excellence” to “poles (or ‘pillars’) of excellence”.²¹ Under this logic, the “poles/pillars of excellence” would be those schools of journalism actively cooperating to innovate in teaching, research, media production and professional outreach – nationally, regionally and internationally. A core philosophical component of the “Global Initiative” will be collegial exchange and mentoring among the members, using the technologies available to them and drawing on their comparative advantages and knowledge bases.

In addition, this new phase represents a fundamental strategic repositioning of journalism education, providing a coherent and cohesive global framework for analysing and presenting UNESCO’s interventions in this area of work. It aligns UNESCO’s support to journalism schools in Africa with its global programmatic efforts to create strategically viable global partnerships in support of capacity-building and research. An initiative of the type being envisaged will provide an attractive framework for linking seemingly disparate activities at the African-continental and global levels, ensuring that other parts of the world begin to learn lessons from Africa.

Within this new framework, no institution will use the label “UNESCO Potential Centre of Excellence/Reference”, and instead the notion of “excellence in journalism education” will continue to be a strategic and programmatic pursuit by all concerned. Participating schools can accordingly indicate their affiliation with the “Global Initiative for Excellence in Journalism Education.”

UNESCO stands ready to help facilitate all this, particularly in partnership with other interested associations, such as possibly Orbicom. UNESCO’s contributions could include:

- The possibility of establishing new UNESCO chairs in different (sub-) fields of journalism;
- Access to other schools of journalism in a living network;
- Potential IPDC and other forms of funding to elaborate on contemporary “excellence” in journalism education, to build capacity and/or to develop the Global Initiative;
- Assistance in finding funding partners to support participation, particularly by African journalism educators, in national/regional/international training programmes and research conferences (e.g., amongst others, the World Journalism Education Congress [WJEC]);

²¹ See, for example, Internal Oversight Services (IOS). 2011. *Audit report on the review of the management framework for category 2 institutes/centres*. Paris: UNESCO.

- Access to, and engagement with, the UNESCO-commissioned syllabi in specialised journalism competencies, as these continue to be developed in coming years;
- Participation in research and accessing media development data related to the IPDC-endorsed Knowledge-Driven Media Development initiative; etc.

The new “Global Initiative” could be co-launched with a partner organisation, such as Orbicom, as noted above. Orbicom has an existing network and secretarial capacity, and many members active in journalism education. While the network does not exclusively focus on journalism education, such an initiative could hold a special appeal for the organisation to emphasise. The benefits are the possibility of establishing more chairs in journalistic practice, including specialised journalism. The breadth of interests in Orbicom could also contribute profitably and directly to renovations of the conceptualisation of journalism and of “excellence” in journalism education in the current historical period. In addition, the new initiative could also be used as an important launch-pad for recruiting more African members into Orbicom, and thus making it more globally relevant as a long-standing partner of UNESCO. Finally, the focus could become a very concrete collaborative project between the two organisations. As a start, the 12 schools of journalism that took part in this Review could be encouraged to join this second phase by registering as associate members of Orbicom. In sum, the potential role of Orbicom in this initiative needs to be further explored consultatively.²²

As one phase ends, and a new one begins, UNESCO envisages an even wider range of discussions and consultations during 2013, based on the experiences of the Centres initiative. These would be essential to shaping an envisaged “Global Initiative for Excellence in Journalism Education”. Such engagements will need to take cognisance of the finite timeframe of the initiative (initially 2014-2018), and they could profitably seek to develop measurable indicators for the initiative over this time period. Realistic expectations of participants and possible founding bodies need to be established and communicated, and a “business model” for the initiative requires elaboration. In this way, an impactful programme of activity can emerge that can leverage the “best” within international journalism education, and itself illustrate a kind of “excellence” in the wider field of communication development.

²² Indeed, such exploration started in earnest during the Rabat conference on Diversity and Regulation in May 2013, co-organized by Orbicom, UNESCO and the Haute Autorité de la Communication Audiovisuelle du Maroc (HACA).

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APPENDIX 1: TITLES OF PUBLICATIONS

Articles/booklets/reports/chapters:

- The *Gender Toolkit for Educators*, authored by Emily Brown and launched at the 2010 World Press Freedom Day event held in Windhoek, hosted by MISA Namibia and UNESCO.
- A chapter in the publication "*Media in Africa: Twenty Years After the Windhoek Declaration on Press Freedom. 2011*", edited by Guy Berger.
- Kiai Wambui, Kiiru Samuel, Muhoro Njeri, Ugangu Wilson (2009). *Media Excellence: Issues of Practice and Training in East Africa*. UON and Ford Foundation.
- *Return of the ANVIL: Souvenir Issue*. August 2011. (A book).
- Nyabuga George & Kiai Wambui (eds). (2011). *The Media in Kenya: Evolution, Effects and Challenges*. UON and Ford Foundation.
- Kiai Wambui & Ngugi Muiru. *Voices of Veterans: Reflections on 70 years of Media in Kenya* (in production).
- Nyabuga George. Module on *Governance, Democracy and the Media in Kenya* (in production).
- Six (6) Biographies on prominent women in Kenya (forthcoming in June, 2013).
- Generic curricular (Masters and PhD) on Development Communication (forthcoming in April, 2013).
- Promotion of Gender Rights within WSU (Walter Sisulu University).

