



At Bahir Dar University in Ethiopia, journalism students have decorated the campus with signs urging press freedom

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CHARM

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Cover photograph: Tomas Jennebo, University of Rwanda



Introduction

ournalism training and education in sub-Saharan Africa is flourishing. It is offered by universities, colleges, institutes and schools, non-profit organisations, media councils, regulators, trade unions, state broadcasters, and the commercial media, amongst others.

A preliminary and incomplete scan of 19 countries that we did at the start of this study, and where we only used reliable databases and sources, came to at least 127 centres, mostly universities, colleges and institutes. In Nigeria alone there are said to be 66 centres;¹ in South Africa, a recent study narrowed down a substantial list to 13 institutions;² while the government provided a list of 19 public universities offering journalism education in Ethiopia.

Many of the centres surveyed here are currently expanding and exploring new territory. Amongst them, Wits Journalism is busy with plans to create a journalism centre; the School of Journalism and Media Studies at Rhodes

A preliminary scan of 19 countries at the start of this study, where we only used reliable databases and sources, came to at least 127 centres

University has just launched its first fully accredited online course, one of the first in the region; both the Ghana Institute of Journalism and the School of Journalism and Communications at the University of Addis Ababa are moving to larger premises – in the case of the University of Addis Ababa, the school will occupy five stories of a new building.

The Premium Times Centre for Investigative Journalism in Nigeria has concrete plans to offer distance learning in a phased approach in West Africa. The Namibia Media Trust has revised its course content to offer online learning, and is also looking for expansion into West Africa; and amaBhungane has recently set up its IJ Hub, a membership-driven network of investigative journalist organisations in several countries.

At the same time, newer centres such as the Graduate School of Media and Communications

at Aga Khan University in Kenya, which has been going for five years but launched its academic programmes only two years ago, is rapidly making inroads into the country and the region, and already has a strong reputation. Others are introducing new journalism BA or MA programmes, while newer centres such as SheWrites, SheLeads, which is focused on training women in basic journalism skills, is ready for expansion to its own premises in Liberia. Meanwhile, in 2019, the University of Lesotho set up the first journalism training school in the country.

How these emerge organically in a particular country context depends on issues such as the strength and diversity of the media environment, funding and resources, and the educational regulatory environment. But when one considers the state of journalism training in a particular

The purpose was to try to identify trends in journalism education and training, challenges, areas of creativity and responses to a changing environment

country, it is the work of all of these groups and their interactions that needs to be kept in mind.

This report offers an overview of journalism training and education centres in sub-Saharan Africa, focusing on 10 countries. Although the primary emphasis of this research was on institutions such as universities, schools, colleges and institutes, we took a loose definition of 'centres' to include some initiatives in the non-profit sector, as well as those closely aligned to the commercial media.

The purpose was to try to identify trends in journalism education and training in sub-Saharan Africa, challenges and areas of creativity and teaching, and what we called 'centres responding to a changing environment'.

The last mapping study of journalist training centres across the continent appears to have been done over 10 years ago by Unesco,³ although country-specific studies have subsequently emerged.⁴ Journalist training needs are also currently being researched in at least two new studies that are likely to appear soon.⁵

This report then should be read in the context of these studies. While the general observations made are necessarily limited by the scope of the research, it is hoped that this study goes some way towards filling a gap in understanding and awareness that may have emerged over the past decade.

Four contextual issues are worth keeping in mind when reading this report:

1. The continent's colonial history

frica's history of colonialism has shaped the emergence of training and teaching networks, of who ends up speaking to whom and influences course content.

For example, a number of centres and media houses in Mauritius tend to look to Europe for expertise, such as inviting scholars and professionals from France, rather than to Francophone training epicentres such as the Cesti at *l'Université Cheikh Anta Diop de* Dakar (*Ucad*) in Senegal. Similarly, centres in Lusophone countries tend to look to Portugal or Brazil for student and lecturer exchanges or collaborations.

There are also few examples of training or research in journalism in indigenous languages – despite the significant role radio in particular plays in bringing people news in most African countries in indigenous languages. Few students at Wits Journalism, for example, include indigenous language publications or radio stations in their research, despite indigenous languages such as isiXhosa or isiZulu being two of

the most prominent broadcast media languages in the country.

In Ghana, most of the news is on community radio stations and is in indigenous languages, but there is no training or trainers for these journalists due to the local language education divide. There is also no course content in indigenous languages, and very little written from a local perspective. Instead, journalists reading news on community radio stations are said to translate the news 'in the moment' from news scripts written in English – resulting in all sorts of elaborations and inaccuracies in the news that finally reaches the majority of the population.

For journalism trainers and educators – particularly in the university environment – there is significant pressure on them to speak English well. As one interviewee put it: 'If you want to be a top academic, you must speak English, because then you will receive the best recognition from the global research community.' Similarly, journalists from

Francophone West Africa report feeling isolated at regional conferences held in English-speaking countries.

A number of centres attempt to break these divides down through conference invitations and guest speakers, or encouraging foreign students from non-Anglophone countries to research the media environment in their home countries. At least two centres – one in Southern Africa and one in Anglophone West Africa – are actively seeking to build training links in Francophone West Africa. At the same time, Rhodes University runs a compulsory 'IsiXhosa for Journalism' course for its students to enable them 'to work confidently and sensitively

as journalists in multilingual and multicultural environments'.6

A significant development in this regard is the Cinozo investigative journalism network in West Africa, which besides offering training has made a conscious attempt to include journalists from Anglophone, Francophone and Lusophone countries in West Africa in its network.

Nevertheless, the linguistic and cultural divide in Africa remains an important frame in which to understand the current status of journalism training and education on the continent and the training and education networks that have emerged.

2. Newsrooms are in crisis

n most countries, commercial newsrooms are under financial pressure – and in all countries surveyed, print news in particular is under strain. Newsrooms are under-resourced, have fewer staff, and in many instances senior news people have left. This leaves capacity gaps in newsrooms

including in specialist knowledge, the ability to cover important issues, in writing and editing skills, and has created gaps in journalism ethics. Many newsrooms also offer little by the way of in-house training or orientation for new journalists. The situation for journalists is worsened by the fact that

journalists can be poorly paid and are often exploited by their employers.

A concrete example of this was given in Ghana. A prominent media house is said to employ mostly freelance journalists in order to save on staff costs – however, part of this contractual engagement requires the 'freelancers' to not write for other publications, limiting their work agency.

Moreover, during the Covid-19 pandemic, the journalists in the news house were asked to halve their salaries, and to work from home, but received no financial support for the costs of remote working. Journalists were also not given any personal protective equipment (PPE), and funds needed to be

raised from the US Embassy to make PPE available to the journalists.

Shrinking budgets for newsrooms does not however mean that all newsrooms do not take training seriously. The commercial media non-profit model for media advocacy and training used by at least two commercial media houses (in Namibia and Nigeria) offers a striking example of how the capacity of working journalists can be built in the region. A similar model is being explored by a major media house in Mauritius. Meanwhile both The Nation and The Standard in Kenya run training programmes for new recruits and working journalists.

3. Corruption

orruption is endemic to most of the countries surveyed, both in government and business. In more than one country, corruption in the extractive industries was said to be rife. Tracking and reporting on issues such as corruption can be both dangerous and complex, and,

in the case of the role of the extractive industries, cross-border in concern.

This shapes course content and most centres offer some kind of training in investigative journalism.

Nevertheless, with some exceptions, non-profit organisations appear to be more responsive to the

real-world needs of investigative journalists.

The extent to which corruption is a direct threat to journalists on the continent was apparent even during this research process: a scheduled interview with a training centre in Mozambique had to be rescheduled because the interviewee was assisting a newsroom that had been burnt down in an arson attack the night before after reporting on corruption in the government.

4. Covid-19

his study was conducted during the
Covid-19 pandemic in 2020, with many of
the countries surveyed under lockdown.

The impact on this is that a number of centres have
been forced to explore teaching and training online
using tools such as Zoom, Google Classroom and
WhatsApp.

While this was not possible in countries with poor internet connectivity, it has nevertheless been an important period of experimentation and learning.

As one interviewee put it: 'We have been forced to look at alternatives, and realised that some things work better this way.'

While it is difficult to say how many of these new experiments in online learning will be sustained in the long term, it is clear that the pandemic has created a shift in perceptions about what is possible. In this regard, the modalities of teaching and training on the continent over the coming years will be an interesting development to track and understand.

Objective and methodology of report

his study has been conducted on behalf of the Fojo Media Institute (Linnaeus University, Sweden) and Wits Journalism (University of the Witwatersrand, Johannesburg).

It was made possible by the support of the Swedish International Development Agency (Sida) through the Charm (Consortium to Promote Human Rights, Civic Freedoms and Media Development in Sub-Saharan Africa) project.

This is not an evaluative study – it does not offer an evaluation of the quality or strength of training of centres surveyed. Instead it attempts to offer a sense of key 'training ecologies' in each focus country, and what centres are doing in terms of journalism training and education.

This report offers an overview of journalism training centres in sub-Saharan Africa, focusing on 10 countries: Ethiopia, Ghana, Kenya, Malawi, Mauritius, Mozambique, Namibia, Nigeria, South Africa and Uganda. These

More than 55 journalism training centres and initiatives in the region were mapped. Interviewees were sent a draft of this report for clarification and comment

countries were selected based on the specific interests of the project partners.

In all of these countries at least one representative from key centres was interviewed. The limitation of this approach is that different interviewees might have different perspectives and experiences. The interviewees were sent a draft of this report for clarification and comment ahead of its publication.

An online survey was used to encourage the participation of centres falling outside of the 10 countries. Twenty-six responses were received. The respondents to the online survey are tabled in Appendix I.

Other than those interviewed, detailed email surveys were sent to the training centres highlighted in the country summaries below.7 Compared to the online survey, the number of responses to these email surveys was relatively low (only eight surveys

were returned).

In addition, a short email questionnaire was also sent to investigative journalism training hubs and journalists in Central and West Africa. This was in an attempt to address something of the gap in the understanding of centres in Francophone Central and West Africa. Five responses were received.

Two key questions in the email questionnaire were: which centres in Francophone Central and West Africa are considered important for journalism training, and why this is said to be the case. The answers to these questions are collated in the table included in Appendix II to this study.

In total, more than 55 journalism training centres and initiatives in the region were mapped.

Interviews were conducted with the centres listed in the table overleaf:

COUNTRY	CENTRE
Ethiopia	University of Addis Ababa, School of Journalism and Communications
Ghana	Ghana Institute of Journalism
Kenya	Aga Khan University, Graduate School of Media and Communications University of Nairobi, School of Journalism and Mass Communication
Malawi	University of Malawi – The Polytechnic, Department of Journalism and Media Studies Platform for Investigative Journalism
Mauritius	University of Mauritius, Communication Studies Unit
Mozambique	Higher School of Journalism (Escola Superior de Journalismo) Misa Mozambique (same interviewee as above)
Namibia	Namibia Media Trust/NXT Journalism Hub
Nigeria	Premium Times Centre for Investigative Journalism Covenant University, Department of Mass Communication

Francophone West Africa	Investigative journalist, linked to International Consortium of Investigative Journalists
South Africa	Rhodes University, School of Journalism and Media Studies amaBhungane
Uganda	Uganda Christian University, Faculty of Journalism, Media and Communication African Centre for Media Excellence (Acme)

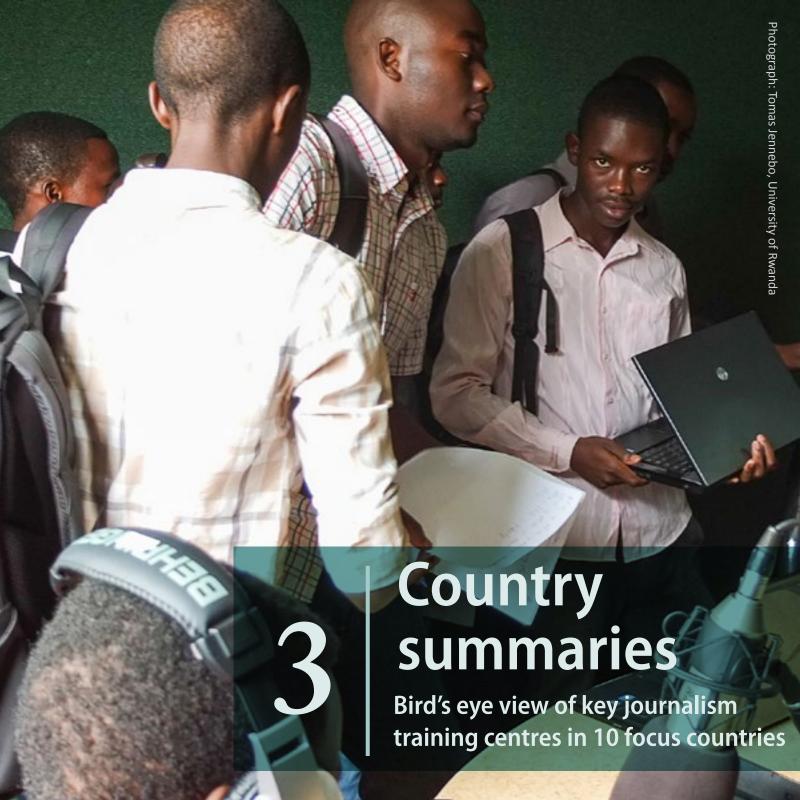
Note on terminology and on the use of names

This report uses the term 'journalism training centres' to refer to the training and teaching done at universities, schools, institutes, colleges, commercial media houses and non-profit organisations.

