

Journalism Education Institutions

UNESCO contact:
Communication Development Division
Silvia Chocarro-Marcese: s.chocarro-marcese@unesco.org
Fackson Banda: f.banda@unesco.org



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

Potential Centres of Excellence

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

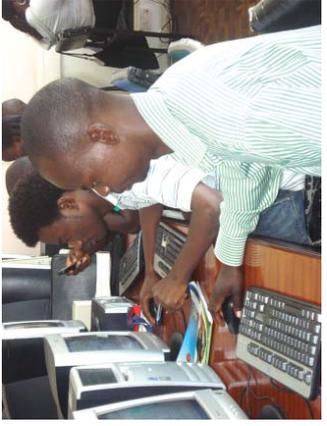
- CAMEROON**
École supérieure des sciences et techniques de l'information et de la communication (ESSTIC). www.universite-yde2.org
- KENYA**
The School of Journalism and Mass Communications (SOJMC), University of Nairobi. www.uon.ac.ke
- MOROCCO**
Institut supérieur de l'information et de la communication (ISIC). www.isic.ma
- MOZAMBIQUE**
Mozambican School of Journalism
- NAMIBIA**
School of Communication, Legal and Secretarial Studies, Namibia Polytechnic. www.polytechnic.edu.na
- NIGERIA**
Department of Mass Communication, University of Lagos. www.unilag.edu.ng
- SENEGAL**
Centre d'études des sciences et techniques de l'information (CESTI). www.cesti.ucad.sn
- UGANDA**
Department of Mass Communication, Makerere University. www.masscom.mak.ac.ug
- SOUTH AFRICA**
University of Stellenbosch. www.sun.ac.za
Rhodes University. www.ru.ac.za
Walter Sisulu University. www.wsu.ac.za
University of Technology. www.tut.ac.za



Potential Centres of Reference

These are institutions that can be considered as those who would use support well, to improve their growth and sustainability to achieve a wider impact, even if this outcome is achieved indirectly.

- GHANA**
Africa University College of Communications. www.aicjghana.com
- BURKINA FASO**
Département communication et journalisme, Université d'Ouagadougou. www.univ-ouaga.bf
- KENYA**
Department of Communication, Daystar University. www.daystar.ac.ke
- MADAGASCAR**
Unité de formation et de recherche en journalisme, Université d'Antananarivo. www.univ-antananarivo.mg
- NAMIBIA**
University of Namibia. www.unam.na
- NIGERIA**
Department of Mass Communication, Lagos Polytechnic. www.mylaspotech.com
- ZIMBABWE**
Department of Communication, University of Ibadan. www.ui.edu.ng
- ZIMBABWE**
Faculty of Communication and Information Science, National University of Science and Technology. www.nust.ac.zw



Nurturing Excellence in African Journalism Education



United Nations
Educational, Scientific and
Cultural Organization

www.unesco.org/webworld

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

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

The origin

Following a call from teachers and students across Africa for UNESCO to assist them in their efforts to improve the standards of journalism education, UNESCO, in its role as the lead facilitator in the implementation of the World



Journalism students at the computer lab, Makerere University, Uganda

interventions in the area of journalism education, which build on the acclaimed *UNESCO Model Curricula for Journalism Education* publication.

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

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

Key elements

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

The need
Africa represents a priority area for UNESCO's strategic and programmatic

“Without the skills and expertise of the professional journalist, the press cannot effectively campaign for economic development, democracy, accountability, transparency and for an end to the abuse of citizens’ rights” *Geoffrey Nyarota, former editor of Daily News, Zimbabwe*

The proposal

An initial USD 4 million is required to give sustained support to the Potential Centres of Excellence and Reference identified by UNESCO in Africa. 80% of this amount is earmarked for staff training, the establishment of media resource centres, the enhancement of management skills and networking. Support with the adaptation of the UNESCO model curricula and learning materials can be provided at a reduced cost due to synergies from existing UNESCO material and networks.

UNESCO is already working hand in hand with the 20 institutions identified in the survey *Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa*.

These designated centres are located in Burkina Faso, Cameroon, Ghana, Kenya, Madagascar, Morocco, Mozambique, Namibia, Nigeria, Senegal, South Africa, Uganda and Zimbabwe. They are universities that are strong relative to peers but constrained in the ability to excel by themselves. Institutional capacity building efforts will help them become self-sustained Centres of Excellence. As a result, they will gradually assume an important role within the region, helping other universities reach similar levels.