C4D background papers:

- Media Ecology: Future Impact on Social Development
- UN agencies and Communication for Development in Uganda
- The Practice of Communication for Development: Experiences of Civil Society Organizations in Uganda
- Towards a National Policy on Communication for Development in Uganda

Documentaries:

- *Voices of Media Veterans and Women in Public Spaces (s) in Kenya* (June 2013). A short documentary of the consultative conference held in 2008 was also produced.

APPENDIX 2: QUESTIONNAIRE

Review of Potential Centres of Excellence in Journalism Education in Africa

Questionnaire

This questionnaire seeks to elicit responses to a number of quantitative and qualitative questions aimed at establishing the extent to which the potential centres of excellence and reference in journalism have met the Expected Results of the initiative. The majority of the questions are addressed to the centres themselves, while a small number are aimed at selected observers and partners. The assessment of these findings will assist in making decisions about the future of the project. Therefore, it is important that you answer the questions as fully and honestly as you can. Send the completed questionnaire to: f.banda@unesco.org.

Name of potential centre of excellence/reference (if applicable):

Name and designation of respondent:

1. If you do not represent a potential centre of excellence/reference, have you heard of UNESCO's *Potential Centres of Excellence and Reference in Journalism in Africa* initiative?
Yes [] No []
2. If Yes, in what country? _____
3. As an interested observer or UNESCO partner, have you cooperated with any of the centres, and if so what has this cooperation involved?
4. What is your overall opinion of this UNESCO initiative?
5. If you represent a potential centre of excellence/reference, indicate *when*, after your institution was designated such a centre, did it actually start receiving any financial, material and other support from UNESCO? Write down the month and year here:
6. List and briefly explain each activity you have undertaken in support of your status as a potential centre of excellence/reference and, if applicable, indicate the source of financial support for each such activity.
7. What specific outputs (e.g. publications, curricula, workshops, etc.), if any, have you generated as part of these activities? List them below.
8. Briefly analyse how each of the activities and related outputs have contributed towards the following areas of journalism education:
 - Curriculum development and institutional capacity
 - Professional and public service, external links and recognition
 - Development strategy and potential

9. With hindsight, what aspects of this initiative have been particularly beneficial to your institution and which ones have been the least helpful?
10. Have you developed any partnerships pursuant to your status as a centre of excellence/reference? Tick whichever is applicable. Yes [] No []
11. If yes, list these partnerships and briefly explain how they have added value to your work as a centre of excellence/reference.
12. As a member of this UNESCO network of centres, have you had contacts with other UNESCO centres, and if so what has this contact involved?
13. What problems/challenges have you encountered in your attempts to implement activities as a potential centre of excellence/reference, and how, if at all, have you resolved them?
14. Based on your experience as an existing centre or just interested observer of the UNESCO initiative, what is your opinion on the criteria used to determine admission as a potential centre of excellence/reference and the desirability of admitting more such centres? What needs to change, if at all?
15. Which option would you agree with? Tick whichever is applicable to you, and explain your choice:
- Centres show progress towards defined excellence, and must thus be continued. []
 - Process initiated whereby initiative is continued/closed/revised/passed on to another organisation. []
 - Revision entails reduction/expansion in numbers of participants, and forms of support. []