Although the full name of the journalism training centre is given in its first mention, after that the shorthand way to refer to the centre is often to use the institutional name. For example, the School of Journalism and Media Studies at Rhodes University is in second and later mentions simply referred to as Rhodes University.

Acknowledgements and thanks

The interviewees gave generously of their time, as did the survey participants. Contacts and linkups were shared freely. I would also like to thank Guy Berger from Unesco, who shared its database of journalism training centres in Africa, Anthea Garman, who helped to circulate the online survey on the Highway Africa email list, Abebe Chekol, who compiled a list of government universities and contacts offering journalism training in Ethiopia, and Benon Oluka, who put me in touch with investigative journalists working in Central and West Africa.



1 Ethiopia

thiopian universities have a three-tier system ranked by their capacity and resources (called first generation, second generation, and third generation universities). Third generation universities are those less than five years old.

The universities are financed and controlled by the government, which is involved in detailed decisions taken, including student enrolment and curriculums. However, this pressure is said to be less now since the new coalition government came into power in 2018. Academics are described as 'in relative terms free'. They can 'facilitate any course, and pass on any ideologies'.

The government lists 19 universities as providing journalism education. The following centres were identified as key centres.

CENTRE	KEY FOCUS
University of Addis Ababa, School of Journalism and Communications	Undergraduate and postgraduate (MA and PhD). MA tracks in broadcast, multimedia and public relations and strategic communications. BA focuses on broadcast, print and web journalism and public relations. Runs extension programme for night and weekend study.
Bahir Dar University, Department of Journalism and Communications	Offers a BA in journalism and communications and MA and PhD programme in media and communications. Defines itself as being good at theory and is said to offer 50% less practical training than the University of Addis Ababa.

Radio broadcasting students in the School of Journalism and Communications at Addis Ababa University in Ethiopia



OTHER CENTRES

Mekelle University,
Journalism and
Communication

Defines its key strength as running a radio programme for students with practical training. Offers undergraduate and postgraduate courses.

Jimma University,
Department of
Media and
Communication
Studies

Defines its key strength as a focus on practice-based journalism education. Has five graduate programmes and one undergraduate programme.



Caps up! Graduation day for delighted Masters students in Journalism and Communication on the steps of Addis Ababa University in Ethiopia

Photographs from Ethiopia: Terje Skjerdal (NLA)



Masters in Journalism students at Addis Ababa University in Ethiopia editing a television programme.

2 Ghana

training in the country.

The Africa University College of Communications (AUCC) offers a BA in development communications, journalism, strategic communications and visual communications. It also runs an MA in communications programme. However, the AUCC is said to focus more on strategic communications than the practice of journalism. The Department of Communication Studies at the University of Ghana offers a postgraduate degree in communication studies. It offers little practical training however and is more focused on theory and research. Outside of universities, the Media Foundation for West Africa and the Ghana

Journalist Association both hold occasional journalist training workshops.

he Ghana Institute of Journalism is considered one of the main centres offering practical journalism

CENTRE	KEY FOCUS
Ghana Institute of Journalism	Offers an undergraduate BA degree in communication studies (with specialisation tracks for journalism and public relations), and a diploma in communications studies. Also offers postgraduate MA-level degrees in journalism, media management, public relations and development communications. Runs short courses targeted at working journalists in broadcast journalism, print journalism, radio and TV production, advanced communication skills, and public relations, amongst them. Working journalists without degrees are also encouraged to enrol. Investigative journalism is taught as part of its journalism track, and it is currently developing a master's degree programme in investigative journalism.

3 Kenya

he training centres that are said to be the most prominent in Kenya are the School of Journalism and Mass Communication at the University of Nairobi – which is one of the oldest journalism training centres in the region – the School of Communication at Daystar University, Multimedia University of Kenya, The Graduate School of Media and Communications at Aga Khan University, and the Department of Communication and Media at Maseno University.

Besides these, Moi University8 responded to the online survey, and the United States International University-Africa9 was also mentioned in interviews.

The Media Council of Kenya has a training and development unit that is attracting funding. And there are also community media foundations that do training beyond Nairobi.

Commercial media houses such as The Nation and The Standard both have training programmes for new recruits.

CENTRES	KEY FOCUS
University of Nairobi, School of Journalism and Mass Communication	Offers an undergraduate degree (with specialisations in broadcast production, print & new media, public relations, development communications and film production). Runs a postgraduate programme, at both MA and PhD level, with the latter being its strongest programme.

Aga Khan University, Graduate School of Media and Communications	Postgraduate only, targeting practitioners. Graduate programmes in digital journalism and media leadership and innovation. Students must have minimum two- to-five-years' work experience, depending on the programme applied to. The graduate programmes are offered at night and on the weekends. Short courses for journalism and communication professionals offered during the day.
Daystar University, School of Communication	Private Christian university. Considers its main strength to be electronic media. Offers undergraduate programmes in public relations, electronic media, print media and advertising, and technical and professional communication; and MA and PhD in media studies, development communication, corporate communication and human communication. School of Communication also offers a diploma and BA in music. Considers its key courses to be: video production, news reporting and writing and photography.
Multimedia University of Kenya	Offers undergraduate degrees (BAs in film production and animation, journalism and applied communication), postgraduate degrees (MAs in journalism and media studies, and corporate communications), diplomas and certificates.
Maseno University, Department of Communication and Media	Offers a degree which leads to a specialisation in public relations, print media or electronic media.
Media Council of Kenya	Offers specialised training for working journalists, including in governance, elections, health, business reporting, safety, conflict, freedom of expression and hate speech, and the extractive industries.



Masters in Digital Journalism students operate a camera in the state-of-the-art TV studio located at the Aga Khan University, Graduate School of Media and Communications in Kenya

4 Malawi

here are three key journalism training centres in Malawi: The University of Malawi's Chancellor College, the university's Polytechnic, and the Malawi Institute of Journalism. The Polytechnic has a bias towards training for print journalism (and publishes a student newspaper), while Chancellor College focuses on media theory and development communication. The Malawi Institute of Journalism has a bias towards radio. All three run radio stations, with the institute broadcasting nationally.

Besides these, Misa Malawi is active in training journalists, and smaller newer centres like the Platform for Investigative Journalism (PIJ) (which started training in 2019) also trains investigative journalists working in print, broadcast and online (including journalists working for government news streams). Private colleges in the country that teach journalism are said to offer only theoretical studies and little or no practical training.

CENTRE	KEY FOCUS
University of Malawi – The Polytechnic, Department of Journalism and Media Studies	The Polytechnic is one of several colleges of the University of Malawi. It runs undergraduate and postgraduate programmes, with key courses offered in print and broadcast journalism, investigative journalism and media and society. Also offers short courses for working journalists.

University of Malawi – Chancellor College, Department of Language and Communication Skills	One of the several colleges of the University of Malawi. Offers undergraduate degrees, with key courses being political economy of the media, public relations and TV production. Also has a programme for working journalists. Does not run an investigative journalism course.
Malawi Institute of Journalism	Offers a certificate and diploma in journalism. Students are a mix of high-school graduates who are engaged in tertiary studies for the first time and working journalists. Key courses are multimedia news writing and reporting, multimedia news production, and media law and ethics. It also offers short courses in video production, graphics design and citizen journalism. Will incorporate investigative journalism courses into a planned bachelor's degree programme.
Media Institute of Southern Africa (Misa) Malawi	Non-profit. Becoming a training institution and academy. One of the most active trainers in the Misa network. Offers courses in digital storytelling, essential radio journalism skills, public communications, reporting on elections and investigative journalism.
Platform for Investigative Journalism (PIJ)	Non-profit. A member of the IJ Hub network. Has been offering issue and needs-based training for journalists working in print, broadcast and online since March 2019.

5 Mauritius

he most prominent training centre in Mauritius is the University of Mauritius, which was the first in the country to offer certificates, diplomas and degrees in journalism. Other centres, such as the University of Technology, offer an honours degree in corporate communications (rather than journalism), while Curtin Mauritius (the global university) does not offer journalism training at its Mauritius campus, whereas it does at its Australian campus. A more recent general ('all in one') degree is offered by the Open University of Mauritius through its BA in communication, media and journalism.

Amongst non-profit organisations, the Media Trust is financed by the government and has a mandate to provide professional training to journalists. This includes contracting media trainers from France for specialised training. However its annual budget is said to be too low, limiting its impact on the training environment.

Amongst the commercial media, Defimedia group has an in-house training academy, which is likely to become a separate, standalone centre.

CENTRE	KEY FOCUS
University of Mauritius, Communication Studies Unit	Key strength is digital media, as well as journalist specialisations in thematic tracks such as politics, economic and business communication. All of these specialisations are offered at the BSc level. New modules developed on big data and data journalism.

6 Mozambique

ozambique is a poverty-stricken country, with the result that some journalism training centres are said to have weak institutional capacity for training at international standards and in specialisations. However, some, such as Eduardo Mondlane University, Pedagogic University and the Higher School of Journalism stand out. Non-profit organisations such as Misa Mozambique and Mídia Lab play an active role in supplementing the training offered by institutions. The General Union of Journalists also offers journalism training.

CENTRES	KEY FOCUS
Eduardo Mondlane University, School of Communication and the Arts	Journalism track aims to train students in practice, theory and methodologies specific to the field of journalism and mass communications. Emphasises new standards and practices in journalism due to globalisation.
Pedagogic University, School of Language and the Arts	Has both undergraduate and MA degrees in journalism. Has several campuses spread across the country, and the main campus is based in Maputo.
Higher School of Journalism (Escola Superior de Journalismo)	Offers degrees for students in the theory and practice of journalism and mass communications.

Misa Mozambique

Non-profit. Capacity building depends on strategic plan. For example, currently working with Thomson Reuters Foundation in building the capacity of investigative journalists.

Mídia Lab

Non-profit. Emphasises practice and situational learning and sees itself as filling a gap in practical training left by schools. Offers short courses for journalists from traditional news organisations and community radio. It also offers 10-month professional internships for undergraduate youth.

Working journalists participating in a Misa capacity-building workshop in Mozambique

Photograph: Amos Fernando





Old-fashioned pens and papers. Journalists participating in a Misa capacity-building training session in Mozambique

7 Namibia

ournalism training in Namibia is offered by non-profit organisations, colleges and universities, with a strong role also played by the Namibia Media Trust. While Misa used to be strong in Namibia, it no longer appears to be a significant training stakeholder in the country.

CENTRE	KEY FOCUS
Namibia Media Trust/ NXT Journalism Hub	Referred to as Namibia Media Trust in this report. Set up to help sustain The Namibian newspaper, one of the few newspapers in the region with an investigative journalism unit. Offers advocacy training for journalists, awards, and conferences. Training focused on improving quality of investigative journalism, including digital security, fact-checking, forensic and data-mining skills.
Namibia University of Science & Technology (Nust), School of Communication	Defines its key strength as journalism and communication. Has undergraduate and postgraduate degrees and short courses on topics such as investigative journalism and media monitoring.
Namibian Community Broadcast Network	Offers training for community media.
College of the Arts	Not focused on journalism, but where many journalists go to get training in broadcast skills.



Mathias Haufiku, former editor of the Patriot newspaper, shares his experience of reporting on corruption in the Central Intelligence Service (CIS) with students at the Namibia Media Trust. The CIS used Namibia's apartheid-era Protection of Information Act (1984) to seek an interdict against the Patriot to prevent it publishing. The CIS lost the case.

8 Nigeria

here are said to be 66 journalist or communication schools at Nigerian universities and polytechnics.10 This number is likely to be higher. Amongst these the University of Ibadan and the University of Lagos are said to be the most prominent, as well as the Nigerian Institute of Journalism – although several others were also mentioned as important for different reasons. For example both the Federal University Oye-Ekiti and Obafemi Awolowo University (OAU) are said to have a vibrant campus journalism community – in the case of OAU this was despite the university not having a journalism department.

The University of Uyo's Department of Communication Arts offers undergraduate and postgraduate degrees, with specialisations in print, broadcast, film, development communications and public relations. For this study, Covenant University was also interviewed.

Outside of academia, the Premium Times Centre for Investigative Journalism is very active and has strong networks in the country and region. The Nigerian Union of Journalists is also said to offer training.

