



## **Self-assessment questionnaire on excellence in journalism education in Africa**

### **Overview**

The purpose of this questionnaire is to offer a tool for journalism schools in Africa to self-assess their programmes according to five criteria for excellence in journalism education. These criteria have been developed in consultation with journalism educators from across Africa. The term “school” covers tertiary educators and trainers whether working in universities, colleges, or similar institutions.

The questionnaire is followed by a short survey on the awareness, understanding and use of UNESCO’s IPDC resources for journalism educators in Africa.

- We estimate that the questionnaire and survey should take about 45 min to an hour to complete.
- For practical purposes we would only like one response per institution.
- Please ensure your answers are as accurate as possible. We suggest you hold a discussion with key colleagues in your institution to ensure well-rounded responses to the questions.
- The questionnaire and survey is also available in French, Portuguese and Arabic.
- The questionnaire and survey is linked to a small grants process. You would have received the details for this by email if you participated in the series of regional consultations for the project.
- The final deadline for completion of this questionnaire and survey is: Monday July 10, 2023.

Should you have any queries about this questionnaire or the small grants process please write to Alan Finlay ([Alan.Finlay@wits.ac.za](mailto:Alan.Finlay@wits.ac.za)).

Background to the project and how this questionnaire was developed can be read here:

### **How to answer this questionnaire**

The questionnaire is broken down into five sections, each section responding to a criteria for excellence in journalism education identified through the regional consultations.

These five criteria each have three components for consideration: curricula; outreach; and internal capacity building and development.

Each of these three components then have key issues that are important to consider in order to evaluate how well your institution is responding to the specific criteria for excellence.

Each of these key issues need to be individually scored.

Your scoring should be on a scale of 1 to 5 using the following as a reference for your scoring:

- 1 = You have not considered the particular issue at all;
- 2 = You have only started to think about the issue in your school;
- 3 = You have partially implemented some of the aspects of the issue identified;
- 4 = You have implemented nearly all of the aspects of the issue identified;
- 5 = You feel your teaching responds very well to the issue identified and that there is little room for improvement.

Each sub-section has an additional field where you are asked to provide a concrete example of a question you have scored 4 or 5.

Please note that this information will not be shared in a way that your school can be identified. Any publication of these survey results will only be used to indicate overall trends in African journalism schools.

**Institutional details**

Institution:

Institutional website (if you have one):

Name of person completing this questionnaire:

Email address of person completing this questionnaire:

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**1. Journalism education that is human-rights based and encourages the practice of ethical journalism**

There is an underlying assumption that excellence in journalism education strengthens a media that supports democracy and human rights, including freedom of expression and the press, and encourages a critical examination of media operations within this general framework in the African context. This perspective includes introducing students to the principles of ethical practices in reporting and working in the public interest, and draws the link between these practices and the role of the media in supporting democracy, human rights and sustainable development.

**I. Curriculum**

**Does your school:**

- a) Explain the full human rights system to students (civil rights and socio-economic rights)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- b) Explicitly engage students in what journalism means to citizenship, democracy, human rights, and sustainable development

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- c) Specifically unpack the right of freedom of expression and access to information, any limitations to these rights that apply in your country, and how students can practically navigate restrictions in order to produce informed journalism in the public interest

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- d) Introduce students to the media industry's codes of conduct and practice, and the rights and obligations these entail

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- e) Run a course on journalism ethics, with components that include notions of fairness, verification and fact-checking, and balance in reporting in the public interest

1	2	3	4	5
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- f) Teach students how to report fairly, sensitively and in a non-partisan and non-discriminatory way during elections and in conflict situations (including civil wars and religious and ethnic conflict)

1	2	3	4	5
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- g) Teach students how to report ethically and sensitively on the rights of women, children and marginalised groups such as ethnic groups, people with disabilities and sexual minorities

1	2	3	4	5
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- h) Teach students to recognise the distinction between journalism and other practices such as public relations and advertising, propaganda, social influencing or gossip

1	2	3	4	5
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- i) Explain and incorporate alternative ways of producing journalism in your syllabus including in practical exercises, such as human rights journalism, peace journalism, constructive journalism or solutions journalism

1	2	3	4	5
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- j) Interrogate and unpack the many ways in which journalism working in the public interest can be undermined including through bribe-taking, the political ownership of media houses, or harassment and bullying by powerful and influential persons, and discuss practical ways in which students can navigate these challenges as working journalists

- k) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

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## II. Outreach

**Does your school:**

- a) Demonstrate leadership in your media environment through speaking out on media rights or ethical issues and convening meetings and conferences for stakeholders on important media freedoms issues

1	2	3	4	5
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- b) Commemorate key media freedoms dates like World Press Freedom Day (3 May), World Radio Day (13 February), International Day for Universal Access to Information (28 September), and International Day to End Crimes for Impunity Against Journalists (2 November) through organising events, making public statements, or launching relevant publications amongst other activities

1	2	3	4	5
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- c) Have individual staff members serving in an advisory capacity for media houses, journalist associations, the press council, or media-rights NGOs