APPENDIX 3: RESPONDENTS

1. Dr Gabriel J. Botma, Chair, Journalism Department, Stellenbosch University.
2. Weade Kobbah Wureh, Chairperson, Department of Mass Communication, University of Liberia, Monrovia, Liberia.
3. Dr. Aaron Mushengyezi, Associate Professor & Acting Chair, Department of Journalism & Communication, Makerere University, Kampala, Uganda
4. Sibongile Mpofu, Lecturer, Journalism and Media Studies Department, National University of Science and Technology, Zimbabwe.
5. Ibrahima SARR, Directeur, Centre d'Études des Sciences et Techniques de l'Information (CESTI), Dakar, Sénégal.
6. Dr Wambui Kiai, Director, School of Journalism and Mass Communication, University of Nairobi.
7. Professeure Raharinirina Rabaovololona, Chef du Département Interdisciplinaire de Formation Professionnelle (DIFP), Faculté des Lettres et Sciences Humaines de l'Université d'Antananarivo, Madagascar.
8. Pr Serge Théophile BALIMA, Institut Panafricain d'Etude et de Recherche sur les Médias, l'Information et la Communication, Burkina faso.
9. Emily M. Brown (Ms), Head of Department, Department of Media Technology, Polytechnic of Namibia.
10. Prof. Ivor Gaber, Representative of the UK National Commission for UNESCO and observer for the Department for International Development (DFID).
11. Dr. Ifedayo Daramola, Head of Department, Lagos State Polytechnic, Lagos, Nigeria.
12. David H. Mould, Ph.D., Emeritus Professor, Media Arts & Studies, Ohio University.
13. Phil Schneider, Head of Department, Department of Media Studies and Communication, School of Public Relations, Media Studies and Marketing, Walter Sisulu University, East London, South Africa.
14. Levi Obonyo, Acting Dean, SCLPA, Daystar University, Nairobi, Kenya.
15. Dr Pedro Diederichs, HoD Journalism, Faculty of Humanities, Tshwane University of Technology, Pretoria, South Africa.
16. Georice Berthin Madébé, Directeur de Recherche, Département des Sciences de l'Information et de la Communication (DSIC), Université Omar Bongo, Libreville, Gabon.
17. Dr Jeanne E du Toit, lecturer, and chair of curriculum forum, School of Journalism and Media Studies, Rhodes University, Grahamstown, South Africa.
18. Silvia Chocarro Marcesse, Associate Expert then responsible for the initiative at UNESCO.

APPENDIX 4: LIST OF POTENTIAL CENTRES OF EXCELLENCE AND REFERENCE

Potential Centres of Excellence

Described as those journalism schools with a strong record of performance relative to peers but constrained in their ability to excel by themselves, they include:

CAMEROON

École supérieure des sciences et techniques de l'information et de la communication (ESSTIC).

KENYA

The School of Journalism and Mass Communications (SOJMC), University of Nairobi.

MOROCCO

Institut supérieur de l'information et de la communication (ISIC).

MOZAMBIQUE

Mozambican School of Journalism

NAMIBIA

School of Humanities, Polytechnic of Namibia.

NIGERIA

Department of Mass Communication, University of Lagos.

SENEGAL

Centre d'études des sciences et techniques de l'information (CESTI).

UGANDA

Mass Communication Department, Makerere University.

SOUTH AFRICA

Journalism Department, University of Stellenbosch.

School of Journalism and Media Studies, Rhodes University.

School of Communication Studies, Walter Sisulu University.

Department of Journalism, Tshwane University of Technology.

Potential Centres of Reference

Considered to be those institutions which would use support well to improve their growth and sustainability to achieve a wider impact, they include:

GHANA

Africa University College of Communications.

BURKINA FASO

Département Communication et Journalisme, Université d'Ouagadougou.

KENYA

Department of Communication, Daystar University.

MADAGASCAR

Unité de Formation et de Recherche en Journalisme, Antananarivo University.

NAMIBIA

Department of Media Studies, University of Namibia.

NIGERIA

Lagos Polytechnic, Department of Mass Communication.

Department of Communication, University of Ibadan.

ZIMBABWE

Faculty of Communication and Information Science, National University of Science and Technology (NUST).

APPENDIX 5: ABBREVIATIONS AND ACRONYMS

AUC	African Union Commission
C4D	Communication for Development
CMC	Community Multimedia Centres
CHSS	College of Humanities and Social Sciences (Kenya)
CoE	Centre of Excellence
CoR	Centre of Reference
EACA	East African Communication Association
EC	European Commission
ECA	(United Nations) Economic Commission for Africa
ECCF	East Cape Communication Forum (South Africa)
ECOWAS	Economic Community of West African States
FAIR	Forum for African Investigative Reporters
FISA	Foundation for Indigent Students
GIME	Gender in Media Education (Audit)
ICFJ	International Center for Journalists
JHU-CCP	Johns Hopkins University-Center for Communication Programs
KAF	Konrad Adenauer Foundation
KIMC	Kenya Institute of Mass Communication
MDI	(UNESCO) Media Development Indicators
MCK	Media Council of Kenya
MISA	Media Institute for Southern Africa
MoIC	Ministry of Information and Communications (Kenya)
NUST	National University of Science and Technology (Zimbabwe)
OER	Open Educational Resources (Platform)
OSISA	Open Society Initiative for Southern Africa
PACAI	Pan-African Conference on Access to Information
RNTC	Radio Netherlands Training Centre

SADC	Southern African Development Community
SAMSA	Southern African Media Sector Alliance
TOT	Training of Trainers
WJEC	World Journalism Education Congress