CENTRE	KEY FOCUS
Premium Times Centre for Investigative Journalism	Non-profit. Linked to the Premium Times online news publication. Does advocacy, training, campaigns and other media-related projects. Also builds civic tech tools. Works with civil society organisations and journalists. Has strong media freedom focus. Runs Dubawa, one of the four fact-checking organisations in Nigeria. Training includes students through its Campus Reporter programme.
University of Lagos, Dept of Mass Communications	Undergraduate, MA and PhD. Defines its key strength as having both professionals and academics as staff. Tracks include investigative journalism, multimedia, data journalism, and communications for development. Offers courses for working journalists.
University of Ibadan, Department of Communication and Language Arts	Undergraduate and postgraduate. Media-related specialisation tracks include print journalism, public relations, advertising, and indigenous communications. Has reputation for running the 'biggest and best' campus radio station. Offers investigative journalism courses at the postgraduate level. Considers writing and language skills one of its key strengths.
Nigerian Institute of Journalism	Offers practical and theoretical studies. Undergraduate and postgraduate diplomas in mass communications with specialisations in print, broadcast, public relations and advertising. Short certificate courses also offered. Offers full-time and part-time studies.



Students seated outdoors follow a training session on conflict reporting at the recently established University of Maiduguri, in the capital of Borno State, north-eastern Nigeria

9 South Africa

ost universities in South Africa have a department of media studies or offer some sort of journalism training. The most prominent of these are the University of Cape Town, Rhodes University, the University of the Witwatersrand (Wits University), Stellenbosch University and the University of KwaZulu-Natal. Both the University of Johannesburg and the less resourced University of Fort Hare were mentioned by regional interviewees.

Of the private colleges, FrayCollege of Communications offers both journalism and public relations training, which differentiates it from some of the other centres, while it also has a strong e-learning focus. While once a leader in journalism training, the Institute for the Advancement of Journalism has in recent years become less prominent on the media training landscape.

Besides these, a range of non-profit and other organisations offer ad hoc and strategically focused media training, including Africa Check (which also trains regionally), Gender Links (which offers gender and media-focused training), Media Monitoring Africa, and the South African National Editors' Forum, which recently ran safety training for journalists during elections in collaboration with the Committee for the Protection of Journalists.

CENTRE	KEY FOCUS		
Rhodes University, School of Journalism and Media Studies	Key strength is digital journalism and media leadership. Undergraduate (BA and BJourn), postgraduate diplomas (in journalism, economics journalism and media management) and postgraduate degrees (Hons, MA, PhD in journalism and media studies). Training in video, audio, photography, design, multimedia, and texts with a strong digital undercurrent. Offers courses for working journalists, including leadership courses through Sol Plaatje Institute for Media Leadership and in economics journalism through the SA Reserve Bank Centre in Economics Journalism.		
Stellenbosch University, Department of Journalism	Postgraduate only. Offers a BA honours in journalism, an MA in journalism and a PhD in journalism. The MA in journalism is said to be particularly popular with mid-career professionals who want to extend their qualifications.		
University of Cape Town, Centre for Film & Media Studies	Key strength is its combination of theoretical, analytical and practical skills. Offers under-graduate and postgraduate degrees in film and media, and short courses in collaboration with GetSmarter. Three top courses are a BA with a major in film and television studies, a BA with a major in media and writing, and a BA in film and media production. Also organises conferences and is involved in social responsiveness projects and film awards.		
IJ Hub	Non-profit. A support and training network that is an off-shoot of the amaBhungane investigative unit. Made up of member investigative journalism units in South Africa (amaBhungane), Namibia, Botswana, Zambia, Malawi, Swaziland and Lesotho.		

University of KwaZulu- Natal, Media and Cultural Studies	Undergraduate and postgraduate. Defines 'media and cultural studies' as a cluster of disciplines related to the study of the modern mass media such as newspapers, radio, film, television and the new digital media. Only some practical skills in media production offered at undergraduate level. Postgraduate courses include focus areas such as advanced television studies, contemporary film theory, media and warfare, digital design for the new media, and corporate communications.
University of the Witwatersrand, Wits Journalism	Postgraduate only. Is currently in the process of becoming a university-affiliated centre. Key strengths: Investigative reporting, newspaper production and radio training. It also runs a media innovation programme (JamLab). Specialisations at the honours and MA level include financial journalism, investigative journalism, radio, writing, development journalism and media and politics. Offers a number of certificate courses in areas such as media law and ethics and online journalism. Besides JamLab it has launched or runs several other programmes such as The Justice Project and The African China Reporting Project, and has strong links to the fact-checking organisation Africa Check. It also has a focus on working with community media. Hosts the annual African Investigative Journalism Conference.
FrayCollege	Key strength is practical skills training based on knowledge of the sector. Offers courses in public relations and journalism training and e-learning. Its courses aimed at communicators include writing courses such as column writing and business writing, and how to be interviewed by journalists. It also offers courses in media management and coaching for managers, with a focus on women. Its range of practical e-learning courses includes an introduction to court reporting, online ethics for journalism, mastering the press code, an introduction to media law, a course on podcasts, and on radio sales.



Class in progress at Wits Journalism programme's media innovation hub, Jamlab

10 Uganda

he three main journalism training centres in Uganda are said to be Makerere University, Uganda Christian University and the African Centre for Media Excellence (Acme). Many of the management and governance structures of colleges are considered weak, which makes them unstable, and they are reported to offer journalism training at a 'lower level'. Few media houses have training programmes.

Outside of the university environment, besides Acme, the Media Challenge Initiative, which had focused on media awards, has now started training and mentoring journalists.

CENTRES	KEY FOCUS
Makerere University, Department of Journalism and Communication	Offers undergraduate and postgraduate degrees. Also offers courses for working journalists. Considers its key strength as delivering practical courses blended with theory. Tracks include news writing and reporting, investigative journalism, public affairs reporting, data journalism, peace and conflict journalism and photojournalism, among others.
Uganda Christian University, Faculty of Journalism, Media and Communication	The faculty has two departments (journalism and media studies; and communication). Its key strength is its capacity to offer students training in converged media (it has two radio studios and one TV studio, 'broadcasts' on social media, and runs a community newspaper). It has strong links to the media industry.

African Centre for Media Excellence (Acme)	Non-profit. Works with journalists. Focuses on print, broadcast and online journalism, including social media. It emphasises thematic specialisations in order to improve the knowledge and networks of journalists working in specific areas. Practical training workshops are complemented by mentoring and coaching over several months.
Media Challenge Initiative	Originally focused on media awards, now does journalism training and mentoring. Considered an initiative worth paying attention to in the journalism training environment in Uganda.



Training needs

Ithough not the primary focus of this mapping study, journalism training needs were identified by interviewees and respondents in a number of the countries surveyed.

Training needs represent the extreme sides of a spectrum of needs.

On the one hand there is a need for foundational skills such as basic writing and editing skills (many students are said to be poor writers). At the other extreme – and particularly in relation to investigative journalists – is the need for high-level skills such as data journalism and data visualisation skills and the ability to analyse and navigate complex financial environments, for example, to report on money laundering.

A module on writing skills in English and French, where the basic techniques of grammar and writing are taught, is mandatory for students

Basic writing and editing skills

In both Ethiopia and Mauritius, and no doubt felt in many other countries in the region, basic writing and editing skills were necessary.

At the University of Mauritius, for example, a module on writing skills in English and French, where the basic techniques of grammar and writing are taught, is mandatory for students. Each module is a 45-hour course and includes a lot of practical exercises for the students. Despite this, the university reports that even in the final year of studies, as many as 12% of the students out of a class of 30 struggle to write well.

Digital and multimedia skills

In all countries surveyed, digital and multimedia skills were necessary, including for upskilling practising journalists. Centres such as Aga Khan University, Rhodes University and the Malawi Institute of Journalism, amongst them, seek to respond to this need.

In the case of the Malawi Institute of Journalism, this is despite the poor internet infrastructure in the country, which has meant that journalists only now have started to need multimedia skills to enable them to produce stories for different platforms. This has resulted in a lag in some centres, including The Polytechnic, in developing course content to respond to this need. In West African countries, amongst others, there was a need for digital storytelling skills.

Data journalism skills

Part of digital skills training needs includes training in data journalism, most prominently for investigative journalists, although this was also seen as a general training need in countries like Mozambique. As mentioned, data visualisation skills are also seen as important in the investigative journalism context, as is the skill to package stories for different platforms. Data journalism training was said to be rare in West Africa.

Specialist knowledge

While basic journalism skills are a necessity, the Ghana Institute of Journalism also sees the need for thematic specialist training, and its new course offerings will include specialisations in economic journalism, political journalism and even sports journalism.

Similarly, in Mozambique, universities are said to be good at teaching basic writing skills, theory, and practical journalism tools such as working with sources, but are poor on teaching specialist thematic issues that are necessary in newsrooms, such as reporting on human rights.

Besides basic writing skills, 'knowledge of journalism theoretical and specialist knowledge' was also seen as a training priority in Ethiopia. In West Africa investigative journalists were reported to need tools to work with data, and thematic training on corruption, tax evasion, human trafficking, terrorism and health journalism.

The African Centre for Media Excellence in Uganda sees the need for thematic specialisation, and offers what it calls (after Thomas Patterson) 'knowledge-based journalism' training on different areas of public affairs in line with the priority issues in the country. Each year modules are added to its knowledge-based programme.

It says there are two reasons for this approach: firstly, thematic focuses for their training makes it easier to attract funding for training interventions, and secondly, the shrinking number of journalists in newsrooms – and Uganda is considered worse than other countries in this regard – means that there are few specialists in particular areas in the country's newsrooms.

Focusing on knowledge-based journalism training, which includes networking trainees with government and other stakeholders in their area of specialisation, means growing a 'cadre of journalists who are able to show in-depth knowledge of the area they are covering'.

As suggested, specialist knowledge is also needed by investigative journalists, including in finance and economics, given the increasingly complex financial environments they often need to navigate and understand. In this regard, the

Teaching the right 'attitude' to journalism should mean that they are not 'there to serve the media owners, or political or financial pressure'.

impact of corruption and the extractive industry was mentioned by more than one interviewee.

Responding to this need, Uganda Christian

University offers investigative journalism courses focusing on the environment.

Investigative journalism

The flourishing of investigative journalism units, many of which also offer training, as well as the presence of investigative journalism courses on many university and institute curriculums, is evidence of the need for investigative journalism training in sub-Saharan Africa.

However, some still felt that there was a need for more investigative journalism training in West Africa. In Central Africa, examples given of the kind of training needed include thematic training (see above), fact-checking, data journalism skills and advanced investigative techniques, and training in

digital security, situation awareness and personal security. Knowledge and tools for investigative journalists to use in countries with limited access to the internet were also needed.

Ethical journalism

Training in journalist ethics, or what the University of Addis Ababa calls 'attitude', was a priority need identified in at least two countries.

In Ethiopia there is what is seen as a decrease in professionalism in the news industry, which means that whatever students learn at the university is 'immediately lost when they enter the industry, as they shift and begin to work in line with the media organisation'. Teaching the right 'attitude' to journalism should mean that they are not 'there to serve the media owners, or political or financial pressure'.

Instead, 'if they are committed to the profession of

journalism, they can fight those pressures, and start to serve the public. That journalist ethics is an important topic for journalism education is also supported by reports of corruption in the media sector in countries like Malawi and South Africa.

Part of the problem with both basic journalism skills and ethics in the newsroom is structural. In Ghana, for example, media companies are said not to have the money to invest in proper training for their staff and often employ people who have no prior journalist training. As a result, problems such as poor news writing and a drop in ethical standards occur.

Gender

In West Africa, while the training needs of women investigative journalists were said to be the same as their male colleagues, there was a gap in the participation of women in training sessions.

As one respondent put it: 'In most of the media houses in our region, some women journalists fear to ask permission to attend training for journalists.' In the sub-region men are said to have easier access to new journalism skills such as data journalism, and the field of investigative journalism is said to be

dominated by men. This dynamic was also mentioned as a factor affecting training in Uganda and is likely to be replicated in several other countries in Africa.

Journalism in indigenous languages

As suggested in the introduction, few if any centres offered training in indigenous languages, or offered course content built around the powerful influence radio stations broadcasting in indigenous languages played on the continent.

This was seen as a major gap in journalist training in Ghana, and no doubt a similar case for exploring this gap in training can be made for other countries in the region.

English language courses

This was seen as important for journalists working in Francophone West Africa, who are excluded from opportunities, including conferences and work opportunities, where English is used or required. An online course in English aimed at Francophone journalists is reported to have been run in the past by the US Embassy in Togo.



Key role players in journalism training

1 The state

from their journalism degrees.

Saharan Africa.

The state can determine how curriculums are structured, as in Nigeria and Ethiopia. In Nigeria the National University Commission recently determined that universities must separate their mass communications courses (such as public relations and communications)

he state can play a prominent role in journalism education in sub-

The state funds universities, and in countries like Ethiopia, lecturers are state employees. In South Africa, the state funding of disadvantaged students has significantly impacted on the racial demographics at universities, including the journalism department at Rhodes University.

Training grants from the Tertiary Education Commission in Mauritius allows the University of Mauritius to offer professors or experts outside of the country residencies for as long as 18 months. The Media Trust in Mauritius is also financed by the government and is mandated to provide professional

training for journalists.