1	2	3	4	5
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- d) Encourage staff members to write critically about media practice in the media through articles or opinion pieces or other kinds of media outputs

1	2	3	4	5
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- e) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

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**III. Internal development and capacity**

**Has your school:**

- a) Developed a practical policy on staff and students commenting publicly on issues to do with media freedoms that gives them the freedom to voice their concerns but also preserves a sense of academic independence and impartiality

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- b) Developed approaches that strengthen inclusion through the participation of women students, students from minority ethnic or religious backgrounds, students with disabilities, LGBTI students, and/or other marginalised groups in the classroom

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- c) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

**2. Journalism education that is responsive to the practical training needs in a country and region**

Practical skills development is a crucial component of good journalism education in Africa and elsewhere. This should include both basic and advanced journalism skills and be responsive to the evolving training needs of a media environment.

**I. Curriculum**

**Does your school:**

- a) Offer structured support to develop the basic writing and editing skills of students

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- b) Teach students media and information literacy so that they can understand the media environment they work in

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- c) Teach students how to use advanced search possibilities to fact-check disinformation, identify media created by Artificial Intelligence, as well as verify content for their own stories in order to ensure accuracy

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- d) Equip students with appropriate digital production skills so that they can work in multi-media newsrooms, including the skills for distributing content in a digital environment

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- e) Offer training to students in digital security, situation awareness, and personal security

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- f) Equip students with the practical skills necessary to navigate the pressures they are likely to face from government and security officials, political and other powerful actors, as well as sources, and how to negotiate with crowds in volatile situations

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- g) Have a campus radio station, student newspaper, and news portal or social media channel/s where students can develop practical journalism skills including practising ethical decision-making

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- h) Prepare students with the skills needed to navigate the workplace, including pitching stories, how to plan a work agenda efficiently, how to negotiate contracts with employers, dealing with workplace bullying and harassment, and personal financial planning and budgeting

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- i) Equip students with practical knowledge to assert their labour rights (e.g. right to unionise, right to protest, etc.)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- j) Offer training in newsroom leadership specifically for women students

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- k) Introduce students to the psychological impact their work may have on them, and the resources and networks available to support them

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- l) Practice with students strategies for negotiating with editors and media bosses who may not be aware of or care about the ethical or rights implications of a news story

1	2	3	4	5
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- m) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

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## II. Outreach

### Does your school:

- a) Have partnerships with universities in other countries or regions for guest lectures and student exchange programmes to expose students to new learning environments and skills

1	2	3	4	5
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- b) Have strong working relationships with NGOs, media houses, or other institutions where students can receive the practical experience they need including through internships

1	2	3	4	5
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- c) Have strong working relationships with female journalists who can serve as mentors and role models for students

1	2	3	4	5
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- d) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

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### III. Internal capacity

#### Has your school:

- a) An internal capacity building programme that helps staff keep up with trends in digital media and develop new skills, including methodologies to research digital media content

1	2	3	4	5
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- b) Systematically explored the benefits and drawbacks of online and hybrid learning with respect to course delivery and the impact on students

1	2	3	4	5
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- c) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

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### **3. Journalism education that is alert to innovation, trends, and new opportunities in the practice of journalism**

It is important for journalism schools to actively explore new forms of journalism being produced in a country, region or globally. This includes the ways in which this journalism is being produced and published, its contribution to ethical journalistic practice, and how these forms of journalism may be financially sustainable.

#### **I. Curriculum**

#### Does your school:

- a) Help students identify and explore new trends in journalism practice in your country and region in all mediums, including new styles of journalism and forms of journalistic output, and new ways of organising the production of news

1	2	3	4	5
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- b) Creatively explore with students the potential of new technological innovations to create fresh forms of journalistic output

1	2	3	4	5
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- c) Instil in students a confidence in using new technologies which they can apply when exploring new technological innovations in the future

1	2	3	4	5
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- d) Co-design courses and their outputs with students with respect to the innovative use of new technologies for journalistic practice (i.e. drawing on their skills and expertise in using the technologies)

1	2	3	4	5
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- e) Teach business principles to students to encourage and catalyse entrepreneurship, including exploring the several ways that media start-ups can generate revenue, such as donor fundraising, crowd-sourcing funds, and through membership models or the innovative use of paywalls

1	2	3	4	5
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- f) Teach students about the political economy and business models of companies providing new technologies so that they are aware of the risks and pitfalls when producing journalism in the public interest using these technologies (e.g. data harvesting and privacy, collaboration with states on service shut-downs)

1	2	3	4	5
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- g) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

## II. Outreach

### Does your school:

- a) Have working relationships with business schools, media entrepreneurs and start-ups allowing site visits, internships and guest lectures

1	2	3	4	5
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- b) Please provide a brief, concrete example from your work that illustrates this question if you have scored it 4 or 5

**III. Internal capacity and development**

**Does your school:**

- a) Have mechanisms to support students who wish to start up their own media businesses (e.g. these may involve setting up an online network of interested students where ideas can be shared and support asked for, more structured interventions such as holding regular meetings or discussions with guest speakers, or creating a physical or online space where new business ideas can be incubated by students with the support of business and other experts)

1	2	3	4	5
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- b) Please provide a brief, concrete example from your work that illustrates this question if you have scored it 4 or 5

**4. Journalism education that is attentive to the shifting socio-economic, political and environmental realities of African countries and regions**

Excellent journalism education pays critical attention to the changing socio-economic, political and environmental realities of a country and region. It helps to build capacity amongst students in important areas where there are thematic weaknesses in journalistic output so that journalism can work better in the public interest, strengthen accountability and democracy as well as sustainable development.