Journalism students at the television studio, Institut supérieur de l'information et la communication (ISIC), Morocco

Recognized by their peers as institutions worthy of the tag of “potential centre of excellence”, such public institutions are well placed to foster an enabling environment for media development and to promote freedom of expression.

However, external support for the Potential Centres of Excellence was requested by African journalists to meet the excellence in journalism education. As the survey revealed: “Africa does not need new or more journalism schools but a core of excellent facilities that make a real impact, and which are also at the heart of a wider network with other schools”.

Aspiring journalists the world over want accredited qualifications from recognized institutions.

Criteria for institutional capacity

- Relevance of the curricula
- Quality teaching resources and equipment
- Credible assessment systems
- Formal mechanism for interaction within the profession
- Graduate employment rate
- International networking and recognition
- Long-term strategies for institutional development
- Credible governance and management
- Assured funding and sustainability
- Influence in press freedom advocacy

“Journalists should be aware of our basic dilemma as citizens: that we have a need for timely and deep knowledge of important issues and trends but we lack the time and means to access most of this crucial information. Thus journalists should use their special access to put the material they gather in a context that will engage our attention and also allow us to see trends and events in proportion to their true significance in our lives” *Elements of Journalism – Bill Kovach and Tom Rosenstiel*

Informed by shared standards



The initiative “The need for quality journalism education in Africa” is predicated on a set of shared standards, developed by UNESCO in response to the need for quality journalism education worldwide. In 2005, UNESCO convened a meeting of journalism educators in Paris to consider journalism education curricula that would meet this demand. It has now been adapted by 57 journalism education institutions in 45 developing countries. The curricula is available in 9 languages.

The UNESCO model curricula was validated at the first World Journalism Education Congress held in Singapore in June 2007. The curricula offer a set of competencies and course listings and descriptions for bachelor’s, master’s and diploma programmes, together with detailed syllabuses for 17 core courses written by journalism instructors who have worked in developing countries. The curricula are not meant to be prescriptive. They are models that need to be adapted by journalism educators to meet local needs and resources.

The curricula begin with foundations designed to prepare students for the study of journalism techniques: an ability to think critically and to write clearly and knowledge of local, regional, national and international political, economic

Quality journalism is important

By Emily Brown, Namibia Polytechnic

Namibia, as a relatively small nation and one of Africa’s newest democracies education remains a challenge. Our is a big country but with many parts that are not habitable because of the desert. Great distances have to be travelled to reach certain communities, which often means that services are most accessible in and around the capital city, Windhoek. Even our reporting, especially in terms of the print media focuses primarily on the capital city. Yet, we rely on the media to depict a national picture. While research requires time (and money), it is necessary to assess the media landscape in Namibia.

In Media Technology Department, along with our journalism students and development partners, we have provided content that reflects a diversity of issues and people as representative of this country. Without these partnerships it would be very hard to be as responsive as we have been. Furthermore, partnerships with institutions – such as UNESCO, Rhodes University and the University of Stellenbosch – have ensured that capacity-building, especially in terms of training, continues. At the end of the day, these are the activities that impact on the quality of our journalism curricula and, therefore, the quality of journalism in the country.

Journalism plays a major role in ensuring that Namibia subscribes to those principles and values of a democracy. Such a democracy, in turn, allows for introspection, debate and questioning – this is exactly the kind of environment that requires nothing else but quality journalism.



Journalism students, Centre d'études des sciences et techniques de l'information (CESTI), (Senegal)

Voices from African centres

Eugénie Aw-Ndiaye, Centre d'études des sciences et techniques de l'information (CESTI) (Senegal)
“Pertinent, well-presented information in all fields builds the capacity of people to make decisions that affect their lives, to make the best choices and to better apprehend major social, cultural, economic and political issues.”

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

“Quality education empowers students not only to acquire the knowledge and competences necessary for the collection, analysis, interpretation and packaging of information but also to understand the consequences of that information and their actions on society.”

Americo Xavier, Mozambican School of Journalism (Mozambique)

Journalists from this pioneering school are working for media companies. As a result, the quality of content has improved significantly and their contribution for the public debate plays an important role in the country.