National broadcasters provide training opportunities, such as the *Radio television nationale congolaise* in the Democratic Republic of the Congo, which provides around 50 training internship placements in radio and TV for journalism students each year.

State-mandated bodies,¹¹ such as media councils, are also active in training. For example, the Media Council of Kenya has a training and development unit, and in Rwanda, the Media High Council runs short courses for some 500 journalists a year (working with as many as 20 part-time trainers to deliver the courses).

2 State-supported universities, colleges and schools

tate-supported universities, colleges and institutes are key role players in the regional journalism training environment, and some of them, such as the University of Nairobi, and Cesti in Senegal, were the first regional centres to offer journalism training and are therefore well known in their regions.

A key defining characteristic at universities, institutes and schools is the level of practical training offered.

Universities focusing on practical training offer creative mixes of learning experiences for their students, including digital training, hands-on training in community radio and television production, and the production of newspapers and magazines. The worst universities were shrugged off as 'only offering theory'.

The level of state support given to universities

differs from country to country. For example, universities in Ethiopia are fully funded and controlled by the state, whereas state funding for universities and institutes in Kenya and Ghana is reported to be slowly diminishing.

3 Private universities, colleges and schools

here are numerous privately funded universities, schools and colleges offering journalism training on the continent. Many private colleges are dismissed as 'fly-by-nights', are under-resourced, and in the worse cases cut-and-paste course content from more established institutions.

The reputable centres, however, have an important impact on the journalism training environment.

Amongst the centres surveyed here are Aga Khan University, Covenant University in Nigeria and the Uganda Christian University.

One interviewee described private universities and colleges as similar to the model of education in the United States. Although they are subjected to the educational regulations in a country, they tend to be less regulated and controlled – including in countries such as Ethiopia, where they are subject to only 'technical monitoring' and evaluation by the state. Because they are not susceptible to changes in state funding, they can also be more financially stable.

A noticeable aspect of private universities and colleges in sub-Saharan Africa is the number of Christian – and even Islamic – funded universities. At many of these centres, faith-based courses are compulsory for students.

4 Commercial media

he commercial media plays a prominent role in training journalists in sub-Saharan Africa. In at least three countries, it is proactive in training journalists and has strong links to training centres in those countries. Both the Namibia Media Trust and the Premium Times Centre for Investigative Journalism are non-profit training and advocacy offshoots from commercial news publishers in Namibia and Nigeria. Similarly, Defimedia, one of the prominent news publishers in

Mauritius, is said to have plans to turn its training unit into a non-profit entity.

In Kenya, both The Nation and The Standard invest substantially in training. The Nation runs its Media Lab, which is an orientation programme for new recruits, while The Standard has its Media Academy for new journalists.

Commercial media houses can also play a strong role in university education, through accepting interns, participating in student research, journalists and editors lecturing and training at centres, and even reviewing and offering suggestions on course content. The Uganda Christian University, for example, has strong relationships with the media industry, including staff sitting on boards.

Internship programmes – or what some called 'industry attachments' – can be a significant contributor to journalism training, given the number of centres that include internships in their courses, and the number of students that are taught each year at larger universities and schools.

5 Donors and funding institutions

onors and institutions that provide funding such as United Nations bodies play a critical role in journalism training on the continent, funding non-profit journalism training interventions – whether run by established non-profit centres or hubs, or are ad hoc interventions by civil society, such as safety training for journalists, training for elections, or on other specific issues such as the environment or extractive industries.

Often these training interventions are closely aligned to a broader media freedom advocacy mandate at the non-profit centre.

Ad hoc training projects and interventions at established universities and colleges were also donor funded. Amongst other things, donor funding is used to build training facilities at universities and colleges and to fund conferences, which often have capacity-building components.

Donors mentioned during this research process

include Unicef (for child rights reporting), Unesco (for journalist safety), Sida, Nida, Hivos, Osisa, the Ford Foundation, the Embassy of Finland, the US Embassy, the German Embassy, Deutsche Welle Africa, the Norwegian Programme for Capacity Development in Higher Education and Research for Development (Norhed), the Media Challenge Initiative and Tanzania's Media Foundation (for innovation), the European Union Delegation in Uganda, and the Natural Resource Governance Institute.

6 Global organisations

Ithough not the focus of this study, numerous global organisations and institutions are active in training journalists on the continent, with some also acting as funders of training interventions.

The Committee for the Protection of Journalists, the Global Investigative Journalism Network, Thomson Reuters Foundation, Internews, Unesco, the UN Department of Safety and Security and Acos Alliance were amongst those mentioned during the course of this research.

7 Ecologies of teaching and training

n some countries, the relationship between the training stakeholders was fluid, with a high level of co-operation and cross-engagement, creating what felt like ecologies of training and learning.

For example, the Uganda Christian University, as mentioned, has a strong relationship with the commercial media, and manages to find internship placements for as many as 150 students each year. Editors and journalists provide feedback on course content at the university, and guest lecture. The faculty at the university is also involved in the governance of media organisations (e.g. New Vision Printing and Publishing Corporation and Monitor Publications), non-profit media development training centres such as the African Centre for Media Excellence, and others (such as the Uganda Media Women's Association). Staff also regularly write for the media.

The relationship between Namibia Media Trust and The Namibian creates a useful space where journalists can be trained in advocacy journalism by the Trust's NXT Journalism Hub, and investigative journalists, through the IJ Hub, placed at the newspaper. This links the commercial media directly with the training work of non-profit organisations. The Namibia Media Trust also works collaboratively with its regional partners, such as Misa Malawi, including in sharing course content.

The commercially aligned Premium Times Centre for Investigative Journalism trains journalists in newsrooms, and, through its Campus Reporter programme, which seems to be unique in the region, collaborates with at least nine universities in Nigeria.

In Malawi, there are close links between the three key institutions there, while an initiative like Icar, with its focus on corruption, creates a bridge between, for example, the University of Malawi's Chancellor College, The Polytechnic, and the IJ Hub (more recently including Wits Journalism). In Mozambique, there are strong collaborations between Misa Mozambique and the Higher School of Journalism, with the director of Misa Mozambique also teaching at the school. Meanwhile, the Aga Khan University in Kenya hosts and trains recruits from leading media organisations. It also offers graduate trainee programmes for journalists recruited at The Nation Media Group and The Standard Group under The Nation's Media Lab, and The Standard's Media

Academy respectively.

A different kind of structured ecology occurs in Ethiopia, where government regulated and voluntary interaction occurs between universities. The universities are divided into three tiers, based on institutional resources and how long they have been operating. First tier universities are responsible for capacity building in the lower tiers, including, for example, prioritising applications for MAs from students who have studied at the lower tiers. Capacity exchanges include supervision of students at lower tier universities, as well as examinations. Some lecturers volunteer their personal unpaid-for time to teach at the lower tier universities.

The above suggests that journalist training centres on the continent should not be seen as static or isolated concerns. Rather than the impact of the training centres on journalism in general in sub-Saharan Africa being confined to the work of a single centre or initiative, it is the result of clusters of interactions between the centres and staff working at the centres.

8 Ecologies of learning

ven where these ecologies of teaching do not exist, students and journalists move through multiple training and learning opportunities during the course of their work and careers, creating, in a sense, a student-centred – rather than institutionally centred – ecology of self-learning.

While some students study at multiple regional

universities for different courses and degrees, and even overseas, practising journalists might receive training from non-profit organisations or global institutions and study towards different degrees at a range of regional universities.

For example, a freelance investigative journalist from Cameroon, who has worked as a journalist in several countries in conflict, reports receiving the following training:

Case study: journalist training and education

Certificate in hostile environment & first aid training

BSc in journalism and mass communication from the University of Buea in Cameroon

Freelance investigative journalist

Took the course in Kenya. Sponsored by Acos Alliance. Training was by Separ International

BSafe online security awareness training offered by the UN Department of Safety and Security Currently studying at Wits University

Also trained by Thomson Reuters Foundation, Africaphonie, I-Vision International and others



Networks

he main networks for journalism teachers and training in sub-Saharan Africa identified in this research are the East African Communication Association (EACA), the Media

Foundation for West Africa,¹² the Global Investigative Journalism Network, and two regional investigative journalism hubs, in Southern Africa and in Central and West Africa.

The Premium Times Centre for Investigative Journalism in Nigeria is also linked to the global fact-checking movement through Dubawa, which also operates in Ghana. The movement, which includes Africa Check, has a strong training component to its work. One centre, the University of Cape Town, belonged to the World Universities Network (WUN).¹³

While teachers at some universities are also said to individually belong

Cenozo, based in Burkina Faso, links investigative journalists in countries such as Senegal, Togo, Mali, Cameroon, Ivory Coast, Benin, and The Gambia

to 'some' global teaching networks, these were not identified. The only in-country teaching network mentioned was the African Council for Communication Education in Nigeria. This used to be a regional body, but its international umbrella organisation is said to be dysfunctional. It currently only operates in Nigeria and is trying to strengthen its work by including practitioners to avoid being a 'congregation of scholars' only.

EACA offers a space for journalism academics in the sub-region to interact. While it has a strong research focus, like its Southern African counterpart, the South African Communications Association, it does not focus specifically on training. EACA has an annual conference, bringing together journalism trainers in the region, as well as others from across the world. It also publishes a journal. Despite this, one interviewee felt that the Association was

'struggling' and that it 'didn't do a lot'.

The newly formed IJ Hub in Southern Africa (started in September 2019), which has grown out of amaBhungane's investigative journalism training, has member units in Namibia, Botswana, Zambia, Malawi, Swaziland and Lesotho.

Similarly, the Cell Norbert Zongo for Investigative Journalism in West Africa (Cenozo),¹⁴ based in Burkina Faso in West Africa, links investigative journalists in countries such as Senegal, Togo, Mali, Cameroon, Ivory Coast, Benin, and The Gambia.¹⁵ Cenozo focuses on 'data and cross-border investigation', and, amongst other things, offers training, mentoring, grants, and legal advice.

Members in both regional investigative journalism hubs were also members of the International Centre for Investigative Journalists, which provides its own training opportunities and support for practising journalists. An issue-specific network mentioned as important by one respondent is the Disaster Risk Reduction Association of Journalists (Diraj).¹⁶

Supported by the UN Office for Disaster Risk Reduction, it is an association of 'journalists and communicators working in the fields of disaster risk reduction and humanitarian response in Africa and around the world'. Many journalists from Francophone African countries are said to be members of Diraj.

Small networks in sub-regions have been started by individuals, such as 'Open Data Pour Elles', a French-speaking African network of women working in the field of investigative journalism, data journalism, mapping and other open data professional sectors.

egional networks that have in the past offered training such as Misa are fragmented and disconnected from each other. While Misa Malawi was identified as growing and doing good training work, Misa Mozambique, which is also active in the training space, had little contact or awareness of Misa Malawi, and instead had links with Misa Zimbabwe.

A number of centres have a regional focus. These

include Aga Khan University, the African Centre for Media Excellence, the Premium Times Centre for Investigative Journalism, FrayMedia, and Namibia Media Trust. Wits University has also over time worked more consistently in the region. However, universities seemed less likely to form long-term strategic alliances with universities outside of their countries.

Relationships nevertheless did exist. For example, the University of Nairobi has a memorandum of understanding with St. Augustine University in Tanzania and the University of Mauritius has worked with Africa Check on a funded training intervention and has a PhD programme arrangement with the University of KwaZulu-Natal in South Africa.

The Ghana Institute of Journalism has a supervisory arrangement with the University of Fort Hare 'because they met at the Highway Africa conference' and wanted to work together.

Conferences offer a useful networking space for new projects and partnerships to develop. Thematic regional events such as Wits Journalism's African Investigative Journalism Conference continue to offer networking opportunities for journalists, students, educators and trainers interested in investigative journalism on the continent.

Because of the absence of a regular forum for networking and exchange, the South African journalism training environment is described as fragmented and isolated

While the Highway Africa conference hosted by Rhodes University offered an important regional networking opportunity for many years, it has not been run for a number of years and is only now being slowly revived.

Because of the absence of a regular forum for networking and exchange, the South African journalism training environment in that country in particular is described as fragmented and isolated, with little awareness of what other institutions are doing.

Although not a strong focus of this study, outside of Africa, arrangements with universities in Western Europe, the United States and South America were reported that included student and lecturer

exchanges and degree programmes.

In particular Francophone and Lusophone centres tend to look outside of Africa for resources and expertise – for example, student exchanges or visiting lectureships – rather than to other French or Portuguese speaking countries on the continent. For example, the University of Mauritius invites guest lecturers from France rather than Senegal (a country that has in Cesti one of the most established journalism training centres in the region). Similarly, the Higher School of Journalism in Mozambique has student and studying exchange links with Brazil, rather than with centres in Angola, with which it has no contact.



Student and staff numbers

of the institution, with more established universities on the whole training a higher number of students consistently over the years taken to complete their degrees.