**I. Curricula**

**Does your school:**

- a) Teach students how to critically analyse the socio-economic and political landscape of your country or region, as well as how these differ from other countries or regions and the global context

1	2	3	4	5
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- b) Help students to critically understand the political economy of the media and Internet services

1	2	3	4	5
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- c) Offer specialist thematic courses relevant to your context (e.g. environment/climate change, migration, corruption, health, economics, or politics)

1	2	3	4	5
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- d) Teach students how to work with, analyse and interpret data so that they can report knowledgeably on emerging research on socio-economic, political and environmental issues

1	2	3	4	5
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- e) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

**II. Outreach**

**Does your school:**

- a) Have strong working relationships with specialist communities for teaching relevant specialisations, such as on the environment/climate change, migration, corruption, health, economics, or politics

1	2	3	4	5
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- b) Have access to organisations or trainers with expertise on the rights of women, children and marginalised groups who can coach students on reporting responsibly and sensitively

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- c) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

### III. Internal capacity and development

#### Has your school:

- a) Created spaces (e.g. dedicated meetings) where staff can critically engage with each other on shifting socio-economic, political and environmental issues impacting on the practice of journalism and on journalism education

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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- b) Please provide a brief, concrete example from your work that illustrates this question if you have scored it 4 or 5

### **5. Journalism education that is responsive to the specificities and nuances of African media and communication ecologies and encourages the unique role of journalism within these media ecologies**

Excellent journalism education does not focus exclusively on traditional or mainstream media, but considers the media environment as an ecosystem with multiple actors producing forms of journalism from different perspectives and using different platforms. It tries to understand how this media ecology emerges in a specific context, and how this is different to the way the media works in other contexts.

## I. Curriculum

### Does your school:

- a) Introduce students to wider communications environment as an 'ecosystem' with multiple forms of journalism being produced from varied sources and in different ways

1	2	3	4	5
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- b) Teach students to critically evaluate the unique role of journalism within this ecology based on specific socio-economic and political realities, and to compare this to journalism produced in other parts of the world

1	2	3	4	5
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- c) Offer short courses on journalism practice and principles for journalists who work in indigenous languages

1	2	3	4	5
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- d) Offer courses that are rich in local examples of interesting and innovative journalism and media practices

1	2	3	4	5
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- e) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

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## II. Outreach

### Does your school:

- a) Regularly seek to engage the producers of new forms of news and journalism, including influencers and YouTubers, or alternative forms of journalism

1	2	3	4	5
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- b) Publicise research and case studies on unique forms of journalism found in Africa for wider public dissemination

1	2	3	4	5
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- c) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

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### III. Internal capacity and development

#### Does your school:

- a) Critically discuss and evaluate ideas such as 'decolonising the curriculum' and how these might be relevant to or strengthen your work

1	2	3	4	5
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- b) Have access to or develop relevant textbooks or curriculums rich in local examples and analysis that students can relate to

1	2	3	4	5
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- c) Integrate the need to teach and build the capacity of journalism in indigenous languages in your journalism education strategy

1	2	3	4	5
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- d) Have a research agenda that focuses on the particulars of African media spaces and communication ecologies in your country or region

1	2	3	4	5
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- e) Please provide a brief, concrete example from your work that illustrates a question you have scored 4 or 5

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### **Survey on the awareness, understanding and use of UNESCO's IPDC resources for journalism educators**

Have you/your school ever submitted a project to UNESCO's International Programme for the Development of Communication (IPDC)? If yes, please specify.

Yes	No
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In the framework of your professional activity, have you ever used UNESCO's IPDC publications or handbooks on journalism education?

Yes	No
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Which publication(s) did you use and in which context? Please specify.

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If you are a journalism educator, a trainer, a teacher in journalism/communication, did you use those resources as a teaching tool?

Yes	No
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If not, why not?

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Do you have any comments, suggestions to improve the content of UNESCO-IPDC's future publications on journalism education?

What new topic(s) would you find it most relevant for UNESCO to develop a new specialized handbook for journalism education on?

On a scale from 1 to 5, 1 being very unlikely and 5 being highly probable, would you recommend these resources to your professional colleagues and academic network?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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By submitting this form, you agree to receive information from UNESCO related to this project.

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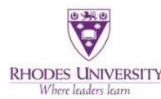
project leader



lead implementing partner



implementing partner



supporter