However, the trainee numbers of some non-profit organisations were also substantial. For example, the Platform for Investigative Journalism (PIJ), although it only started training in March 2019, has already held several training interventions with 15-20 journalists trained each time (or around 140 journalists in a year and a half). The Namibia Media Trust trains between 90 and 120 journalists a year.

The Premium Times Centre for Investigative Journalism trains both working journalists and university students, the latter through its Campus Reporter programme which was started in 2017. In 2018, amongst other activities, it trained over 400 campus journalists across nine tertiary institutions, 85 journalists from different newsrooms in fact-checking, and

developed some 20 training modules for its election monitoring project.

While universities might have a predictable number of students to teach each year, some are involved in ad hoc additional training projects, such as the University of Addis Ababa, which was involved in a special programme in collaboration with the government of Ethiopia. Around 70 journalists were enrolled at the university for the programme.

In general, it can be inferred that the higher the staff to student ratio, the better the quality of journalism teaching and training. Most centres suggested that 20-25 students was a workable class size for practical training (although a centre like the Namibia Media Trust does not train more than 12 people at a time).

The table below offers a sample of staff and student sizes at university training centres:

CENTRE	STUDENT NUMBERS	CORE TEACHING STAFF	OCCASIONAL OR PART-TIME STAFF
Aga Khan University (Kenya)	25–30 students a year for its graduate programmes and up to 1 000 people a year for its professional development courses.	5	13

Uganda Christian University	450- 500 mostly undergraduate students.	14	The department also engages part-time staff from supporting disciplines and the industry as the need arises. The faculty receives visiting lecturers under different projects/programmes (Fulbright, Erasmus+, Norhed) to strengthen its capacity.
University of Mauritius	60 a year	5	
University of Malawi, The Polytechnic	265	10	Lecturer exchanges with other centres.
University of Nairobi	1300 students a year	21	Around 15 part-time lecturers from the industry, other universities, and sister departments at the university.
University of Addis Ababa	700	9	



Gender balance of students

ll centres interviewed were aware of the need to encourage a gender balance amongst the students and journalists trained – with a number reporting a higher intake of female students than male.

Wits Journalism reports a majority female intake for career-entry students – with at times as few as one male student enrolled in a class. Similarly, Covenant University in Nigeria reports that 80% of its students are female and 20% male, a statistic it attributes to the general belief in the country that media-related fields are more suited to women, while men prefer science and engineering. That the university runs a mass communication programme accounts for the high percentage of female students. Other centres have also found that more female students sign up for public relations and communications streams, boosting the female gender balance in their journalism courses.

The gender balance of students can depend on the level of the degree, with some centres finding fewer women studying journalism at a higher level

Rhodes University reports 60% female students consistently at all levels – undergraduate, honours, MA and PhD. It attributes this to a demographic shift at South African universities over the last five years. The university as a whole has also seen the transformation of the racial demographics of its student body, with 10% of the students white, in line with the national racial demographics.

However, this positive gender balance was not always the case. The gender balance of students at universities can sometimes depend on the level of the degree being offered, with some centres finding fewer women studying journalism at a higher level. For example, the University of Addis Ababa has noticed an increase in the intake number of female students at the undergraduate level, but less so at the MA level. At the PhD level it only has one woman student.

Although the African Centre for Media Excellence

(Acme) has a rule that 30% of the journalists that it trains should be women, it struggles to meet these targets. It attributes this to the patriarchal culture in Uganda, and to how its courses are designed and run. Challenges include woman journalists being away from their families for extended periods of time or going on field trip exercises.

The centre has tried to remedy this imbalance in various ways, for example, by asking funders for additional money to pay for nursing mothers to attend courses with their helpers. Sometimes it has to re-advertise for a training course if not enough women apply to participate.

The centre reports a '2 to 1 ratio' in favour of female students at universities in Uganda. However, it says this ratio is reversed in the newsroom. It says many graduate female students do not work for long as journalists, preferring to move into public relations and corporate communications. However,

women journalists do very well in its Uganda
National Journalism Awards, which it says means
that there is an important gap in teaching that should
encourage female students to pursue longer-term
journalistic careers.

In Francophone West Africa, women journalists working in newsrooms are said to be less assertive in asking permission to sign up for training courses. One respondent from the region said that because of this there is a need to 'empower women journalists to enable them to feel confident in newsrooms'.

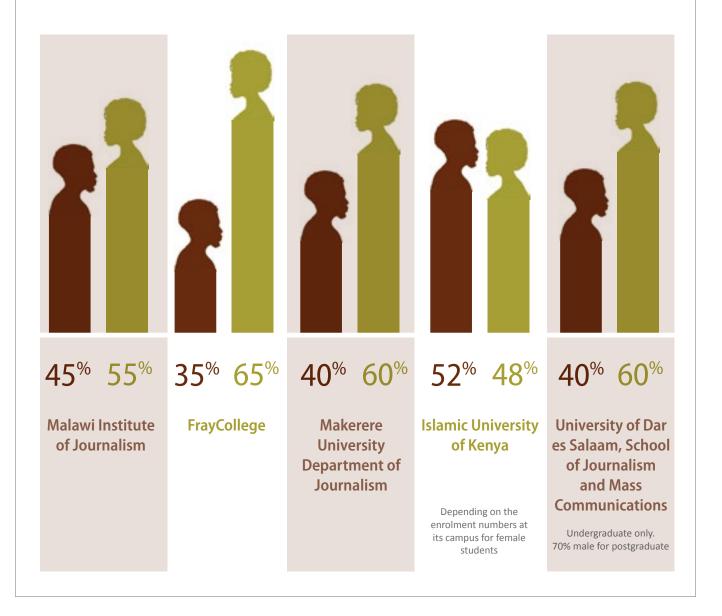
At least two initiatives in West Africa aim to empower women as journalists. The first is Open Data Pour Elles,¹⁷ a new network of women investigative journalists working on data journalism and information mapping. The second is SheWrites, SheLeads, which is based in Liberia. It offers mentoring for young women in basic journalist skills,

using mostly the internet (they only have a Facebook presence). It is based at the Internews-Liberia offices, and works with the Center for Collaborative Investigation Journalism in the US. Currently it has a team of five trainers and is opening a school that will include a video and audio studio. Its mentoring focus will remain exclusively women.

Gender Links in South Africa meanwhile works in Southern and Eastern Africa training journalists to report on gender issues. For example, in 2019 it ran a project aimed at supporting the media to better cover sexual and reproductive health rights. Journalists were also given small grants for field work. It offers short courses on gender violence, HIV and Aids, and gender and economic reporting, amongst them.

The table overleaf shows the reported gender balance amongst students at five centres.

Gender balance amongst students at five centres





Practical training

he extent to which centres offered practical training to students or journalists is seen as an important marker and differentiator.

Practical training is seen as a way to prepare students properly for the media industry, and an indicator of the success of many centres was counting the number of students who were employed in media or communications roles after graduating.

Most centres surveyed offered practical training in a combination of radio, TV, print and digital skills, with different centres typically being known for one or the other specialisation in these areas. Two centres, the African Centre for Media Excellence and the University of Nairobi, also placed an emphasis on training other journalism trainers and educators so that they in turn could teach.

The table overleaf shows a mix of training facilities in sample centres. As it suggests, while the different practical courses are offered, a centre's resources can vary quite significantly.

CENTRE	FACILITIES	
Namibia University of Science & Technology (teaches 120 students per year)	Has an online FM station known as Nust FM. Has four well-equipped labs for TV training with IMac computers for all journalism undergraduate and graduate students. Publishes a newspaper that is described as 'currently asleep' but will be revived soon.	
Bahir Dar University (Ethiopia) (about 60 students a year)	Has a studio for radio, television, and print and computers with editing software. Used to have a student newspaper (but no longer publishing). Has its own community radio where students practise broadcasting. There is also a state-of-the-art radio and television studio at the university which is used.	
Higher School of Journalism, Mozambique (50 students a year in two tranches of 25 students)	Has a small studio for broadcast training (three or four cameras), a design, layout and editing laboratory with 10 Macintosh computers (the computers are shared with the publicity and marketing unit at the school, so they are considered insufficient for training). Also has a general training room with 30 computers. The school has a printing unit, but the machines are used for publicity rather than training.	
University of Dar es Salaam, School of Journalism and Mass Communication (128 students on its journalism track)	The school has a TV studio, a TV station available nationally through a multiplex operator (good students graduate to this station and work hand-in-hand with employed journalists), a radio studio and station, a student newspaper, and a photo lab.	

Training in radio

adio is the most prominent medium in most African countries, and a high number of centres surveyed either ran their own community radio stations or had access to campus radio where their students could train in a live broadcast environment.

For example, both The Polytechnic at the University of Malawi as well as the university's Chancellor College run radio stations, even though The Polytechnic specialises in print, and also prints a newspaper, and the college specialises in media theory and development communication.

The Polytechnic is busy using the station to increase its engagement with civil society organisations, while the college uses the radio to broadcast development communication-orientated content. The Malawi Institute of Journalism, which offers a specialisation in both TV and radio journalism, runs a community radio station that has a national reach.

Rhodes University is relatively unique in that it has access to two community radio stations (one being the student campus station). Its off-campus community station allows it to run its community engagement and service-learning programmes with local partners.

At Wits Journalism, what is considered a relatively unusual model of a radio station and radio academy involves the campus radio station working closely with an academic unit (the radio academy), which has a strong focus on working with community radio. Although the radio station and the academy share premises, they are structurally distinct in that the academy is part of Wits Journalism, and the station is run by a board representing all constituencies at the university.

As with the case of TV, some centres, such as the Namibian University of Science & Technology, run online radio stations.

However, the extent to which radio stations offer sufficient hands-on experience for students is mixed.

The Ghana Institute of Journalism runs a small radio station. It has a narrow reach (an application to increase its broadcast range was declined by the country's communications authority) and is located near Parliament, outside of residential areas.

This means that listenership is low. Although the students practise at the radio station throughout their studies at the institute, the size of the station means that only a few students at a time are able to get practical training. Although the institute attaches students to off-campus radio and TV stations during

Campus radio can be a catalyst to an active, vibrant and self-organised student journalism culture, even at a university not offering journalism courses

their vacation time, they have received feedback that the students do not get much practical experience during these internships. This is putting pressure on the institute to expand the reach and training capacity of its radio station, which it hopes to do when it moves premises.

In some cases the centres did not always have full control of the station, limiting the centre's access and use of the station. For example, the campus radio station at the University of Addis Ababa, which broadcasts for eight hours a day to neighbouring towns, was recently taken over by the university's administration and communications department. Students are nevertheless assigned an internship at the station for a period of one to two weeks.

Although offering students live practice in radio can be limited by who controls the radio station, the broadcast range and size of the station, in at least one centre – Obafemi Awolowo University in Nigeria –

campus radio has been a catalyst to an active, vibrant and self-organised student journalism culture, despite the university not offering journalism courses.

Even if a centre does not run a radio station, many have radio editing booths, where students can develop content. In the case of the University of Nairobi, a BA in broadcast production has been offered since 2009. It is described as a 'purely handson' course, offering specialisations in film, radio and TV production. Initially, the university did not have the facilities to offer the course, and partnered with the government-run Kenya Institute of Mass Communication so that it could use its facilities to deliver the course. The university has however now set up its own radio and TV station, and has been licensed by the communications authority in the country to begin broadcasting soon.

Training in TV

ost centres surveyed had TV editing booths where they could train students. The University of Cape Town, for example, has a studio described as 'built to BBC specifications', which is used for sound recording, video and audio production and is used extensively by both film and media studies and drama students.

Content developed at these centres was often shared online in the form of podcasts, or by using dedicated YouTube channels. One centre, the Islamic University in Uganda, said it broadcast TV online.

The actual broadcasting of TV content was less evident – however, this appears to be changing at a number of centres across the continent. The University of Lagos launched a campus TV station last year which it expects to become competitive in the Nigerian broadcast space. As mentioned, the University of Nairobi has also just received the regulatory go-ahead to broadcast community TV.

A key challenge reported in countries such as Rwanda is that while a well-equipped studio for TV training is important, the maintenance of this kind of facility can become a challenge over time. This can result in a studio that was expensive to set

up no longer being functional. This has resulted in some electing to support the set-up and purchase of smaller pieces of training equipment or to make lessexpensive capital purchases.

Newspapers

ewer centres now publish student newspapers that can be used for training, in the main due to the cost of printing.

For example, the Ghana Institute of Journalism stopped publishing its newspaper four years ago due to financial difficulties. Covenant University in Nigeria used to publish two newspapers – both a community newspaper and a campus newspaper – but it had to stop publishing the community newspaper, also because of funding shortages (as outlined below, the costs of its campus paper are now sustained through advertising sales from its student-produced magazine).

Similarly, Rhodes University, which used to have the city's community newspaper at the heart of its training, has shifted most of this training to its digital version, and in doing this has created new opportunities for digital teaching (it nevertheless still has working relationships with the two campus

Students receive lectures from professionals in the magazine industry. Printing, format, paper quality, distribution and content are decided by the students

newspapers published at the university).

The University of Addis Ababa used to print a newspaper but has not done so for two years, citing administrative and technical problems. While Wits Journalism recently published a campus student newspaper, it went completely digital in 2020.

Notable exceptions to this trend include The School of Journalism and Communication at the University of Rwanda, which also runs a radio station, and publishes The Kaminuza Star¹⁸ in collaboration with The New Times. The purpose of the newspaper is to offer students practical experience in reporting on issues of interest to the campus community, and 'society in general'.

Magazines

t least two centres used magazines as important mediums for training students.

The Stellenbosch Media Forum (SMF) is a magazine put together by honours journalism students at Stellenbosch University. The students have to apply for the various positions such as editor-inchief, content editor, layout editor, etc.

The department then selects the main editorial team for the magazine. The students receive a budget, are able to ask advice from lecturers, and receive lectures from professionals in the magazine industry. However all other decisions, including printing, format, paper quality, distribution and content is then decided on by the students.

The students (a class of about 25) collectively put ideas forward for a theme and the class then votes on

the theme. In 2020 they decided to report on Covid-19's impact on the media industry. The magazine is in this way used as a very practical, decision-based experience for the students at all levels of magazine production, except selling advertising. Students are also given industry-relevant roles, such as 'factchecker', for the magazine.

Covenant University offers a programme in mass communications, with a focus on print, online and broadcast journalism and a stream for advertising and related topics. It also publishes a magazine and shows one of the benefits of having journalism programmes closely allied with other media industry training tracks, such as public relations and advertising. The magazine has a scope and reach beyond campus. Because of its reach, it serves a number of purposes, including dealing with campus issues, projecting the image of the university and commenting and reporting on public and national issues. The students produce the magazine and students from the department's advertising stream sell advertising space. The advertising sales in turn sustain its campus newspaper.

Digital publishing

hile most centres identified the need for multimedia digital skills both for students and for practising journalists, several centres surveyed considered digital skills a priority training area and defined this as their key value.

These include Rhodes University, the Malawi Institute of Journalism, and the University of Mauritius, which is the only centre specialising in digital media in Mauritius and has started offering new modules on big data and data journalism.

Digital journalism is central to the training offered by Rhodes University. An online version of the city's community newspaper is published in a context described as 'in dire need of public information'. It offers students extensive opportunities for multimedia production and has social media channels dedicated to issues such as education and the environment. The digital edition of the newspaper is published every Friday and is considered very active, with 13 000 followers on its Facebook feed. As mentioned below, students are also expected to develop the websites and the multimedia content of non-profit organisations working in the community, as part of what it calls

The absence of facilities such as studios for radio or television does not necessarily limit the impact that a training centre can have on the media environment

'service learning work'.

Some centres, such as the Namibia Media Trust, are currently developing their capacity to expand their digital training offerings. While the Namibia Media Trust has one training room that can accommodate up to 20 participants, it is in the process of finishing a recording studio which will be used extensively for digital training.

A lack of facilities is not a marker of impact

he absence of facilities such as studios for radio or television production does not necessarily limit the impact that a training centre can have on the media environment. For

example, the Premium Times Centre for Investigative Journalism has no training facilities of its own and instead offers off-site training depending on the project involved.

This may include renting a hall for a training bootcamp, with participants flown in from across the country, or, when working with students on its Campus Reporter programme (see below), the campus school would provide a venue for training. The centre's trainers also travel to different states in Nigeria to offer training to journalists.

According to one interviewee, there was also an over-emphasis on high-tech technology and infrastructure on the continent for good journalism training, while the basic elements of good journalism could sometimes be taught better with rudimentary facilities and equipment.

The African Centre for Media Excellence, for example, sees itself as filling an important gap in

the country, offering practical skills that many universities do not offer. It also offers training regionally. However, its facilities are limited and described as 'basic': a training room with computers that can accommodate up to 24 journalists, and journalists are also encouraged to bring their own laptops.

Although it trains in broadcast, it does not have a broadcast editing studio because it has found that few people are willing to invest in the cost of funding one. Instead, with its broadcast training it 'keeps it as practical as possible without going to editing suites'. This includes doing the 'basics' such as writing good stories and critiquing each others' news reports that have been broadcast. An important aspect of training offered by the centre is field trips, which is a relatively unique method amongst the training centres.

Practical experience of teachers and trainers

iven the emphasis on practical training, all centres interviewed recognised the importance of teachers and trainers having practical newsroom experience.

While many non-profit training centres are run by former journalists, most universities surveyed required teachers to have at least an MA degree. In Ghana the government requires that a teacher must have a research MA degree as a minimum, while in Kenya, an MA degree is required, and the educator must register for a PhD.

In Mozambique government policy dictates that 60% of teachers at universities must have a PhD, 30% an MA degree and only 10% could have an undergraduate degree.

However, the regulated academic requirements for teaching at universities on the whole did not appear to limit the number of teachers employed at universities and schools who had spent some time working as journalists. For example, at the University of Addis Ababa, about five members of the core staff teaching there have prior newsroom experience, and at Aga Khan University, at least four of the school's five core teaching staff have substantial prior newsroom experience. At The Polytechnic at the University of Malawi, six out of the 10 teachers there have prior newsroom experience.

More challenging was contracting industry experts to teach at universities who did not have the necessary formal university qualifications. As one interviewee put it, the skills needed for practical

The skills needed for practical training are often not 'measured by degrees' and the limitations can restrict centres inviting media professionals to teach courses

training

are often not 'measured by degrees', and the limitations can restrict centres inviting media professionals to teach courses.

Many centres drew extensively on industry professionals who were specialists in their field to teach. For example, Aga Khan University used about 18 trainers in total to train a cohort of 25 students during the course of a year. The Ghana Institute of Journalism only has six core staff members but teaches some 200-300 students a year, making it reliant on part-time professionals to do a lot of the training.

In cases when skilled trainers and industry professionals did not have an MA degree, some centres would employ creative workarounds so that they could be contracted to teach, including inviting them as 'guest speakers'.

Internships

here was a mixed sense in which student internships (or what are also called 'industry attachments') were seen as useful and effective for universities and colleges.

While most centres offered some form of internship for their students, several difficulties emerged, including securing placements for large numbers of students; proper structural relationships with newsrooms; working with newsrooms that already had poor orientation and human resources capacity for their own staff; and the length of the internship in terms of its effectiveness.

In some instances, centres that used to run internships cancelled them as a course requirement because they were seen to be ineffective. At the University of Addis Ababa, internships used to be



Training session in progress at Nassarawa State University in Nigeria. This particular session deals with conflict reporting.

part of the curriculum eight years ago, but were dropped from course requirements because of a lack of proper engagement for students in the newsroom, who just 'sat there and observed'. The school also did not have the capacity to properly monitor and follow-up with the students during the internship.

Currently the university's radio station is used for short one to two week internships, although it has limited capacity. However, the department recognises the importance of internships as an opportunity for students to apply what they learn and is planning to reintroduce them into the course curriculum. It says the ideal length of an internship is one month.

For one interviewee who has experience training and teaching in both the non-profit and university environment, the challenges faced with internships is due to a combination of how the training centres approach internships, capacity in the commercial media newsrooms, and student attitudes. Universities are not seen as investing enough time in exploring the possibilities of internships with newsrooms and 'making the case' for student placements, including how the student's time, as an additional resource in the newsroom, can be used in a creative or interesting way. The lack of strong human resource systems in newsrooms, including for training and orientation, means that students have no framework

that encourages them to try out new ideas and inject fresh creativity into the news space. Instead students are often seen as a 'nuisance', given the everyday deadlines and pressures journalists face.

But the students also have a role to play here: a general disinterest in actively producing and consuming news – as the interviewee suggested, few students read the news. This was compared to a decade or so ago, when the interviewee broke frontpage stories as an intern at a newspaper, and when fewer students were admitted, making internships more practical.

Most centres, nevertheless, instinctively see potential value in internships, and some appear to provide good opportunities for off-campus reallife work experience. Despite its large number of students, every second-year student at Uganda Christian University is attached to an organisation for an internship – about 100-150 students a year – which the university sees as an achievement in terms of scale. In part this is facilitated by the fact that the centre has a close relationship with the media in Uganda. The media industry provides input on course content at the university, journalists and editors are invited to speak as visiting lecturers, university staff sit on boards of media organisations, and staff write for the media.

Internships are part of the core course for students, who submit reports of their time at the media institution, including filling in log books

Centres such as the Ghana Institute of Journalism, which requires the completion of an internship as a prerequisite for being awarded an undergraduate degree, provide the students with introductory letters for them to secure their own places in newsrooms, and only sometimes arrange the placements on the students' behalf.

Similarly, Covenant University has had success with internships. Students are required to do internships at media organisations for a six-month minimum over their four-year degree. The internships are treated as part of the core course for students, who need to submit reports of their time at the media institution, including filling in log books. They have to provide evidence of their engagement. For example, if they publish stories they have to submit them to the university. According to the university, their internship programme is working well, with some students being employed by the media institution

after their studies.

In the case of the University of Mauritius, during the course of their three-year programme, students are required to do two internships – one of two months duration, and the other of three months. The internships are part of the core course and students are required to submit reports for which they are graded. A number of students following their internships have been able to secure full time jobs once they completed their degree programme.

Rhodes University includes a strong outreach component to their student work. Amongst other things, they have an innovative strategy for students akin to internships which they call 'service learning'. In this approach, students are attached to NGOs and are encouraged to apply their multimedia and journalist skills to strengthen the work of the NGO, including developing websites and campaigns. It sees this as part of its 'communicative ecology' approach,

which recognises that working in a newsroom is only one possible outcome of journalism training in the evolving media environment, and describes this approach as encouraging a form of solutions journalism or public journalism, which it also teaches in class.

The placement of trainees is not confined to universities, colleges and institutions. For example, the IJ Hubs fellowship programme used to place trainees from the region in South African newsrooms.

Since the pandemic, placements have happened in the region, with training happening via Zoom. The Namibia Media Trust accepts interns (two interns in three-month cycles) at its own offices to support its advocacy work. It also facilitates internship and fellowship programmes on behalf of The Namibian with amaBhungane and the IJ Hub.

The length of internships was different at each centre that offered internships as part of their course content.

CENTRE	LENGTH OF INTERNSHIP	
Covenant University	Six weeks. Its internship programme for MA students is used both to give them practical experience and to help them decide on research topics.	
University of Nairobi	Three months for undergraduate students during their third year of study.	
Malawi Institute of Journalism	For diploma students during their final semester.	
Ghana Institute of Journalism	Three months. Undergraduates complete their internships in their vacation time in the last months of their studies.	
University of Addis Ababa	Two to three weeks, currently at the campus radio station, but has plans to reintroduce internships in the industry for a period of one month.	



Courses aimed at working journalists, managers, and entrepreneurs

he continual need for upskilling and professional advancement amongst practising journalists makes courses and programmes aimed at working journalists and other professionals an important component of the kinds of learning opportunities offered by centres.

These courses are offered at a range of levels and for different durations. They can include certificate courses, structured diplomas and part-time mid-career degree programmes.

The focus of the courses and programmes is diverse, and range from courses on feature writing, investigative journalism, and financial journalism, to courses on book publishing, public relations, and senior programmes in media management and leadership, and entrepreneurship. An interesting example of short courses responding to the specific needs of journalists in a changing environment is an online diploma programme

for practising journalists offered by the University of Dar es Salaam's School of Journalism and Mass Communication because a new law in Tanzania has stipulated that all practising journalists need a diploma in journalism by 2021.

Typically short courses and diplomas for journalists at universities are offered in addition to the main degree programmes. For example, Nnamdi Azikiwe University (Unizik) in Nigeria offers a professional diploma in journalism that is designed specifically for working journalists, besides its bachelor of science in mass communication, its masters in mass communication, and its doctor of philosophy in mass communication. Similarly the Department of Communication and Language Arts at the University of Ibadan in the same country, besides its undergraduate and postgraduate degrees, offers what it calls professional programmes on topics such as development communication, investigative journalism, newspaper production, advertising, and business communication.

A number of universities specifically target working journalists and professionals with more extensive degree programmes. Wits Journalism, for example, runs courses for mid-career professionals. Although a university, Aga Khan University only trains journalists and communications professionals

who must also have an undergraduate degree and a minimum two years' working experience. In the case of its executive course in media leadership and innovation, they must have at least five years' experience in a managerial or leadership position. Graduate courses are run at night and over the weekends to accommodate the daytime work requirements of the students.

anagement and leadership training appears to be offered by fewer centres compared to more general journalism and capacity-building courses. Rhodes University's Sol Plaatje Institute for Media Leadership offers postgraduate courses and training in all areas of media management.

It attracts mostly working journalists and other professionals, including government employees, from across the region. The Media High Council offers short courses for media investors and media managers, as well as journalists (it has about 500 journalists a year).

Support for innovative media start-ups was less common. Two notable exceptions are the Aga Khan University's Innovation Centre and Wits University's Journalism and Media Lab (Jamlab). Jamlab's sixmonth accelerator programme provides the 'tools,

facilities, contacts, and support necessary' for journalism media innovators.

Aga Khan University's innovation centre programme supports entrepreneurs with start-up capital for an innovative media initiative. They are then offered an incubation context for support in the programme to develop their initiative. Currently the university has two start-ups in its programme.

Both the University of Nairobi and the Department of Media and Communication Studies at Jimma University in Ethiopia emphasised training for journalism educators.

At least two universities served as large-intake training service providers for working journalists: Aga Khan University trains journalists from The Standard and The Nation in Kenya, 19 while the University of Addis Ababa has trained about 90 government-employed journalists.

Some of the short courses are offered online. The University of Cape Town offers certificate courses in collaboration with GetSmarter.²⁰ For example, its course on feature journalism includes modules on how to research and develop feature stories, on conducting interviews, language and structure, editing and journalism ethics. FrayCollege in South Africa also offers courses for media managers in partnership with Wits Journalism. The college teaches

the course, including raising funds to do this, but the university issues the certificate.

For non-profits such as the Namibia Media Trust and the Premium Times Centre for Investigative Journalism, a primary focus is training journalists through short courses, with the latter also training civil society organisations and students. Internews, which has working relationships with the Sol Plaatje Institute for Media Leadership (Rhodes University), the University of Nairobi, and Daystar University in Kenya, only trains working journalists using short courses and also offers fellowships for journalists.

The Media Council of Kenya offers specialised training for working journalists, including in governance, elections, health, business reporting, safety, conflict, freedom of expression and hate speech, health and extractive industries.

Short courses are in demand and well-attended. For example, although Aga Khan University has 25-30 students enrolled in its night class graduate programme, it trains around 1 000 students a year in its professional development courses.

The table overleaf shows a sample of courses offered for working journalists at universities.

CENTRE	COURSES FOR WORKING JOURNALISTS	
Makerere University, Department of Journalism and Communication	Offers short courses for working journalists on subjects such as news writing and reporting, investigative journalism, public affairs reporting, data journalism, peace and conflict journalism, and photojournalism.	
University of Dar es Salaam, School of Journalism and Mass Communication	In partnership with Unesco it has established an online diploma programme for practising journalists, mainly from community radio stations (a 2016 law demands that all practising journalists attain a minimum of a diploma in journalism by 2021). In partnership with the Bloomberg Media Initiative Africa (BMIA), the school also offers business and finance journalism training to practising journalists.	
Namibia University of Science & Technology	Offers short courses on specific topics such as investigative journalism and media monitoring.	
Malawi Institute of Journalism	Has held short training workshops in conjunction with organisations such as Unicef and Gender Links for working journalists. Workshops have focused on specialist areas such as reporting on child rights and gender.	
Uganda Christian University	Recently started offering mid-career training covering both journalism/media studies and strategic communication. The short courses run every March and September.	



Journalism, public relations and other media streams edia-related streams such as public relations, corporate communications and advertising are commonly tied to journalism tracks

in degrees offered by a number of centres in the region. These tracks are often linked under studies in, for example, 'mass communications', 'media and communications' or 'journalism and communications' (the wide scope of the degrees is also reflected in the name of the department, faculty or school at the centre).

For example, Daystar University in Kenya offers undergraduate programmes in public relations, electronic media, print media and

advertising, and technical and professional communication (while the School of Communications also offers a diploma and BA in music).

The University of Ibadan (Nigeria) offers undergraduate and postgraduate tracks in print journalism, public relations, advertising, and indigenous communications. The University of Mauritius in addition to its degree programme in journalism also offers one in communication studies where emphasis is laid on marketing, branding, public relations and business communication. The University of Nairobi offers training in public relations as a specialisation course at both undergraduate and masters levels of study.

A significant development in the region is a directive from the National Universities Commission for universities to differentiate their degrees. While they may now offer degrees in communications and related training, as well as in journalism, they may not combine these two tracks in the same degree.

In line with this, Covenant University in Nigeria will in future be offering a BSc in journalism, whereas its current programme called mass communications offers specialisation tracks in journalism for print, online and broadcast, and advertising and related streams.

Other centres, seeking to offer more focused journalism training and teaching for their students, have taken the initiative to offer more specialised degrees on their own. The Ghana Institute of Journalism, for example, after offering a BA in communications studies, journalism and public relations, will run only journalism degrees at its journalism faculty, with other faculties at the institute running the communication courses.

The institute says that the purpose of this change is to produce journalism students that have specialist knowledge in a specific field 'who can do something'. From 2021 it will be offering a BA in political journalism, BA in economics journalism, and even a BA in sports journalism, with students able to follow different tracks such as multimedia, print and broadcast.

owever, centres within the same country had different approaches to this, reflecting something of a divergence of perspectives on the value of a close proximity between journalism and other media-related tracks such as public relations and advertising.

For example, while Uganda Christian University, which offers a Bachelor of Arts in mass communication and a Master of Arts in strategic



Students practicing radio interviewing techniques at Addis Ababa University in Ethiopia

communication, has no plans to separate its study streams, Makerere University, which has a BA degree in journalism and communication, is proposing to split these into two degrees, one focusing on digital media and journalism, and the other on communications.

According to the Premium Times Centre for Investigative Journalism, which prior to the announcement by the National Universities Commission had been trying to encourage universities to change their curriculums and offer specialisations in issues such as data journalism and media financing and sustainability, the problem with mass communication degrees is that they are too broad.

It produces versatile students, but few who have mastered specific aspects of journalism. However, while the commission's announcement is seen as a good change, it is likely to produce many practical challenges at universities, including infrastructural and staff capacity challenges given that new faculties will need to be created.

A challenge for faculties offering mass communication degrees is that the public relations and allied streams attract more students, including female students, and therefore bring in more money for the faculty, which effectively sustains the journalism-specific tracks.

One of the reasons for the popularity of public relations and related tracks is that in most countries journalists are not well paid, whereas salaries in the communications field are higher. The University of Addis Ababa, for example, finds that practising journalists join the communications programme to convert their journalism skills so that they can be employed in the public relations field.

he Polytechnic at the University of Malawi, whose key strength is combining journalism with media studies, humanities and politics, finds that its students quickly move into public relations and communications for international agencies such as the United Nations and British High Commission, while others become political spokespeople and commentators. It says as many as 70% of its students who pass through The Polytechnic end up working for international organisations in Malawi.

Similar statistics are reported in other countries. According to the African Centre for Media Excellence, as little as 25% of students taking journalism degrees end up working in newsrooms, with most ending up in public relations roles.

Despite the argument for a greater specialisation in journalism training – which would respond to the evolving specialist training needs for journalism – it is also evident that a close proximity between journalism and other media-related streams, besides helping to financially sustain the journalism training, can be beneficial in practical training for students. For example, Covenant University's magazine is produced by journalism students, with students in the advertising stream selling advertising space. These sorts of inter-disciplinary collaborations, where students take control of the entire production process of a publication, can clearly offer fruitful training experiences for students.

t is also interesting to note that in South Africa there appears to be a trend towards combining public relations and other communications work with journalism training, bringing the basket of courses offered more in line with what is happening elsewhere in the region.

FrayCollege, for example, offers an interesting mix of courses for communicators in dealing with the media, as well as journalism-related courses. Wits University also for a period offered a practical development communications course,

which attracted a large number of government communicators. The University of KwaZulu-Natal offers tracks in strategic corporate communication and consumer culture at its journalism training centre.

Rhodes University recognises that students attending its courses have multiple career directions in mind, and its multimedia and other training, while grounded in journalism, allows them to express this. Students can apply their journalism skills for strategic communications working for non-profit organisations, governments or in the corporate field. As part of its training it runs an internship programme (see above) that attaches students to non-profit organisations to help with their communications strategies. The department also finds that design skills are easily transferable to the advertising and online magazine space.

It has gone as far as hiring corporate communications and public relations people to teach students. It says this does not reflect a desire by the department to teach public relations, but is about understanding how the journalism and multimedia skills taught at the university are 'transferable across a range of career paths'.



Investigative journalism

nvestigative journalism education and training has a reasonably high priority across the continent, both driven by non-profit centres and offered by institutes, schools and universities.

This is in a context where many media houses no longer have dedicated investigative journalism units, and where corruption in both the government and business sectors in nearly all countries surveyed was said to be endemic. It was difficult to find a university, school or institute that did not offer some form of investigative journalism course, with one – the Ghana Institute of Journalism – developing an MA programme in investigative journalism.

As mentioned above, training needs for investigative journalists across the region are similar and include the ability to work with data and data journalism and to represent complex data easily for an audience, including how to translate their stories and present them effectively in different

Areas where journalists need expertise include tax evasion, terrorism and human trafficking. Investigative journalists also have safety and security issues

mediums. Thematic areas where investigative journalists need expertise include tax evasion, terrorism and human trafficking. Investigative journalists also have specific safety and security issues that they have to deal with, and this was said to be a training priority specifically in Central and West Africa.

A commonality of these training needs amongst regional investigative journalists – as well as factors such as reporting on corruption in the extractive industries is a cross-border concern – has no doubt in part led to the creation of investigative journalism networks in Southern and West Africa. These create cross-border communities of practice, training and support. In the case of Cenozo, member journalists are also linked to the International Consortium of Investigative Journalists.

The flexibility that non-profit centres have in

offering training can be more suited to the needs of investigative journalists.

As suggested by one interviewee, training needs to be flexible and tailored to the deadline and other stresses and time limitations that investigative journalists face, which might mean breaking up training sessions to meet the limitations of the journalists.

This kind of flexibility is less easy to achieve in a more structured university environment, although Aga Khan University is using blended learning to try to accommodate the time stresses placed on working journalists. (Teaching online means journalists do not have to travel to the centre to participate in the course.)

The training that some of the members of these hubs offers is substantial and is not confined to freelance investigative journalists or those working

Wits Journalism has a strong investigative journalism focus, which includes its Wits Justice Project, and an annual African Investigative Journalism Conference

in the commercial media, who might see it as their job to tackle state and other corruption. For example, the Platform for Investigative Journalism has trained journalists working for the government-run Malawian News Agency.

With respect to training, the regional investigative journalist units are not isolated from other journalist training centres. For example, the Namibia Media Trust places IJ Hub fellows at The Namibian newspaper. The trust is also working with regional partners to develop workshop and e-learning modules on investigative journalism, including Misa Malawi, with whom it is sharing course curriculums.

Similarly, The Polytechnic at the University of Malawi has partnered with the International Centre for Asset Recovery (Icar) and Basel Institute of Governance to run a continuing journalism education (CJE) programme. Under the programme, the department runs short courses on investigative

journalism skills. The head of the Platform for Investigative Journalism is also part of the Icar programme, and teaches at the university's Chancellor College.

Most – but not all – universities, colleges and schools offered courses in investigative journalism. These include Aga Khan University (which runs a course on investigation and analysis), UCG (which focuses on the environment and extractive industries – see the course outline in the appendix), and the University of Nairobi (which considers it a strong course, taught as part of its print journalism programme).

Of the universities surveyed, Wits Journalism has a strong investigative journalism focus, which includes its Wits Justice Project, an annual African Investigative Journalism Conference, investigative journalism grants, and an investigative journalism award. Wits University, in collaboration with Icar

and The Polytechnic, is also publishing a State of the Newsroom Malawi, which has a focus on investigative journalism in Malawi.

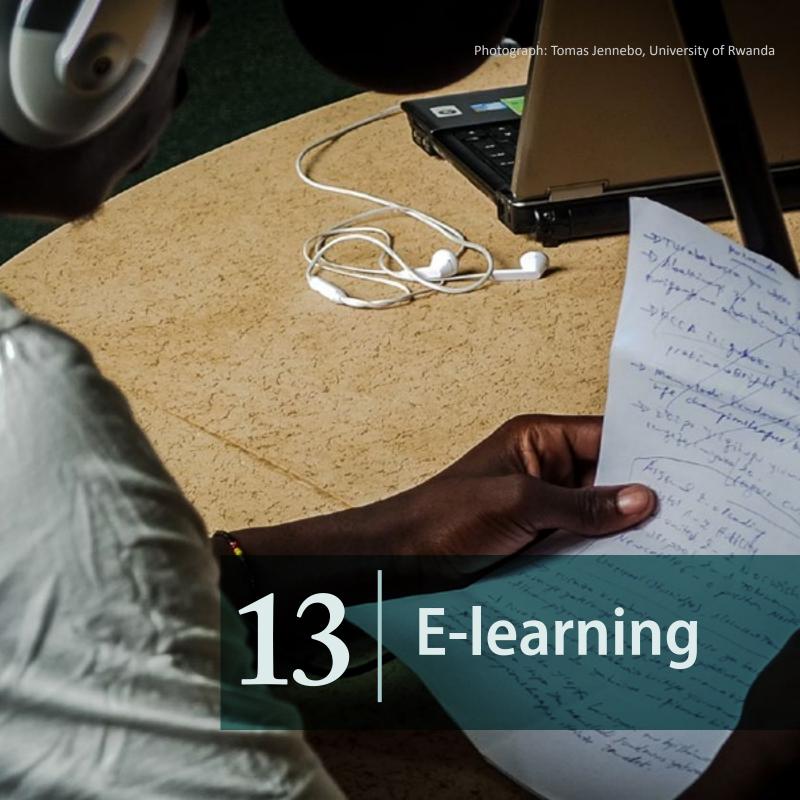
A criticism of investigative journalism courses was that many universities are teaching investigative journalism to students that 'was done 10 years ago'. These are said not to meet the demands of the digital age, nor the emerging complicated thematic issues investigative journalists need to navigate. While upskilling of investigative journalists is critical, students also needed to know what to expect when they enter the industry.

This gap suggests the importance of the links between universities and practising investigative journalists, who in countries like Malawi and elsewhere are invited to guest lecture at universities. Despite this, in a number of universities, such as the University of Nairobi, teachers of the investigative courses have strong journalism experience. In West Africa, at least one journalism training centre, NewsBridge Africa, was started by a prominent investigative journalist, while the new head of Cesti is an award-winning investigative journalist.

Of the universities and schools that did not offer some sort of investigative journalism course, the need for these was recognised. Two centres surveyed had plans to improve the courses they offered, or to develop new ones:

The Malawi Institute of Journalism, which does not run an investigative journalism course at the moment, has plans to incorporate one in its new bachelor's degree programme; and the Ghana Institute of Journalism, which teaches investigative journalism under its 'in-depth journalism' course, is developing an MA degree programme on investigative journalism, which it plans to run as a project targeting practising journalists in the sub-region. It says 'While the paperwork is ready, the challenge has been funding.'

Another centre that did not run an investigative journalism course, but saw the need for one, was the University of Mauritius. It says that the annual Media Trust award in the country has a category for investigative journalism, but that the quality of the entries is low. However, the university says its capacity is stretched and it needs to build the resources to offer a good course in investigative journalism.



E-learning

rior to the Covid-19 pandemic, a number of centres had already been experimenting with e-learning, whether blended learning or offering completely online modules. Some of these are relatively newer training centres.

Rhodes University has recently received university accreditation for a two-year online postgraduate media management course, which will be offered by the Sol Plaatje Institute for Media Leadership. This will start in 2021 and appears to be one of the first completely online university-accredited courses offered in the region. It is also working on getting an online MA degree in media management accredited. The department has offered blended learning in the past, with mid-career and advanced career journalists using teaching blocks and off-campus online support in between.

The University of Mauritius runs a blended learning programme in line with its Learner-Centred Credit System (LCCS).²¹ It said the point of this

hybrid model was to privilege self-learning amongst students, with fewer contact hours (30 hours per semester/per module). A hybrid model at Uganda Christian University has been approved for its MA, and students are only taught face-to-face two months a year, with the rest of the teaching online. Similarly, the Malawi Institute of Journalism uses blended learning to deliver its certificates and diplomas in journalism.

The University of Cape Town, meanwhile, offers short online certificate courses in collaboration with GetSmarter.

f the relatively newer centres, FrayCollege, based in Johannesburg, has an e-learning platform²² that offers a range of courses for journalists and communicators. Its training is offered across the region, as well as the Middle East and South-East Asia.

For Aga Khan University, which offers night classes for graduate mid-career students and day courses for practising journalists, blended learning models are more suitable for its students who are all working professionals. (As mentioned earlier, it allows students to attend class should work deadlines prohibit them from travelling to the university to participate in face-to-face discussions.)

In an interesting initiative, the Premium Times
Centre for Investigative Journalism uses a form
of blended learning in its Campus Reporter
programme. It has developed a website and a mobile
app to offer continued coaching and mentoring to
the students it trains.

Of the centres surveyed, only the Namibia Media Trust appears to have experimented with massive open online courses (moocs). In collaboration with the Wits Link Centre it developed the Jeanette Minnie Memorial Course on African Media Policy in the Digital Age (on the edX platform).²³ FrayIntermedia – which runs FrayCollege in Johannesburg – designed the mooc and is now marketing the course. The course was run for three years and is now no longer a facilitated course.

The impact of Covid-19 and e-learning

he Covid-19 pandemic has forced many centres to consider the alternatives offered by online learning, with mixed effect. Even for some centres that had offered blended learning courses prior to the pandemic, or focused strongly

on multimedia projects and on digitisation, the pandemic posed challenges of scale (the number of students involved) and internet access for students.

In Ethiopia a government decree closed down universities, given that a lack of internet access would disadvantage students. In countries such as South Africa and Ghana, universities stayed open, but the cost of data for students was a problem. In South Africa, sometimes complex data arrangements were made with service providers, and some university websites were zero rated.

Despite the difficulties, most centres that remained open appeared to have found a workaround, using a mix of different platforms for teaching. For some it was a time of experimentation with the possibilities of remote learning for a large number of students and a learning curve for lecturers.

The result is that some centres are emerging from the crisis with a fresh perspective on distance learning and its potential, and some see a hybrid model of teaching as a useful way to deliver learning in the future.

The Ghana Institute of Journalism has continued its lectures using a mix of Google Classroom, Zoom and WhatsApp, leaving it to the individual teachers to select the most appropriate platform. It says it managed to achieve 70-80% of the teaching it would

ordinarily do. Similarly, the University of Nairobi taught online using the same platforms.

Online teaching was also successful at the University of Mauritius, which said that Covid-19 has forced it to rethink its way of delivering courses generally (as mentioned, it already ran hybrid courses). It is now considering a 50/50 blended learning model for the foreseeable future using whatever platform is appropriate (Zoom and Google Classroom were given as examples).

Covid-19 also forced the IJ Hub to shift its training model. Prior to the pandemic, the model was to bring fellows to South Africa and to place them in newsrooms in the country. Now fellows are placed in newsrooms in the region, and training has happened using Zoom.

Future plans and challenges

everal centres have plans to explore e-learning more assertively in the future. Besides the University of Mauritius's self-learning hybrid model, the Premium Times Centre for Investigative Journalism intends to leverage the possibilities of

e-learning to expand its training offerings outside of Nigeria, particularly into West Africa. It is considering offering e-learning in a phased approach, starting with the English-speaking countries such as Sierra Leone, and then moving into Francophone countries such as Niger and Côte *d'*Ivoire. It says it has staff at the centre who are bilingual and who can deliver the courses. Its Dubawa fact-checking unit already also operates in Ghana, and it will be starting up another centre in Sierra Leone.

hile the pandemic has forced the Uganda Christian University to think more about online learning, and it already has a hybrid model in place, it says that planning in terms of equipment purchases and course design at the university all now consider what is needed for e-learning. This means that it already has strong infrastructure in place for e-learning, if teaching does not involve too many students.

The Namibia Media Trust says it is in the process of consolidating its training offering and will introduce workshop-based training and e-learning modules on the basics of journalism, together with regional partners. This will include the basics of investigative journalism, social media and digital storytelling. It also has plans to work in Francophone

African countries using e-learning, but says it needs a partner institution in the region to achieve this.

Challenges, however, for some centres remain. The African Centre for Media Excellence has explored the possibility of distance learning using Zoom, Google Classroom and MS Teams, but it says a lot of its training is project based, which limits its ability to use remote learning. It also says that journalists struggle with data and bandwidth. It says that in Uganda many journalists had to take a pay cut during the pandemic, while also being responsible for their data costs working from home. To try to meet this challenge the centre recently submitted a proposal to the US Embassy to do electoral reporting training with rural journalists, proposing a hybrid face-to-face and online training model, and a budget line item for data so that the trainees have reliable connectivity.

Although the Ghana Institute of Journalism feels the need to explore e-learning more seriously, it faces the challenge of capacity at the institute, as well as in securing the funding to build an online e-learning platform. It is currently preparing funding proposals to this effect, with the aim of expanding its online presence in the region, in tandem with its relocation to bigger premises.



Appendix I: Online survey respondents

The centres that responded to the online survey are listed in the table below:

COUNTRY	CENTRE	
Burundi	Alain Gashaka (consultant)	
Democratic Republic of the Congo	Radio Télévision nationale congolaise (RTNC) (national broadcaster)	
Ethiopia	Bahir Dar University Ambo University DebreMarkos University, Journalism and Communication, Mekelle University Debreberhan University Jimma University, Department of Media and Communication Studies University of Addis Ababa (also interviewed)	
Кепуа	Moi University	

Lesotho	Ubuntu Media & Arts Promotion
Liberia	SheWrites, SheLeads
Namibia	Namibia University of Science & Technology,
Nigeria	Cross River University of Technology, Department of Mass Communication University of Lagos, Department of Mass Communications
Rwanda	Media High Council The New Times University of Rwanda, School of Journalism and Communication
South Africa	Rhodes University, School of Journalism and Media Studies (also interviewed) FrayCollege
Tanzania	University of Dar es Salaam, School of Journalism and Mass Communication

Appendix II: Centres in Francophone Central and West Africa

Centres in Francophone countries in West Africa were not a strong focus of this study. To attempt to remedy this, we invited working journalists in the region to offer their perspective of training needs, networks, and key journalism training institutions in Francophone countries. The centres said to be prominent in Central and West Africa are listed in the table below, including the reason given by the respondent as to why the centre was considered important.

COUNTRY	CENTRE	WHY CENTRE IS IMPORTANT
Senegal	Cesti, l'Université Cheikh Anta Diop de Dakar (Ucad)	One of the oldest and largest journalism schools in the region, and known throughout Francophone Africa. Before other journalism schools started, regional students would come to Cesti.
	Ejicom (School of Journalism and Communication)	Although the respondent was unsure of the curriculum, it is also run by a former journalist with a strong training and investigative journalism background.

Mali	Free Press Unlimited	Said to support numerous journalists in the region.
Burkina Faso	Ipermic, University of Ouagadougou	Ipermic is the school of journalism at the university.
	L'Institut des sciences et techniques de l'information et de la communication (Istic)	Trains journalists who will later work for the public media.
Cameroon (English/ French)	Ecole Superieure des Sciences et Techniques de l'Information (Higher School of Sciences and Information Technology) of the University of Yaounde	Considered the best in the Central African subregion. Trains journalists from all the countries of Central Africa.
	Department of Journalism and Mass Communication (JMC), University of Buea	
	Advanced School of Mass Communication (Asmac), University of Yaounde II	

Department of Journalism, Saintou University Institute, Yaounde	
The Institute for the Preservation of Audiovisual Heritage (IFCPA), Yaounde	Run by the state broadcaster Cameroon Radio and Television (CRTV). Key in training media workers such as radio animators, announcers, cameramen, etc.

Endnotes

- This number only considers universities and polytechnics, and is now likely to be higher.
 Amenaghawon, F. Conference Paper. July 2010.
 Proliferation of Journalism Schools in Nigeria: Implication for Quality and Professionalism.
- 2 Riding the Waves: Journalism Education in Post-Apartheid South Africa by Anthea Garman and Mia van der Merwe in 2017.
- 3 In 2007, called *Criteria and Indicators for Quality*Journalism Training Institutions: Identifying Potential
 Centres of Excellence in Journalism Training in Africa.
 https://en.unesco.org/programme/ipdc/initiatives/
 centres-excellence-journalism-education
- 4 Such as *Riding the Waves: Journalism Education in*Post-Apartheid South Africa by Anthea Garman and Mia
 van der Merwe in 2017.
- 5 Namibia Media Trust and the South African National Editors' Forum.

- 6 https://www.ru.ac.za/jms/studentresources/isixhosaforjournalism/#d.en.255746
- 7 For the few excluded, this was because reliable contact details were not available.
- 8 Focuses on broadcast and print journalism, offers undergraduate and postgraduate degrees, diplomas and short courses and teaches about 200 students a year.
- 9 Has a school of Communication, Cinematic and Creative Arts and offers undergraduate and MA programmes.
- 10 Amenaghawon, F. Conference Paper. July 2010.

 Proliferation of Journalism Schools in Nigeria: Implication for Quality and Professionalism.
- 11 In cases where regulation is funded entirely by commercial media houses, media councils could also be considered part of the commercial sector's training programmes. The relative independence and funding structures of media councils in the region was not part of

this research.

- 12 A regional independent non-governmental organisation with a network of partner organisations in all 16 countries in West Africa.
- 13 https://wun.ac.uk/
- 14 https://cenozo.org/
- 15 It defines itself as a network covering all Ecowas countries and Mauritania.
- 16 https://diraj.org/
- 17 https://twitter.com/Fem_Data
- 18 https://www.kaminuzastar.com/
- 19 Amongst other commercial media houses, The New

Times in Rwanda runs short courses in data journalism, multimedia, writing for the web for 'fresh graduates and final year journalism school students' as well as working journalists.

- 20 https://www.getsmarter.com/
- 21 This is based on EU ECTS norms for education: https://ec.europa.eu/education/ects/users-guide/key-features_en.htm
- 22 https://fraycollege.scholarlms.com/
- 23 https://www.edx.org/course/media-freedom-and-freedom-of-expression-in-afric-2

